

Module descriptor (Midwifery year 2)

Module prefix	NUR - (Nursing Studies)		
Module title:	Midwifery Practice 2		
FHEQ level:	5		
Module Leader:	Vikki Saravia		
Other contributors:	Sarah Bolger		
Number of credits:	120		
Number of ECTS credits:	60		
HESCOS Code:	100288		
Module availability:	Year Long		
Overall student workload:			
Workshop Hours:	4		
Clinical Placement Hours:	990		
Independent Study Hours:	455.5		
Lecture Hours:	46		
Seminar Hours:	58		
Tutorial Hours:	4		
Laboratory Hours:	0		
Practical/Performance Hours:	50		
Student Cap:	116		
Date of production:	06/04/2021		
Assessment pattern:			
Assessment Name	Assessment Type	Weighting % or Pass/Fail	Credit value
Evidence Enquiry (2 pieces of primary research, critically appraised and the significance for practice explored) (3000 words)	Coursework	100%	Credit value 30
Long term condition written submission	Coursework	100%	Credit value 15
VIVA/OSCE (multi-station)	Oral-type examination or presentation	100%	Credit value 30
Practice portfolio	Pass/Fail Professional Competencies	Pass/Fail	Credit value 45
Safe medicate exam	Examination	Pass/Fail	
Written Clinical Account	Coursework	100%	
Formative assessments:			
<ul style="list-style-type: none">• Case study: Service user needs LTC• Article review and discussion of significance to practice• Think out loud activity: interactive, decision making exercise• Written submission of scenario-based decision making• OSCE• x6 Safe medicate – 1 hour each (Year Long)			
Alternative assessment:			
None			

Pre-requisite/co-requisites:					
None					
Module overview:					
<p>This module is a year-long module that integrates theory and practice within university learning blocks and placement learning blocks. Students will be supported to apply their knowledge of altered physiology and body functioning to commonly encountered mental, physical, behavioural and cognitive health conditions within maternity care to inform their clinical assessment, decision making and interventions. There will be a focus on management of increased complexity in midwifery care. Students will demonstrate the ability to recognise and respond appropriately to changing risk factors and obstetric emergencies. Students will consider the wider scope of leadership, innovation and change management and its impact on care on maternity multidisciplinary teams and care provision.</p>					
Module aims:					
<p>This module aims to:</p> <ul style="list-style-type: none"> • Enable students to assess and apply knowledge of altered physiology and body functioning to commonly encountered mental, physical, behavioural and cognitive health conditions to inform clinical assessment, decision making and interventions. Students will demonstrate the ability to recognise and respond appropriately to changing risk factors and obstetric emergencies. Students will engage in inter professional working and adopting a service user and carer focused approach. • Enable students to explore the relationships between physical and mental health in order to effectively implement holistic midwifery care, develop the knowledge, skills and understanding of the management of long term conditions within midwifery practice. To enable students to examine and care for babies immediately following birth and those with specific health or social needs and refer to other professionals or agencies as appropriate 					
Learning outcomes:					
Learning Outcome	K	C	P	T	Optional Ref
1. Understand and evaluate the principles of holistic care and assessment promoting individuals' rights, dignity, interests, preferences, beliefs and cultures, developing an understanding of human identity using a person-centred approach.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2. Demonstrate personal and professional values and behaviour in accordance with relevant professional codes including taking responsibility for seeking and responding to feedback to develop professional knowledge and skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Demonstrate the knowledge and ability to effectively communicate and contribute to midwifery practice utilising a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

range of strategies with colleagues and people.					
4. Applies knowledge to identify solutions for ongoing care and co-existing health needs, that considers psychological wellbeing, economic and social/cultural circumstances.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5. Act with an understanding of legal and ethical frameworks and policy to inform professional care delivery and evidence-based practice, recognising and reporting any situations, behaviours or errors that could lead to poor care.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6. Identify and analyse knowledge of anatomy and physiology of body systems when assessing, planning and delivery care interventions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7. Apply knowledge of altered physiology and body functioning to commonly encountered mental, physical, behavioural and cognitive health conditions to inform clinical assessment, decision making and interventions (including pharmacology and medications management).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8. Evaluate and apply evidence to inform practice, utilising different types of evidence including research, policy and governance frameworks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9. Apply evidence to health care interventions and the evaluation of health care provision to ensure the use of evidence to improve person-centred care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10. Analyse a range of research methodologies to inform the development of professional knowledge and skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11. Demonstrate ability in a range of relevant clinical skills in simulated and clinical environments utilising health care technology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12. Demonstrate the ability to interact effectively and reflect upon your role within a team, understanding the principles of leadership, human factors and strength-based approaches when working in teams to safely and effectively deliver person centred care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13. Build partnerships and therapeutic relationships with service users, carers, families and other professionals to ensure safe, effective and non-discriminatory care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
14. Apply the knowledge from an evidence base to underpin a person-centred approach to shared assessment, planning and decision making when working with service users, carers,	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

families and other professionals					
15. Understand the need to evaluate the effectiveness of care using an evidence base, by self or others, and understand appropriate quality improvement strategies and methodologies to enhance person-centred midwifery care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16. Demonstrate the importance of safe practice and an understanding of risk management strategies, local and national guidelines across a range of clinical environments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17. Apply an understanding of public health within practice to support and enable people to make informed choices about their care to manage health, life choices, illness and care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
18. Demonstrate the ability to recognise and respond appropriately to changing risk factors and obstetric emergencies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
19. Demonstrate the ability to examine and care for babies immediately following birth and those with specific health or social needs and refer to other professionals or agencies as appropriate.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/ Practical skills					
Module content:					
<u>Domain 1: Being an accountable, autonomous, professional midwife:</u> <ul style="list-style-type: none"> Using evidence to inform innovations in practice Reflection and thinking creatively to solve problems Self management and empowerment Behavioural influences on ability to self-manage Investigating and critically analysing evidence from a variety of sources Mental Health First Aid (looking after own emotional wellbeing) Ethical issues in maternity care 					
<u>Domain 2: Safe and effective midwifery care:</u> <ul style="list-style-type: none"> Continuity of carer Holistic Assessment (midwifery specific mental health) Sexual and reproductive healthcare needs Planning and prioritising care 					
<u>Domain 3: Universal care for all women and newborn infants:</u> <ul style="list-style-type: none"> Medication Management Applied physiology Applied pharmacology and medicine management Interpretation of cardiotocographs 					

- Relationship building, bonding and baby massage
- NIPE study day

Domain 4: Additional care for women and newborn infants with complications:

- Understanding physical and mental health challenges in practice
- Mental Capacity Act
- Co-morbidity
- Substance Misuse
- When a baby dies and termination
- Hypertensive disorders (gestational, pre-eclampsia)
- Multiple pregnancy
- Breech
- Cord prolapse
- Antepartum haemorrhage (abnormal placentation, abruptio placenta, ruptured uterus)
- Pre-term labour
- Shoulder dystocia
- Malposition and malpresentation and the effects this has on labour and birth
- Operative delivery
- Vaginal Birth After Caesarean
- Episiotomy and intrapartum perineal care
- Postpartum Haemorrhage
- Obstetric Cholestasis
- VTE in pregnancy (applied)
- Retained placenta
- Sepsis
- Cancer
- Mental health care in pregnancy
- Role of the perinatal health midwife supporting pathways and networks
- PND and psychosis
- The impact, management and outcome of long-term conditions in pregnancy
- The sick neonate (pathological jaundice, hypoglycaemia, infection, low birth weight, IUGR, prematurity, neonatal resuscitation).
- Wound care
- Acute pain management
- Recognition of what complexity is and the effect it has on pregnancy, birth and in the postnatal period
- Indications for induction of labour and methods (prostaglandins and mechanical cervical ripening methods, ARM, oxytocin)
- Epidural and spinal analgesia/anaesthesia
- Recognition and management of delay in labour
- BLS and NLS

Domain 5: Promoting excellence: the midwife as colleague, scholar and leader:

- Leadership styles and theories
- Teams working & communication
- Service redesign in today's NHS

- Implementing & managing Change
- Influencing and negotiating skills
- Role of service users and carers in development of services
- Managing resources – time/people/finances
- Multidisciplinary team working
- Use of E:health and e:technologies

Content to be met through interdisciplinary learning:

- Understand, research, analyse and synthesise evidence to inform an innovative solution to practice.
- Team working and leadership styles including underpinning theories.
- Reflective learning strategies to evaluate own practice and develop accordingly.
- Service redesign and change management including the role of service users and carers in development of services, influencing and negotiating skills and managing resources – time, people, finances.
- Mental and physical health comorbidities and interactions in a social context across the lifespan drawing upon evidence to support understanding.
- The interaction between cognitive abilities and disabilities, mental health and physical well-being.
- Service user and carer focused approach to understanding and relieving psychological and physical distress.
- Range of interventions and evidence to inform a choice of strategies for managing effective, holistic delivery of care, taking account of ethical issues associated with care.
- Furthering knowledge about medication management including more complex delivery methods and medication interaction.
- The benefits and challenges of interdisciplinary and interagency working and communication strategies, including looking after own emotional wellbeing (Mental Health First Aid).

Methods of teaching/learning:

The **learning and teaching** strategy is designed to enable students to explore the notions and challenges of leadership and team working through the process of experiential learning. Healthcare Practice within simulation and placement will enable students to further develop clinical proficiencies and assessment skills, focusing on the assessment and management of complexity within holistic scenarios. Students will be provided with the opportunity to develop the knowledge, skills and attributes to holistically care for women, babies (to include the fetus) and their families through existing and emerging, challenging and complex health conditions.

- Simulation
- Lectures
- Seminars
- Online – self-test / additional learning materials / discussion boards / student forums
- Classroom discussions
- Student-led seminars
- Lectures

- Problem based learning
- Case studies / scenarios
- Experiential learning
- Practice placement experience

Assessment strategy:

The **assessment strategy** is designed to provide students with the opportunity to demonstrate an understanding of person-centred care, communication and assessment skills. It will provide them with the skills to review and assess the evidence which underpins practice.

Theoretical, university-based assessment will occur alongside practice-based proficiency assessment using the practice-based assessment documentation (MORA) to achieve the criteria, set by the Nursing and Midwifery Council (NMC, 2019). Progression will be confirmed by the Practice Assessor and the assigned Academic Assessor.

Thus, the **summative assessment** for this module consists of:

- Summative 1: Evidence Enquiry (2 pieces of primary research, critically appraised and significance for practice explored) – 3000 words
- Summative 2: Long term condition case scenario - write about decision-making, care/treatment plan regarding a complex birth/complex neonatal care and infant feeding – 2000 words
- Summative 3: VIVA/OSCE (10 station) – station examples:
 - Management of a midwifery emergency 1 (example breech birth, shoulder dystocia, newborn life support) O
 - Management of a complex midwifery emergency 2 (example the deteriorating woman) V
 - Interpreting a CTG V
 - Pharmacology V
 - Mental health scenario V/O
 - NIPE V/O
 - Pain management and risk assessment
 - Infant feeding
 - Ethics
 - Public Health
- Summative 4: Practice Assessment Document (MORA) year long pass/fail
- Summative 5: Safe Medicate exam
- Summative 6: Written clinical account: 1000 words

Formative assessment (compulsory elements with feedback provided via SurreyLearn):

- Service user needs with a long-term condition (500words)
- Evidence Enquiry – article checking and significance discussion (peer supported)
- Think out loud activity
- Written submission of scenario-based decision making
- VIVA/OSCE
- Safe Medicate

Additional formative activities

- Self-tests
 - Safe medicate
 - Anatomy & physiology
- Think out loud activity- decisions in practice
- Simulation with actors (communication)
- Reflective learning journal

Feedback

- Continuous feedback from teaching fellows & actors within university learning blocks
- Peer feedback within university learning blocks (simulation and theory)
- Continuous feedback from practice whilst on placement learning blocks
- Service user and carer feedback
- Online feedback
- Tutorials

Other Information:

None

Additional Costs:

Included in the fees.

Reading list:

Pollard, M. (2017) *Evidence-based care for breastfeeding mothers: a resource for midwives and allied healthcare professionals*. London: Routledge

Robson, S.E. and Waugh, J. (2013) *Medical disorders in pregnancy: a manual for midwives*. 2nd Edition. Chichester: Wiley Blackwell.

Winter, C., Crofts, J., Laxton, C., Barnfield, S., Draycott, T. (Eds) (2017) *PROMPT Course Manual*. (3rd Edition). Cambridge: Cambridge University Press.

Wylie, L. and Bryce H.G.H. (2016) *The midwives' guide to key medical conditions: pregnancy and childbirth*. 2nd Edition. Edinburgh, Elsevier.