

### Module descriptor (Midwifery year 3)

Module prefix	NUR - (Nursing Studies)		
Module title:	Midwifery Practice 3		
FHEQ level:	6		
Module Leader:	Ann Robinson		
Other contributors:	Jaime Sutherland		
Number of credits:	120		
Number of ECTS credits:	60		
HESCOS Code:	100288		
Module availability:	Year Long		
Overall student workload: 747.5 total theory			
Personal Tutorial Hours:	0		
Workshop Hours:	14		
Clinical Placement Hours:	780		
Independent Study Hours:	555.5		
Lecture Hours:	81		
Seminar Hours:	91		
Tutorial Hours:	3		
Laboratory Hours:	0		
Practical/Performance Hours:	30		
Student Cap:	116		
Date of production:	06/04/2021		
Assessment pattern:			
Assessment Name	Assessment Type	Weighting% or Pass/Fail	Credit value
Practice Development Project Part 1	Project (Group/Individual/Dissertation)	100%	30
Practice Development Project Part 2	Project (Group/Individual/Dissertation)	100%	15
Safe Medicate Medicines Management Exam Patient scenario (drug administration)	Examination Examination Coursework	Pass/Fail Pass/Fail 100%	15
Practice portfolio	Pass/Fail Professional Competencies	Pass/Fail	60
Complex assessment, treatment and management scenario - VIVA	Oral-type examination or presentation	50%	
Written Clinical Account	Coursework	50%	
Formative assessments:			
<ul style="list-style-type: none"><li>• Project plan</li><li>• X6 Safe medicate – year long</li><li>• Safe medicate/medicines management exam (ethics and safety)</li><li>• Pt scenario (drug administration)</li><li>• VIVA – complex</li></ul>			

<b>Alternative assessment:</b>					
None					
<b>Pre-requisite/co-requisites:</b>					
None					
<b>Module overview:</b>					
<p>This module provides a sequential and integrated learning experience using theory and practice, by a spiralling of content that supports student development. It will prepare students to demonstrate proactive leadership acting as change agents to challenge practice to enhance people's wellbeing and experience of health care; integrating evidence into their clinical and scholarly practice, becoming an accountable evidence-based professional midwife. Practice within simulation and placement will enable student midwives to draw together learning from university blocks, by consolidating their knowledge and proficiencies within clinical practice in preparation for professional registration.</p>					
<b>Module aims:</b>					
<p>This module aims to:</p> <ul style="list-style-type: none"> <li>• Develop confident, competent and responsive practitioners with the knowledge, skills and behaviours required to deliver and lead high quality evidence-based midwifery care. It will enable students to act with professional integrity and demonstrate achievement of the professional standards as defined by the Nursing and Midwifery Council's (2019) Standards of Proficiency for Midwives.</li> <li>• Prepare students to deliver safe and compassionate evidence-based, person centred care, whilst demonstrating the values and attitudes in keeping with non-discriminatory practice and an orientation towards holistic care.</li> <li>• Facilitate partnership working with health and social care professionals, service users, carers and families, acknowledging the contribution of a collaborative approach to care and the importance of education for health.</li> <li>• Enable students to contribute to the planning, design and delivery of care by leading, delegating and supervising other health care professionals.</li> <li>• Develop the capacity to adapt to change and identify and initiate innovations in practice.</li> <li>• Facilitate the development of clinical, analytical and reflective thinking skills with the ability to distil research impacts, integrate and combine sources of knowledge.</li> <li>• Develop a commitment to life wide and independent learning through self-awareness, emotional literacy and reflective practice.</li> </ul>					
<b>Learning outcomes:</b>					
Learning Outcome	K	C	P	T	Optional Ref
1. Practice as autonomous and accountable practitioners responsible for the delivery of holistic care and assessment promoting individuals' rights, dignity, interests, preferences, beliefs and cultures, developing an understanding of human identity using a woman -centred approach.	☒	☒	☒	☒	

2. Act in accordance with the NMC Code (2018), legal and ethical frameworks and policy to deliver care in an evidence-based approach, recognising and reporting any situations, behaviours or errors that could lead to poor care outcomes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Act as a role model, critically evaluate own practice and identify areas of personal and professional development demonstrating learning from experience, feedback and reflection.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4. Communicate safely and effectively when working across health and social care environments, to build relationships and in partnership with service users, carers and families and other professionals and agencies to promote person centred-care and providing informed choices to women.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5. Applies knowledge, synthesises ideas and evidence to generate solutions in planned and uncertain situations across a range of health care environments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6. Applies knowledge to identify solutions for ongoing care and co-existing health needs, that considers psychological wellbeing, economic and social/cultural circumstances for individuals and groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7. Demonstrate proactive leadership acting as change agents to challenge practice to enhance women and family's wellbeing and experience of health care.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
8. Practice autonomously and be responsible for the delivery of midwifery care utilising an evidence-based approach to assess, plan and deliver care interventions across a range of clinical environments for both planned and emergency care; responding appropriately to changing risk factors and obstetric emergencies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9. Critically appraise and apply evidence to deliver health care interventions and develop practice to improve women centred-care, peoples' experiences of care and shape future care provision.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10. Interact effectively within a team and demonstrate the ability to take the lead in coordinating, delegating and supervising care whilst remaining accountable for care given	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11. 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

12. Utilise effective communication strategies to promote health and enable people to make informed choices about their care to manage health, life choices, illness and prevent ill health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
13. Select, acquire and administer a range of permitted drugs and therapeutic agents, consistent with legislation, using knowledge and understanding of the situation to make professional judgements and ensure the safety of woman and baby while demonstrating a knowledge of legislation and policies governing their use	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
14. Demonstrate knowledge of Human Rights legislation, legal and contemporary ethical frameworks and health and social policy and understand the relevant legal and ethical responsibilities of professional midwifery practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
15. Have a sound knowledge of the physiology of childbirth and the new-born and infant feeding, and of psychological, social, emotional and spiritual factors that may positively or adversely influence normal physiology, and be competent in applying this in practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
16. 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/ Practical skills

#### **Module content:**

##### Domain 1: Being an accountable, autonomous, professional midwife:

- Identification and reporting of near misses, critical incidents, major incidents and serious adverse events. Sharing feedback and learning.
- Becoming a Practice Supervisor.
- Safeguarding level 3 (link with Children's Nursing)
- Preceptorship
- Interview preparation

##### Domain 2: Safe and effective midwifery care:

- Human Rights legislation (including safe guarding), rights of the child, sexual and reproductive rights, legal and ethical frameworks, mandatory reporting duties.
- Understanding the wider role of the HCP
- Women's Health screening (Breast, ovarian and cervical screening)
- Contraception, sexual and reproductive wellbeing in the puerperium
- OASI (3rd/4th degree tears) detection and prevention

##### Domain 3: Universal care for all women and newborn infants:

- Non-medical prescribing
- Pharmacology – non-medical prescribing content and safe medicate
- Infection prevention and control, communicable disease surveillance, antimicrobial resistance and stewardship
- NIPE
- BLS/NLS/Moving and handling
- CTG assessment

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

- Wider public health role - Social circumstances including poverty, homelessness, trafficking, slavery, criminal justice system, domestic abuse, refugees
- Adoption, fostering and surrogacy
- Family Nurse Partnership and teenage pregnancy
- Prison services (linking with vulnerable and disadvantaged families)
- Assisted conception
- STI, HIV and late diagnosis HIV
- Female Genital Mutilation (FGM)
- Eclampsia and HELLP
- Massive Obstetric Haemorrhage and DIC
- Inverted uterus
- Acute fatty liver
- Perineal suturing theory and practice
- Cannulation
- Caring for the critically ill woman (including A-F assessment)
- Obstetric emergency real-time scenario
- Breastfeeding in challenging circumstances
- Invasive Monitoring
- ECG - recognition of abnormal rhythms
- The pregnant cardiovascular system and identification of women requiring cardiovascular support
- Neurological assessment and action
- Critical Care skills practical
- The pregnant urinary system, deteriorating kidney function and AKI, and Fluid management
- The pregnant respiratory system, respiratory assessment and action, Drugs to support breathing
- Interpreting haematological, biochemical and ABG results
- Management of women requiring support

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

- Use of evidence in quality improvement methodologies and processes, how to read and apply data, use of epidemiological data, service evaluation, audit, risk management
- Human factors, safe staffing, skill mix, team working, escalation of concerns including national guidance, team reflection and debriefing.
- Working in stressful and difficult situations, recognising when we are vulnerable, compassionate self-care, compassionate leadership
- Leadership and role modelling leading

- Critical care/crisis intervention, decision making, consideration of alternative diagnosis, advanced communication (noticing and listening, challenging conversations), Ethical debate and dilemmas when evidence may be conflicting

Content to be met through interdisciplinary learning:

- Non-medical prescribing
- Pharmacology – non-medical prescribing content
- Safe medicate
- Infection prevention and control, communicable disease surveillance, antimicrobial resistance and stewardship
- Understanding the wider role of the HCP
- Identification and reporting of near misses, critical incidents, major incidents and serious adverse events. Sharing feedback and learning.
- Human factors, safe staffing, skill mix, team working, escalation of concerns including national guidance, team reflection and debriefing.
- Working in stressful and difficult situations, recognising when we are vulnerable, compassionate self-care
- Leadership and role modelling leading – compassionate leadership
- Becoming a Practice Supervisor.
- Critical care/crisis intervention, decision making, consideration of alternative diagnosis, advanced communication (noticing and listening, challenging conversations), Ethical debate and dilemmas when evidence may be conflicting
- Human Rights legislation (including safeguarding), rights of the child, sexual and reproductive rights, legal and ethical frameworks, mandatory reporting duties.
- Wider public health role – social circumstances including poverty, homelessness, trafficking, slavery, criminal justice system, domestic abuse, refugees

### **Methods of teaching/learning:**

The learning and teaching strategy is designed to enable students to successfully develop the skills to qualify them entry to the NMC register as midwives. It will support them to develop their skills as autonomous and accountable practitioners within the multidisciplinary and multiagency team. Healthcare Practice within simulation and placement will enable students to continue to develop clinical proficiencies and assessment skills, focusing on developing these in the assessment and management of complex but infrequently occurring holistic scenarios building on learning in years 1 and 2.

- 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 a wide range of practice-based proficiencies, in order to achieve the criteria set by the Nursing and Midwifery Council (NMC, 2019).

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:** Practice Development Project Part 1 – identify an area of practice that requires change and produce a literature review and reflection on practice (4500 words)
- **Summative 2:** Medicines management and pharmacology
  - Safe medicate – IV drugs
  - Patient scenario – drug administration
- **Summative 3:** Medicines management exam Ethics/safety
- **Summative 4:** Practice Development Project Part 2 – recommendations for practice based on the literature review and reflection on practice (2500 words)
- **Summative 5:** VIVA- complex management scenario
- **Summative 6:** Written clinical account:
- **Summative 7:** Practice Assessment Document (MORA) year long pass/fail

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

- Project plan submission
- Formative midpoint reviews on MORA
- VIVA
- Safe medicate
- Medicines management self-directed
- Calculations practical practice

### **Additional formative activities**

- Self-tests
  - Physical/mental assessment/pharmacology
  - Safe medicate tests
- Simulation with actors
- 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
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**Other Information:**

None

**Additional Costs:**

Included in fees

**Reading list:**

Chandrahara, E. (2017) *Handbook of CTG interpretation: from patterns to physiology*. Cambridge: Cambridge University Press.

Clarke, E.J. (2015) *Law and Ethics for Midwifery*. Oxford: Routledge, Taylor and Francis.

Coughlan, M. and Cronin, P. (2017) *Doing a literature review in nursing, health and social care*. Los Angeles: Sage.

Davey, L. and Houghton, D. (2013) *The Midwife's Pocket Formulary*. London: Churchill Livingstone Elsevier.

Everett, S. (2020) *Handbook of Contraception and Sexual Health*. Oxford: Routledge.

Gibb, D. and Arulkumaran, S. (2017) *Fetal monitoring in practice*. London: Elsevier Churchill Livingstone.

Jefford, E. and Jomeen, J. (2019) *Empowering decision making in midwifery: a global health perspective*. Oxford: Routledge.

Jones, T. (2019) *The student guide to the newborn infant physical examination*. Oxford: Routledge.

Knight, M., Bunch, K., Tuffnell, D. et al (2019) *Saving Lives, Improving Mothers' Care Lessons learned to inform maternity care from the UK and Ireland Confidential Enquiries into Maternal Deaths and Morbidity 2015-17*. Oxford: National Perinatal Epidemiology Unit. Available at:

<https://www.npeu.ox.ac.uk/downloads/files/mbrrace-uk/reports/MBRRACE-UK%20Maternal%20Report%202019%20-%20WEB%20VERSION.pdf>

Moule, P. (2018) *Making sense of research in nursing, health and social care*. Los Angeles: Sage.



National Institute for Health and Clinical Excellence (2010) *Pregnancy and complex social factors*. London: NICE. Available at: <https://www.nice.org.uk/guidance/cg110>

Pollard, M. (2017) *Evidence-based care for breastfeeding mothers*. London: Routledge.

Royal College of Anaesthetists (2018) *Care of the critically ill woman in childbirth; enhanced maternal care*. <https://www.rcoa.ac.uk/sites/default/files/documents/2019-09/EMC-Guidelines2018.pdf>

Sinha, S., Miall, L., Jardine, L. and Levene, M. (2012) *Essential Neonatal Medicine*. Oxford: Willey-Blackwell.

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