

Developing Midwifery Knowledge

Module Code:	MID5005-E
Academic Year:	2018-19
Credit Rating:	60
School:	School of Allied Health Professions and Midwifery
Subject Area:	Midwifery
FHEQ Level:	FHEQ Level 5
Module Leader:	Mrs Maria Evans

Additional Tutors:
Jennifer Plows, Ms Elizabeth Whitney

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	140
Tutorials	96.5
Laboratory	84
Directed Study	273.5
Examinations DO NOT USE	6

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Academic Year (Sept - May)

Module Aims

This module will continue to support a holistic approach to learning and build on the Beginning Midwifery Knowledge module. Key themes and underpinning evidence will be analysed, building on existing knowledge and understanding of the psychosocial, biological and cultural aspects of childbirth. You will further explore the following threshold concepts: Ways of knowing, care ethics, professionalism, reflexivity and normality.

Outline Syllabus

Applied anatomy and physiology for midwifery practice: Apply appropriate pharmacological and non-pharmacological care to women, identify anatomical structures, and physiological changes related to deviations from the normal child-bearing continuum, undertake critical analysis of a select pathology, and propose solutions to problems arising from that analysis using empirical evidence to support best practice.

Lifelong learning and wellbeing: Explore individual health belief and values in professional identity, reflect on the impact that human factors can have upon the patient/client/professional experience, retrieve and analyse relevant evidence, applying an appropriate critiquing framework in order to present a coherent argument. Psychosocial and cultural context of childbearing: Analyse the social, economic and political frameworks of contemporary health care, explore diversity in the context of contemporary Midwifery practice, reflect on the ethical principles which protect individuals, including the vulnerable, associated with professional practice, evaluate the role of national clinical governance in the quality of the provision of health care services, demonstrate an understanding of the professional and legal frameworks that inform midwifery practice. Identify and explore the impact dementia in the family may have on a childbearing woman and her social support networks. (Dementia Tier 1).

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1
 - 1.1 Apply underlying threshold concepts to the context of midwifery practice. Make sound judgments in accordance with theories and concepts relevant to midwifery practice.
 - 1.2 Analyse and apply knowledge of professional, political and ethical principles with an emphasis on well-being and to undertake sustainable midwifery practice
- 2
 - 2.1 Demonstrate knowledge of the main methods of enquiry in health and social care, critically evaluating different approaches to problem solving in midwifery practice.
 - 2.2 Interpret and analyse midwifery clinical situations on the basis of sound knowledge of physiological concepts and research informed evidence base of midwifery practice.
- 3
 - 3.1 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences including women and their families
 - 3.2 Adopt an ethos for lifelong and independent learning through reflexivity, action planning and self-evaluation. Collaborate and build working relationship with others.
 - 3.3 Reflect upon and evaluate decision-making demonstrating qualities and transferable skills necessary for employment including initiative, personal responsibility and accountability in midwifery practice.

Learning, Teaching and Assessment Strategy

Lectures: In order to assist the student in developing their knowledge and understanding lectures will focus on essential bio-physical, psycho- social and pharmacological aspects of midwifery practice. These fixed resources will be research informed to support evidenced based practice. Seminars/Tutorials: Students will engage in group work to articulate their current knowledge and develop problem framing and solving skills determine what they still need to know and set group and individual learning goals: They will examine a series of

enigmas designed to stimulate new student led learning relevant to module learning outcomes. Tutorials will support preparation for and feedback from formative assessment activities. Revision sessions and discussion with the personal academic tutor will be utilised to support the student's academic development. Laboratory/Practical: Workshop sessions will support the application of theory to practice through the use of clinical simulation. Directed Study: Directed study will include preparation for the workshops and opportunities for formative guided study activities on key topics generated by problem based learning (PBL) enigmas. Computer examination: Knowledge will be tested through the use of computer examination. Seminar Presentation: Student presentations will be used for both formative and summative assessment opportunities.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Other form of assessment DO NOT USE	Synoptic Assessment Part 1 (Pass at 40%)	0 hours	8%	No
Summative	Other form of assessment DO NOT USE	FORMATIVE ASSESSMENT: 2 x 500 words (Pass / Fail)	-500 words	%	No
Summative	Other form of assessment DO NOT USE	Synoptic Assessment 2 - 2000 words (Pass at 40%)	-2000 words	8%	No
Summative	Other form of assessment DO NOT USE	Portfolio of learning (Pass at 40%)	0 hours	34%	No
Summative	Examination - open book or seen paper	Synoptic assessment 3 (Pass at 40%)	2 hours	17%	No
Summative	Examination - MCQ	FORMATIVE ASSESSMENT: 2 x Ipsative MCQ 45 mins each (Pass/Fail)	1.5 hours	%	No
Summative	Examination - MCQ	Ipsative Exam (Pass at 40%)	2 hours	33%	No

Legacy Code (if applicable)

HM-5500B

Reading List

To view Reading List, please go to [rebus:list](#).