

Questioning Midwifery Knowledge

Module Code:	MID6007-E
Academic Year:	2018-19
Credit Rating:	60
School:	School of Allied Health Professions and Midwifery
Subject Area:	Midwifery
FHEQ Level:	FHEQ Level 6
Module Leader:	Ms Karen Khan

Additional Tutors:
Mrs Lindsay Hobbs, Mrs Amanda Firth

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	48
Tutorials	117.5
Laboratory	48
Directed Study	384
Examinations DO NOT USE	2.5

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 Beginning and Developing Midwifery Knowledge modules. Key themes and underpinning evidence will be critically analysed, building on existing knowledge and understanding of the psychosocial, biological and cultural aspects of childbirth. You will apply the following threshold concepts: Ways of knowing, care ethics, professionalism, reflexivity and normality.

Outline Syllabus

Applied anatomy & pathology: Assess & evaluate current practice underpinned by anatomy & physiology, pathology & pharmacology for inter-professional care & management of women. Principles of the change management process required demonstrating ability to utilise quality & evaluative assurance processes that support the implementation of change. Critically apply midwives responsibilities in relation to theories of drug interactions & iatrogenic effects. Evaluate relevant sources to present an evidence based perspective. Demonstrate ability to utilise quality & evaluative assurance processes that support the implementation of change. Lifelong learning & wellbeing: Communicate & collaborate on complex subjects in written & oral forms. Analyse human factors theory & its implications for inter professional practice & organisational culture. Critically reflect on: practice experience to improve individual development; own learning & adapt action plans as necessary to improve own performance & on your transition to your professional self & implications for future practice. Psychosocial & cultural context of childbearing: Demonstrate understanding of principles of leadership & the role of the midwife as change agent in context of contemporary practice. Critically analyse how change impacts on different cultural & socio economic client groups of childbearing women from a global perspective, Evaluate complexity through analysis of clinical situations & application of protocol & research. Explore professional framework informing individual Midwifery practice

Module Learning Outcomes

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

- 1
 - 1.1 Critically evaluate and apply underlying threshold concepts to inform the context of midwifery practice. Make evidence based judgments in accordance with theories and concepts relevant to midwifery practice.
 - 1.2 Demonstrate knowledge of professional, political and ethical principles with an emphasis on promoting well-being and sustainable midwifery and multidisciplinary team working
- 2
 - 2.1 Evaluate & interpret midwifery clinical situations on the basis of sound knowledge of physiological concepts & evidence base of midwifery practice whilst promoting normality; placing the woman & her family at the centre of care.
 - 2.2 Identify & critically evaluate an area of public healthcare from a global midwifery perspective, drawing on main methods of enquiry in health & social care.
 - 2.3 Practise competently without the need for direct supervision safely & effectively whilst contributing to multi-disciplinary team working achieving all NMC (2009) requirements for entry to the register
- 3
 - 3.1 Communicate effectively and professionally information, problems or solutions to diverse audiences through a variety of media
 - 3.2 Assess and manage own learning, contributing to self and peer development through collaborative working in both midwifery and multi-professional groups.
 - 3.3 Critically reflect upon 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, discussion with the personal academic tutor and formative assessment 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	Presentation	Illustrated Presentation (Pass at 40%)	0 hours	17%	No
Summative	Other form of assessment DO NOT USE	FORMATIVE ASSESSMENT: Project Plan 1000 Words (Pass/Fail)	0 hours	%	No
Summative	Other form of assessment DO NOT USE	Synoptic Assessment (Independent Project) 5000 Words (Pass at 40%)	0 hours	50%	No
Summative	Other form of assessment DO NOT USE	Portfolio Reflection on year 3 learning (Pass at 40%)	0 hours	17%	No

Summative	Examination - MCQ	FORMATIVE ASSESSMENT: 2 x Ipsative MCQ 45 Minutes Each (Pass/Fail)		%	No
Summative	Examination - MCQ	MCQ Exam (Pass at 40%)	1 hour	16%	No

Legacy Code (if applicable)

HM-6500B

Reading List

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