FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2014

HLTH 533: Midwifery Practicum in Complex Care
30 points

Trimester 1 & 2 2014

Course Coordinator:
Dr Robyn Maude

Important Dates

Trimester dates: 3 March to 16 November 2014
Teaching dates: 3 March to 17 October 2014
Easter/Mid-trimester break: 18 April to 4 May 2014
Mid-year break: 3–13 July 2014
Mid-trimester break 2/3: 25 August to 7 September 2014

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of distribution.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

Section 1: Operational Information

Course Coordinator & Contact Details

Dr Robyn Maude, Senior Lecturer
Ph: 04 463-6137
Email: robyn.maude@vuw.ac.nz

Postgraduate Student Administrator

Belinda Tuari
Ph: 04 463-6647
Email: belinda.tuari@vuw.ac.nz

Postal Address

Graduate School of Nursing, Midwifery & Health
Victoria University of Wellington
P O Box 7625
Newtown
Wellington 6242

Physical Address

Level 7, Clinical Services Block (CSB)
Wellington Regional Hospital
Riddiford St, Newtown
Wellington 6021

Office Hours

The Graduate School office will be open Monday 6 January 2014 and close on Friday 19 December 2014 from 9.00am – 4.00pm weekdays.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

School Dates and Locations

1st School

Dates: Wednesday 19 March 2014
Times: 9am – 5pm
Venue: **CS802**, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd School

Dates: Friday 23 May 2014 (Please note second school for HLTH 532 is on Monday 26 and Tuesday 27 May for students enrolled in PG Cert Midwifery, Complex Care.
Times: 9am – 5pm
Venue: **CS717**, **Level 7,** Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

3rd School

Dates: Wednesday 17 September 2014
Times: 9am – 5pm daily
Venue: **CS803**, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

Note: Attendance at all Schools is mandatory.
Please ensure that your travel, work and family commitments take into consideration the requirement to attend school for each full day (9am – 5pm).

Section 2: Academic Requirements

Communication of Additional Information

All course information and information on changes that occur during the course will be conveyed to students via Blackboard or student Victoria University of Wellington email.

Course Prescription

This course entails an intensive clinical experience in secondary/tertiary hospitals and maternity units in New Zealand, based on a learning contract developed between students, their preceptors and academics at Victoria University of Wellington. Current practice issues in complex maternity care are explored, with students reflecting on actual events from clinical practice.

Course Content

This course explores current practice issues related to complex maternity care and focuses on a field of applied learning where the student draws on actual events to reflect on clinical practice. The student is facilitated to intentionally reflect on their personal knowledge of practice with relevant research and theory. The course supports the student to develop and understand their practice while generating knowledge and systematically reflecting on this to identify and achieve effective outcomes.

This course entails an intensive, clinical or other workplace experience based on a learning contract developed between students, their preceptors and academics at Victoria University of Wellington. The course provides students with an opportunity to identify an area for self-directed learning, and to develop and implement a plan to address the learning goals identified.

The learning goals can be related to any area of midwifery practice including research, evaluation, quality, policy, and assessment, management and treatment of women and their families. Details of placements that are to be undertaken and the steps to doing this are provided in the following pages of the outline.

Course Learning Objectives (CLOs)

Students who pass this course will be able to:
1. Apply advanced theoretical knowledge to practice
2. Solve problems relating to professional issues in the practice setting.
3. Demonstrate professional communication, collaboration and consultation with members of the multi professional team
4. Apply reflective practice in the development of professional comportment.
5. Enhance their midwifery practice and further develop midwifery roles and leadership in the sector

Teaching Format

Teaching and learning in the programme employs a variety of formats and approaches. There will be three 1- day schools (block courses) in addition to a distance component that is supported by Blackboard. Knowledge and understanding are mainly developed through formal lectures both by core staff and by specialists in the field. Lectures are typically coupled with experiential learning formats, including small group work and clinical assessment workshops. Following on from this, interactive peer-led learning is encouraged that takes advantage of the diverse clinical nature of the student population.

Mandatory Course Requirements

In addition to achieving an overall pass mark of 50%, students must:
1.   Attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator.
2.   Complete all pieces of assessment.

Workload

As a guide each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for self-directed study, research, assessments and attendance at Schools. Consequently 300 hours should be spread evenly over the 12 week trimester, break, and study week and exam period. This course comprises approximately 25 hours of course contact time for lectures. The amount of time you should notionally assign to the completion for each of the assignments is as follows:
1.   Assignment Number One: Environmental assessment (30%): 80 hours
2.   Assignment Number Two: Individual Learning Plan and presentation (20%): 55 hours
3.   Assignment Number Three: Portfolio (50%): 140 hours

Blackboard Information

Students enrolling for this course will need access to the Victoria University of Wellington flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1st School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from http://www.adobe.com/products/acrobat/

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from:
http://www.microsoft.com/office/000/viewers.asp

Computer skills required:
- Internet browsing skills
- Basic word processing skills

How to log onto Blackboard
- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities you initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at http://blackboard.vuw.ac.nz

Off Campus access
Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

Problems with access? Contact ITS service desk **04 463 5050**

Section 3: Assessment Information

Approval is required in writing from the course coordinator if you wish to use work you have submitted from a previous course or have written for your organisation. Marking criteria for each assessment will be posted on Blackboard.

Assessment items and workload per item	%	CLO(s)	Due date
1 Environmental assessment	30%	1, 2, 4, 5	2 May 2014
2 Individual Learning Plan and presentation	20%	1, 2, 4, 5	23 May 2014
3 Practice Portfolio	50%	1, 2, 3, 4, 5	17 October 2014

Assignment Number One

Assignment Name: Environmental assessment

Due Date: 5pm Friday 2nd May 2014

Word limit: 3000 words,

This assignment is worth 30% of your final grade.

Midwives providing care for women with complex needs should have an understanding of the multiple clinical and contextual/environmental factors that influence the quality, delivery and outcomes of such care. This assignment will support you to identify the skills you require to provide such care and to examine the contextual influences impacting on the delivery of this practice in your work setting. Analysis of your practice context will provide a way to explore elements of teamwork, delivery of quality care, resources, and practice issues that influence outcomes.

Briefly describe your work environment **(500 words).** Include information about the population profile (e.g. age, ethnicity) and the institution in which you work (e.g. size, size regarding the population served in your region, and scope and organisation of services provided).

Use the SWOT tool* (or an alternative tool of your choice) to assist you to comprehensively analyse the factors that influence the care provided in your institution. This should include consideration of multiple internal or external factors such as:

- current practices,
- resources,
- the workforce,
- interdisciplinary teamwork,
- documentation,
- internal policies or procedures,
- the physical environment,
- evidence-based decision-making,
- organisational strategic plans,
- personal knowledge,
- attributes and experience,
- funding,
- policy initiatives and
- Government strategies.

Please describe your tool of choice and provide a reference. Clearly indicate your conclusions or key findings including any opportunities of suggestions for change that you have identified **(2500 words)**

---

* SWOT Analysis Tool is a tool used for planning/auditing or evaluating the Strengths, Weaknesses, Opportunities, and Threats involved in a project.

This assessment meets learning objectives: 1, 2, 4 & 5

Please submit this assignment via Blackboard.

Assignment Number Two

Assignment Name: Individual Learning Plan and presentation

Due Date: Friday 23rd May 2014 – Presentation during second school

Word limit: No limit but use SMART objectives to guide length and content

This assignment is worth 20% of your final grade.

Self-assessment of practice and development of learning needs. Identify areas of your practice in which you would like to advance your skills and knowledge.

Part A: The learning plan (10%)

This part of the assignment requires the student to formulate a detailed learning plan with her/his preceptor based on the pre-course self-assessment and the course learning objectives. Please make a start on this learning plan at the beginning of the trimester (3rd March 2014). The learning plan is a living document and can be changed and updated over the time of the course.

Using a learning plan template, you will prepare a plan of development identifying your learning needs and objectives along with the strategies and resources you will utilise to advance your practice. As well, the plan must identify how you will validate your learning outcomes. Provide a brief outline of your area of work, and/or position held and a background to the focus of your learning contract. This should preface your learning template

The following are some examples of things you may want to include (but are not limited to) in the learning plan:
  o   practice-based skills
  o   specialised therapies that requires you to extend your knowledge and clinical practice expertise,
  o   a professional leadership or development focus - *For example*: advancing skills and knowledge in debriefing or supervision *(these are examples only)*
  o   you may wish to become a 'champion' in your area of practice for a specific project or therapy or patient management
  o   Or you may wish to build on an existing strength or interest and develop this further.

- Discuss your ideas with your **preceptor** to ensure your objectives are SMART objectives (Specific, Measurable, Achievable, Realistic and include a Timeframe).

Part B: Presentation in school (10%)

You will present your learning plan during the second school on Friday 23rd May 2014. The presentations should be in the form of a PowerPoint presentation in which you present your learning plan, the rationale for what it contains and how you plan to achieve the goals and/or your progress so far. The presentation should be no longer than 30 minutes including question time.

When developing this assignment carefully consider issues of confidentiality, your code of ethics, the Privacy Act and the policy of your place of practice. If this work is to be used beyond the coursework purposes specified: e.g.: PDRP evidence, conference presentation, etc. informed consent from the persons and organisations involved is required.

This assessment meets learning objectives: 1, 2, 4 & 5

Assignment Number Three

Assignment Name: **Practice Portfolio**

Due Dates: Practice Portfolio Submission (Due Date: 5pm 17 October 2014)

Word guide: The portfolio has several parts. Word limits are provided below where applicable.

This assignment is worth 50% of your final grade.

This portfolio is progressively developed **over the course of the year.** The portfolio not only meets the requirements for this course but may be used for other purposes such as: to support a Quality and Leadership Programme (QLP), and the recertification programme for the Midwifery Council. The portfolio must be available for the programme evaluators.

Practice Portfolio: Submit a portfolio that reveals your advancement in respect to your identified objectives.

The Practice Portfolio submission should be of an appropriate academic standard with attention to style and referencing and should include the following components:
- o   Front Page
- o   Table of Contents
- o   Up to date CV
- o   Skills assessment form – pre and post programme evaluation
- o   Learning Plan that incorporates your identified learning objectives and the strategies and resources you have engaged in to achieve these.

NB: The Learning Plan is a "living" document and you may have revised or reviewed your objectives and strategies throughout the year. Submit your final/revised Learning Plan with your submission. There should be sufficient evidence and validation of practice advancement in your portfolio that supports your learning objectives and outcomes. For instance:
- o   Logbook including all placements during the 10 weeks of clinical placement
- o   Learning sessions in groups or individually with preceptors with a short reflection on each session
- o   Involvement development of a learning package, literature reviews, workplace teaching sessions, workplace initiatives, conference presentations, publications, case studies, audits, policy development, reflection and journaling (Produce in table form)
- o   A description of three clinical follow-throughs including reflections on the role of the midwife (**3000 words in total**)
- o   A summary reflection on your practice, the literature you have read, and the feedback you have been given on your practice and theoretical work. How are you using/have you used the opportunity available this year to develop skills or to consider or make significant changes in your practice as a consequence of the programme? Comment on how the preceptoring process has helped develop and support your practice **(1500 words)**
- o   References and Resources

Please submit this assignment via Blackboard.

This assessment meets learning objectives: 1, 2, 3, 4 & 5

Submission and Return of Work

For submission details, see individual assessment items. Student coursework assignments submitted by the due date will normally be returned with feedback within three weeks of the due date.

Extensions and Penalties

Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:

- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

Penalties

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted up to 7 days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C.
- Work submitted more than 15 days late without an extension will not be marked and will receive an 'E' (fail) grade.

Other marking penalties

Assignments may also be penalised for poor presentation and for exceeding or being below the word limit by 10%.

Section 4: Additional Information

Recommended Readings/Texts

Enkin, M., Keirse, M., Neilson, J., Crowther, C., Duley, L., Hodnett, E., & Hofmeyr, J. (2000). *A guide to effective care in pregnancy and childbirth*. New York: Oxford University Press.

Gibbs, D., & Arulkumaran, S. (1997). *Fetal monitoring in practice*. Boston: Butterworth-Heinmann.

James, D., Steer, P., Weiner, C., & Gonik, B. (Eds). (1999). *High risk pregnancy management options*. London: WB Saunders.

Pairman, S., Tracy, S., Thorogood, C., & Pincombe, J. (Eds). (2100). *Midwifery preparation for practice* (2nd ed.). Sydney: Elsevier.

Riley-Doucet, C. (2008). A self-directed learning tool for nurses who precept student nurses. *J Nurses Staff Dev*, *24*(2):E7-14.

Sargeant, J., Armson, H., Chesluk, B., Dornan, T., Eva, K., Holmboe, E.,... van der Vleuten, C. (2010). The processes and dimensions of informed self-assessment: A conceptual model. *Acad Med*. 85(7):1212-20. doi: 10.1097/ACM.0b013e3181d85a4e.

Schweinfurth J. M. (2007). Lifelong learning in otolaryngology: Self-directed learning. *Otolaryngol Clin North Am, 40*(6):1323-30, ix.

Stables, D. (2005). *Physiology in childbearing: With anatomy and related bioscience* (2nd ed.). Edinburgh: Elsevier.

Timmins, F. (2008). Take time to facilitate self-directed learning. *Nurse Educ Pract, 8*(5):302-5.

Tompkins, M., & Paquette-Frenette, D. (2010). Learning portfolio models in health regulatory colleges of Ontario, Canada. *J Contin Educ Health Prof, 30*(1):57-64.

Pre-Readings

Murad M. H., & Varkey, P. (2008). Self-directed learning in health professions education. *Ann Acad Med Singapore, 37*(7):580-90.

Horsley, T., O'Neill, J., McGowan, J., Perrier, L., Kane, G., & Campbell, C. (2010). Interventions to improve question formulation in professional practice and self-directed learning. *Cochrane Database Syst Rev, 12*;5:CD007335. Review.

Zadvinskis I. M. (2008). Increasing knowledge level of evidence-based nursing through self-directed learning: lessons learned for staff development. *J Nurses Staff Dev. 24*(4):E13-9.

Student Feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: http://library.victoria.ac.nz/library/resources/subjectcontacts.html
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz