

Graduate School of Nursing, Midwifery & Health



www.victoria.ac.nz/nmh/

2012

HLTH 529: Special Topic: Midwifery Practice in Complex Maternity Care

Trimester 1+2/3

**Course Coordinator:
Robyn Maude**

Trimester dates: 5 March – 4 July 2012 + 16 July – 17 November 2012

Mid-trimester break: 6 – 22 April 2012 + 27 August – 9 September 2012

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 going to print.

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.

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Section 1: Operational Information

COURSE COORDINATOR & CONTACT DETAILS

Robyn Maude, Lecturer
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Email: robyn.maude@vuw.ac.nz
Office Hours: Wednesday 9am – 4pm unless teaching

POSTGRADUATE STUDENT ADMINISTRATOR

Belinda Tuari
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POSTAL ADDRESS

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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 on Wednesday 4 January 2012 and close on Friday 21 December 2012 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.

Section 2: Academic Requirements

COURSE PRESCRIPTION

This clinically oriented course offers students the opportunity to develop midwifery knowledge and practice in complex maternity care, to critically appraise a range of obstetric complications, interventions and the nature of the midwifery relationship with the woman and her family enabling development of a midwifery leadership role in complex maternity care.

COURSE AIMS

The course aims to develop and advance midwifery knowledge and practice within the secondary/tertiary or tertiary care setting.

COURSE CONTENT

As it is principally a clinically orientated course, it addresses the specific concerns of midwives working in secondary/tertiary care by developing their ability to both critically appraise a range of obstetric complications and interventions and to explore the nature of the midwifery relationship with the woman and her family requiring this level of care. It will also explore how secondary/tertiary care is placed within the current socio-political environment and explore some alternatives.

STUDENT OUTCOMES

By the end of the course the students will be able to:

- Identify and source and synthesise literature and research relevant to complex maternity care
- Understand the context in which complexity in childbearing arises and is treated
- Articulate the important role that midwifery plays in the care of women experiencing complexity in childbearing
- Present material to peers and colleagues.

LEARNING OBJECTIVES

The student will be challenged and supported to:

- Critically review the work of the midwife in secondary/tertiary care
- Explore the literature in relation to particular secondary/tertiary care issues and in so doing develop skills in database searching, critical appraisal of the literature and ability to describe how to apply 'best evidence' to change practice
- Critically examine local and national best practice guidelines in relation to secondary/tertiary care issues
- Explore methods of developing a critical analysis of practice in order to refine their contribution to the interdisciplinary team
- Propose innovative models of practice in secondary/tertiary care which support continuity for women
- Critically explore the economic and socio-political context of secondary/tertiary care.

- Develop skills in teaching and mentoring, particularly in relation to supporting midwives in secondary/tertiary care settings.

EXPECTED WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload 10 hours per point. Therefore you could expect approximately 300 hours commitment over the duration of the course for reflection, writing and assessment.

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

RECOMMENDED READING/TEXTS

James, D., Steer, P., Weiner, C. and Gonik, B. (Eds). (1999). High Risk Pregnancy management options. London: WB Saunders.

Pairman, S., Pincombe, J., Thorogood, C and Tracy, S. (Eds). (2006). Midwifery preparation for practice. Sydney: Elsevier.

Gibbs, D. Arulkumaran, S. (1997). Fetal Monitoring in Practice. Boston: Butterworth-Heinmann.

Enkin, M., Marc J.N.C. Keirse, James Neilson, Caroline Crowther, Lelia Duley, Ellen Hodnett and Justus Hofmeyr. (2000). A guide to effective care in pregnancy and childbirth. New York: Oxford University Press.

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

PRE-READINGS

There is no set text. Students are encouraged to read widely and to access relevant books, journals and databases such as the Cochrane Library.

TEXT BOOK PURCHASE

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from Vicbooks on level 3 of the Student Union Building. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Copies may also be obtained online from <http://www.fishpond.co.nz/> or <http://www.amazon.com/>

SCHOOL TIMETABLES

1st SCHOOL

Dates: Wednesday 28 & Thursday 29 March 2012

Times: 9am – 5pm daily

Venue: CS802, CS Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd SCHOOL

Dates: Wednesday 26 & Thursday 27 September 2012

Times: 9am – 5pm daily

Venue: CS803, CS Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

BLACKBOARD INFORMATION

Students enrolling for this course will need access to the VUW 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 your 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**

MANDATORY COURSE REQUIREMENTS

In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator.

Students must complete and pass all pieces of assessment to pass the course. Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork may all be an integral part of the learning experience and participation in such activities is regarded as necessary.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:
<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic

Section 3: Assessment Information

Learning objectives are assessed within the courses assessment activities.

ASSIGNMENT SUBMISSION GUIDELINES

The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and submit assignments not later than the due date if submitted on Blackboard and well before the due date if submitted by post. Assignments may only be submitted by email if organised with the course coordinator. Some courses require that you access Blackboard and submit all assignments only through this site. Your course coordinator will explain the expectations for this course at your first school.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date. Make sure that you keep a hard and/or electronic copy of your assignment until you have received feedback.

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.

Submission

You must complete and submit your assignments by the due date and in the form specified by your course coordinator. In addition, check for the instructions for your particular assignment. If you are mailing your assignment it must be in the School no later than 5pm on the date of submission.

Late submission

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 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 (or more) 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 the word limit or for being seriously under length.

Feedback

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date.

Grading

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

Receipt of assignments (hard copies)

Please ensure you complete an assignment cover sheet and attach it to the front of each assignment if you submit a hard copy assignment. Electronic copies do not require cover sheets. Assignment cover sheets will be available on the Blackboard site of your course under *Course Templates*. All hard copy assignments have to be sent to the course coordinator. If you want your assignment sent back to you in hard copy, complete a self addressed and stamped envelope and attach it to the front of your assignment.

ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

Presentation

Unless otherwise instructed, use APA referencing and formatting. For support with APA style, please consult the *Publication Manual of the American Psychological Association* (6th ed). You may also refer to the *Referencing the APA Style: A Brief Guide* on http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf.

Finally, you can check <http://www.apastyle.org/> for other resources.

When submitting hard copy assignments:

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing.
- 2.5 cm margin all round.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Include a title page and an assignment cover sheet on top which is available on Blackboard under Course Templates.
- Appendices should only be included if these are indicated as acceptable in assignment instructions. These may include additional materials related to the text but not suitable for inclusion due to length or format. These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Do not use plastic sheets, clear files or folders, as these make it difficult for markers to handle.
- Please list the word count of your document.
- Ensure you keep a copy of your assignment for your records.

When submitting assignments on Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy LASTNAME-FIRST INITIAL _ COURSE CODE _ ASSIGNMENT NUMBER _ STUDENT NUMBER (Ex: PARONE-S_HTLT501_2_ 300011122).
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- Single spacing.
- Include a title page.
- Appendices should only be included if these are required by the lecturer. These may include additional materials related to the text but not suitable for inclusion due to length or format.

These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).

- Ensure you keep a copy of your assignment for your records.

ETHICAL CONSIDERATIONS

The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course.

Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course coordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whanau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral comportsment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences
- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course coordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course coordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health.

For additional information contact your course coordinator.

CONFERENCE & SCHOOL PRESENTATIONS

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course coordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course coordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: belinda.tuari@vuw.ac.nz for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course coordinators and for this paper academic advisors (the staff members who mark your work) who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

ASSIGNMENT NUMBER ONE

Assignment Name: **Teaching session**

Due Date: Teaching sessions will take place while the students are in clinical placement and need to be undertaken before (15th July 2012). Audiotape and PowerPoint slides and the summary sheet are to be submitted 2 weeks after presentation.

This assignment is worth 30% of your final grade.

The 30 minute teaching session will require the student to undertake the preparation and presentation of session in a selected area of anatomy and physiology/pathophysiology related to complex maternity care. Teaching sessions will be undertaken on topics such as: the endocrine system, the renal hepatic system, the cardiac system, haematology, the respiratory system, fluid and electrolyte balance, fetal development, obesity and multiple pregnancies.

The choice of topic and expectations for content will be negotiated with the course coordinator.

The teaching session is to be audio taped and the tape and PowerPoint slides are to be submitted as part of the assignment although these will not be graded.

A summary sheet of not more than 1500 words, containing the teaching plan (7.5%); content outline (20%); evaluation questionnaire and results (2.5%) will contribute towards the final grade.

ASSIGNMENT NUMBER TWO

Assignment Name: **Oral presentation and written academic paper**

Due Date: Part A: Presentation: Depending on presentation timetable in class in 2nd School (26 & 27 September 2012)

Part B: Written academic paper – due date 5 October 2012

This assignment is worth 70% of your final grade.

This assignment has two distinct parts. You need to include the following information in each.

The presentation will be in two parts. A critical evaluation of a secondary care scenario which includes history, examination, hypothesis generation, diagnosis, underlying pathophysiology and management strategies derived from current best practice guidelines or relevant literature. Describe the role of the midwife, specifically how he/she influenced patient care, his/her role in relationship with the women and her family and with others in the multidisciplinary team. The topic for this assignment should be different from the topic of Assignment 1.

Part A: 20%

Each student is required to prepare a detailed presentation in class. This will include the above information and will include a summary handout with appropriate references and illustrations.

Part B: 50%

1. Students are required to submit a written academic paper containing the detailed clinical scenario which explores key aspects of the role of the midwife in relation to the secondary care scenario. This will be presented as a journal publication. Maximum word length 4000 words

This assignment will require the student to have searched the library databases to be able to provide current best evidence related to their chosen scenario. It will require the student to either draw on a clinical scenario from experience or to model it.