



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE SCHOOL OF NURSING, MIDWIFERY AND HEALTH

HLTH 533: Midwifery Practicum in Complex Care

30 POINTS
TRIMESTER 1 & 2 2015

Important dates

Trimester dates: 2 March to 15 November 2015

Teaching dates: 2 March to 16 October 2015

Easter/Mid-trimester 1/3 break: 3 April to 19 April 2015

Mid-year break: 2 July to 12 July 2015

Mid-trimester break 2/3: 24 August to 6 September 2015

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.

Contents

Important dates	1
SECTION 1: OPERATIONAL INFORMATION	3
Class times and locations	3
Names and contact details	3
Communication of additional information	4
SECTION 2: COURSE INFORMATION	5
Prescription	5
Course content	5
Course learning objectives (CLOs)	5
Teaching format	5
Mandatory course requirements	5
Workload	6
SECTION 3: ASSESSMENT INFORMATION	7
Assessment	7
Assignment Number One	7
Assignment Number Two	9
Assignment Number Three	10
Submission and return of work	10
Extensions	11
Penalties	11
SECTION 4: ADDITIONAL INFORMATION	12
Set texts	12
Recommended reading	12
Student feedback	12
Other important information	13
Blackboard Information	13

SECTION 1: OPERATIONAL INFORMATION

Class times and locations

1st School

Dates: Tuesday 3 March 2015
Times: 0900 - 1700
Venue: CS802, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd School

Dates: Tuesday 21 April 2015
Times: 0900 - 1700
Venue: CS803, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

3rd School

Dates: Friday 11 September 2015
Times: 0900 - 1700
Venue: CS802, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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.

Names and contact details

Course Coordinator & Contact Details

Dr Robyn Maude
Ph: 04 463 6137
Email: robyn.maude@vuw.ac.nz
Office Hours: Monday, Tuesday and Thursday 1000-1600

Postgraduate Student Administrator

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

Office Hours

The Graduate School office will be open Monday 5 January 2015 and close on Friday 18 December 2015 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.

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

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.

SECTION 2: COURSE INFORMATION

Prescription

This course entails an intensive clinical experience in secondary/tertiary hospitals and maternity settings in New Zealand, based on a learning contract developed between students 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.

An intensive clinical or other workplace experience based on a learning contract developed between students and academics at Victoria University of Wellington. Students are provided with an opportunity to identify an area for self-directed learning, and to develop and implement a plan to address the learning goals identified.

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

There will be three one day Schools (block courses) held in Wellington which will be delivered over the two trimesters. The days will be a mix of lectures, tutorials and small group activities. A distance component supported by Blackboard forms part of the course and supports the development of the content delivered in the School.

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
3. Complete the prescribed clinical placement hours

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.

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 School year, breaks, 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 One: Individual learning plan and environmental assessment (25%): 55 hours
2. Assignment Two: Teaching session and case presentation (35%): 80 hours
3. Assignment Three: Practice portfolio (40%): 140 hours

SECTION 3: ASSESSMENT INFORMATION

Assessment

Assessment items and workload per item	%	CLO(s)	Due date
1 Individual learning plan (10%) and environmental assessment (15%)	25%	1, 2, 4, 5	2 April 2015
2 Teaching session (15%) and case presentation (20%)	35%	1, 2, 3, 5	Part A: 24 July 2015 Part B: 11 Sept 2015
3 Practice portfolio	40%	1, 2, 3, 4, 5	16 Oct 2015

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 made available on Blackboard.

Assignment Number One

Assignment: Individual learning plan and environmental assessment

Due Date: Thursday 2 April 2015

Word Count: Part A: No limit but use SMART objectives to guide length and content.
Part B: 2000 words

This assignment is worth 25% 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:

- practice-based skills
 - specialised therapies that requires you to extend your knowledge and clinical practice expertise,
 - a professional leadership or development focus - *For example: advancing skills and knowledge in debriefing or supervision (these are examples only)*
 - you may wish to become a 'champion' in your area of practice for a specific project or therapy or patient management
 - Or you may wish to build on an existing strength or interest and develop this further.
- Discuss your ideas with your lecturer to ensure your objectives are SMART objectives (Specific, Measurable, Achievable, Realistic and include a Timeframe).

Part B: Environmental scan (15%)

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 (**1500 words**)

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

Please submit this assignment via Turnitin/Blackboard

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

Assignment Number Two

Assignment Name: **Teaching session and case presentation**

Part A: Mini-teaching session (15%)

Due Date: Must be undertaken and submitted by 5pm 24 July 2015

Part B: Case Presentation (20%)

Due Date: During third school (11 September 2015)

This assignment is worth 35% of your final grade.

Part A: Teaching session

The student delivers a teaching session which will be delivered to colleagues in their own clinical setting. The teaching session should be no longer than 30 minutes in duration and will require the student to undertake the preparation and presentation of a session in a selected area of maternity/neonatal care and focused on a complication related to, but not limited to, 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 will include detail of anatomy and physiology/pathophysiology related to complex maternity/neonatal care, examination and diagnosis and, and evidence-based management and treatment options. You will need to provide the participants of the teaching session with an evaluation form that you have developed for the purpose.

Submission of the following will contribute towards the final grade:

- audio of the teaching session (1%)
- the teaching plan (1%)
- a summary of not more than 2000 words including content outline and detail including the PowerPoint slides (10%)
- an evaluation questionnaire, results and reflections (3%).

The above are to be submitted via Blackboard. Instructions for uploading audio will be placed on Blackboard at the start of trimester one.

This assignment meets learning objective: 3 & 5.

Part B: Case Presentation

A critical evaluation of a secondary care scenario based on the condition from your clinical practice. This should be a different topic from the teaching session.

The case presentations will include:

- detailed history, examination, assessment, diagnosis, and management strategies derived from current best practice guidelines or relevant literature.

Each student is required to prepare a detailed PowerPoint presentation (15%) to be delivered in class at the third school (11 Sept 2015). The presentation will include the above information and will be accompanied by a summary hand-out (this could be the PowerPoint slides) with appropriate references and illustrations for class members (5%). Presentations will be up to 30 minutes in duration with question time included.

This assignment meets learning objectives: 1, 2 & 3.

Assignment Number Three

Assignment: Practice portfolio

Due Date: Friday 16 October 2015

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

This assignment is worth 40% 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:

- Front Page
- Table of Contents
- Up to date CV
- Skills assessment form – pre and post programme evaluation
- 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:

- Logbook including all placements during the clinical placement
- Learning sessions in groups or individually with preceptors with a short reflection on each session
- 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)
- A description of three clinical follow-throughs including reflections on the role of the midwife **(3000 words in total)**
- 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? **(1000 words)**
- References and Resources.

Please submit this assignment via Turnitin/Blackboard.

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

Submission and return of work

For submission details, please 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

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

Set texts

There is no set text for this course.

Recommended reading

- 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., Pincombe, J., Thorogood, C., & Tracy, S. (Eds.). (2014). *Midwifery preparation for practice (3e)*. 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.

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-progress (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-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

Blackboard Information

Students enrolling for this course will need access to the Victoria 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 www.adobe.com/products/acrobat

Students are encouraged to use Endnote to manage the research material they use and cite. Endnote can be obtained at <http://library.victoria.ac.nz/library/resources/guides/endnote.html>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from: 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**