



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE SCHOOL OF NURSING, MIDWIFERY AND HEALTH

HLTH 533: Midwifery Practicum in Complex Care

30 POINTS
TRIMESTER 2 2016

Key dates

Trimester dates: 11 July to 13 November 2016

Teaching dates: 11 July to 16 October 2016

Mid-trimester break: 22 August to 4 September 2016

Last assessment item due: 14 October 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

SECTION 1: OPERATIONAL INFORMATION

Class times and locations

1st School

Dates: Thursday 28th and Friday 29th July 2016
Times: 0900 - 1700
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd School

Dates: Thursday 15th and Friday 16th September 2016
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

Dr Joan Skinner
Ph: 04 463 6654
Email: joan.skinner@vuw.ac.nz
Office Hours: Thursdays or by appointment

Administrator

Ph: 04 463 5363
Email: nmh@vuw.ac.nz
Office hours: Monday to Friday 9.00am – 4.00pm

Office Hours

The Graduate School office will be open 09.00 – 16.00 weekdays from Tuesday 5 January 2016 and close on Thursday 22 December 2016.

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 email.

SECTION 2: COURSE INFORMATION

Prescription

This course integrates theoretical knowledge into practice and extends the midwife's experience, knowledge, skills and practice in complex maternity care.

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. 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.

Students will complete a total of 100 hours of clinical placement within the central DHBs region (Wellington, Hutt Valley and Wairarapa, Palmerston North and Whanganui, Taranaki and Hawkes Bay). Midwives may choose to be placed in tertiary, secondary and primary maternity settings or support services.

Course learning objectives (CLOs)

Students who pass this course will be able to:

1. Plan and undertake a practical learning experience in complex maternity care
2. Interpret and critique the context in which complex maternity care may be provided
3. Disseminate knowledge and skills of complex maternity care and model practice in a learning/teaching framework

Teaching format

There will be two 2-day Schools (block courses) held in Wellington which will be delivered over the trimester. 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. This course has guest presenters with specialist knowledge and experience in maternity care present and also participate in dialogue with students. Students also present to class on relevant maternity-related topics, and are required to discuss and develop critical awareness of current issues affecting maternity care,
2. Submit a credible attempt at all items of assessment in order to demonstrate the achievement of all the CLOs of the course, and
3. Complete a clinical placement under the direction of the course coordinator, in order to demonstrate the achievement of all the CLOs of the course.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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 full year.

This course comprises approximately 32 hours of course contact time for lectures and tutorials.

The amount of time you should notionally assign to the completion for each of the assignments is:

1. Assignment one: Individual learning plan and reflection (20%) 54 hours
2. Assignment two: Environmental assessment (30%): 80 hours
3. Assignment three: Teaching session (50%): 134 hours

SECTION 3: ASSESSMENT INFORMATION

Assessment

Assessment items and workload per item	%	CLO(s)	Due date
1 Individual learning plan and reflection (1,000 words)	20%	1, 2	Part A: 29 July Part B: 14 October
2 Environmental assessment (3,000 words)	30%	3	2 September
3 Teaching session (30 minute presentation and a 4,000 word written summary)	50%	1, 2, 3	14 October

Marking criteria for each assessment will be made available on Blackboard.

Assignment one

Assignment Name: Individual learning plan and reflection

Due Date: Part A: Friday 29 July 2016
Part B: At end of clinical placements or no later than Friday 14 October

Word Count: Part A: No limit but use SMART objectives to guide length and content
Part B: 1000 words maximum

This assignment is worth 20% of your final grade

Part A: This part of the assignment requires the student to formulate a detailed learning plan based on the pre-course self-assessment (available on Blackboard) and the course learning objectives. Students should make a start on this learning plan before or by the start of the trimester (11th July). The learning plan is a living document and can be changed and updated over the time of the course.

Using a learning plan template (available on Blackboard), you will prepare a plan of development and clinical placements identifying your learning needs and objectives along with the strategies and resources you will utilise to achieve these goals. The plan must identify how you will validate the achievement of your plan. It is recommended that you focus on up to three main goals within your 100 hours of clinical placement within the central DHBs region (Wellington, Hutt Valley and Wairarapa, Palmerston North and Whanganui, Taranaki and Hawkes Bay). Midwives may choose to be placed in tertiary, secondary and primary maternity settings or support services.

Discuss your ideas with your course coordinator to ensure your objectives are SMART objectives (Specific, Measurable, Achievable, Realistic and include a Timeframe). The learning plan will be used by the course coordinator to organise clinical placements and report to HWNZ.

Part B: Complete the Post-course self-assessment and reflection (available on Blackboard).

Assignment two

Assignment Name: Environmental assessment (SWOT analysis)

Due Date: Friday 2 September 2016

Word Count: 3000 words maximum

This assignment is worth 30% of your final grade

Briefly describe your work environment, including information about the population you serve (age, ethnicity, etc.) 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), then undertake a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to analyse the external and internal 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.

Clearly indicate your conclusions or key findings including any opportunities or suggestions for change that you have identified

Please submit this assignment via Turnitin/Blackboard

Assignment three

Assignment Name: Teaching session
Due Date: Must be undertaken and submitted by 5pm 14 October 2016
Length: 30 minute presentation
Word Count: 4000 words maximum

This assignment is worth 50% of your final grade.

Teaching session

The student plans, prepares, delivers and evaluates a mini-teaching session which will be delivered to colleagues in their own clinical setting, 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,
- multiple pregnancies.

The teaching session will include detail of anatomy and physiology/pathophysiology related to complex maternity/neonatal care, physical examination, diagnosis and evidence-based management and treatment options.

The choice of topic and expectations for content will be negotiated with the course coordinator. The teaching session should be no longer than 30 minutes in duration, including time for questions.

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:

- A written summary of the teaching session detailing the content and including references, a teaching plan, evaluation, results and reflection on the evaluation, and the PowerPoint slides. (4000 words)
- Audio of the teaching session (this will be discussed in class)

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

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

Placement arrangements

The course coordinator will work with the student to identify and arrange a suitable clinical placement. Students are advised to treat their clinical placements as they would their usual work environment. Further information will be made available on Blackboard at the beginning of the trimester.

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

Feedback from students focused on clinical placements within the reduced hours framework. Many students attempted to do multiple placements which stretched them in terms of learning needs, travel and financially. There was a shift in the quality of the clinical placement from an in-depth experience to one that is more observational. Our advice moving forward is for students to contain the number of clinical placements to 2-3 and within the central region (Taranaki to Hawkes Bay down to Wellington).

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

Ethics conduct

Students are expected to adhere to ethical principles in all aspects of their coursework. This applies to academic integrity and also to the way information about, or from, individuals in the practice setting is managed. Good ethical practice must be maintained in all learning activities. The Human Ethics Committee at Victoria University of Wellington has granted approval for the incorporation of data or observations from patient/client/individuals into coursework from the Graduate School of Nursing, Midwifery and Health, and expects adherence to the instructions below.

Students are expected to adhere to their professional codes of conduct and standards, relevant legislative frameworks and contractual obligations to any employing organisation at all times. In addition, all students in classes where assignments might include observations, reports, images, photographs or descriptions of individuals (patients or colleagues) with whom they have worked in a clinical or practice setting as part of an assignment, must:

1. Read and sign the "Information for using individual data in an assignment: Student agreement statement"
2. Determine whether verbal or written informed consent is required, according to the guidelines provided in the student agreement statement and in consultation with their course coordinator if they are unsure;
3. Provide the patient/client/individual, or the parent/guardian of the child, whose data they intend to use with full information about how they intend to obtain and use the data;
4. Provide written information and obtain written informed consent if required.

Should students have any concerns about ethical aspects of their course requirements they should discuss them with the course coordinator.

Your Course Coordinator will discuss the ethical implications and special requirements (if any) for this particular course.

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
- 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
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- 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
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- 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 regular internet access to engage with the online Victoria learning platform (Blackboard).

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online. Blackboard provides web-based access to course content, assessment, communication and collaboration tools.

How to log onto Blackboard

- Open a web browser and go to <https://my.vuw.ac.nz/>
- Enter your student username which you will find in your *Confirmation of Study* sent via email. It is usually made up of 6 letters of your last name and 4 letters of your first name e.g. Bart Simpson's username would be 'simpsobart'
- Enter your password. If you have never logged in before your initial password should be 'Vuw' followed by a hyphen and your student ID number e.g. Vuw-123456789
- 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**