

Module Details	
Module Title	Transition to Midwifery Knowledge 2: Additional Care
Module Code	MID7508-B
Academic Year	2024/5
Credits	20
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Independent Study	160
Online Seminar (Synchronous)	17
Lectures	3
Directed Study	14
Groupwork	6

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Non Standard Year

Module Aims
<p>The aim of this module is to build on learning from 'Transition to Midwifery Knowledge 1: Universal Care'.</p> <p>This module provides the opportunity to explore the knowledge, skills, and behaviours that underpin provision of safe, positive experiences of care to women, infants, and families with additional or complex physical, social, and psychological needs during the antenatal, intrapartum, and postnatal periods. This module will deliver underpinning theoretical knowledge which will then inform practical application within the year-long module 'Transition to Midwifery Practice'.</p> <p>You will learn about the physiology of complex pregnancy, birth, and the postnatal period and critically analyse the impact of longer-term physical, psychological and social health and well-being of the family, in addition to exploring the impact on public health issues, health inequalities, and digital exclusion.</p> <p>The module will support your exploration of the wider leadership role of the midwife within maternal and neonatal public health, incorporating a multidisciplinary perspective. This provides an opportunity to develop critical insight relating to inter- and intra-professional communication and sharing of information when additional care needs arise.</p>

## Outline Syllabus

Digital literacy, health inequalities and diverse populations, unconscious bias. Behavioural change models, impact of technology in healthcare, the historical context of midwifery and maternity care, feminism and the patriarchy, medicalisation of childbirth. Existing and emerging complications of pregnancy, labour, birth, and postpartum, and in the neonate, including adverse effects of medicines. Communicable diseases, end of life care, perinatal loss, bereavement, female genital mutilation/cutting, perinatal mental illness, physical and learning disability, safeguarding children and adults, violence and abuse, alcohol and substance misuse, epigenetics and genomics in relation to additional care and complexities. Interprofessional and multi-agency working and communication, agencies that work with women and their families, escalation policy, data sharing in relation to safeguarding, perinatal mental illness, cultural competency, informed choice, information giving, advocacy, trafficking, vulnerable women, health inequalities, global public health issues.

## Learning Outcomes

Outcome Number	Description
01	Demonstrate critical insight of the principles of intra and interprofessional communication and information sharing in relation to public health, including the utilisation of digital technologies.
02	Critically explore and evaluate knowledge of physiological processes to the midwifery care of women and neonates with complications and additional care needs.
03	Demonstrate critical insight of the role of the midwife in assessment, screening, and care planning for childbearing women and neonates with complications.
04	Critically explore the impact of health inequalities and digital exclusion on women, neonates, and families' holistic health and wellbeing and the life-long implications for families.
05	Critically discuss the fundamental principles of leadership and demonstrate its contribution to team working.

## Learning, Teaching and Assessment Strategy

Teaching and learning will take a blended approach, using synchronous and asynchronous lectures, synchronous webinars, groupwork and directed and self-directed asynchronous activities. These will be underpinned by case-based, problem-based, and flipped-classroom methods which aim to develop your theoretical knowledge, critical thinking, academic skills, and professional competence and confidence when planning and implementing care for women, neonates, and families with additional care needs in the antenatal, intrapartum, and postnatal periods.

Asynchronous directed study will consist of student-led problem-based-learning and flipped-classroom activities to develop knowledge and understanding of health inequalities, additional needs, and complexities prior to synchronous webinar discussions. This aims to build on your pre-existing nursing knowledge, and universal midwifery care as you will learn about the additional care needs of some women, neonates, and families (LO2, LO3, LO4). Independent study will support the critical exploration, evaluation, and analysis of underpinning theory of physiology, public health, digital health technologies, and health inequalities, some of which will be directed and guided through synchronous online problem-based learning and flipped classroom activities (LO1, LO2, LO4).

Digital literacy will be developed through the exploration and critical evaluation of digital technologies and exclusion and the impact of this on interprofessional working and the holistic health and wellbeing of women, neonates, and families with additional care needs. Student's own digital literacy and digital communication and collaboration skills will be assessed through the production of a summative online group presentation centred around the topic of public health and care planning for women, neonates, and families with social or psychological additional or complex care needs (LO1, LO3, LO4, LO5). Group members will collaborate to choose their method of presentation, topic, and content, this must include a live verbal presentation and a visual element - groups should evidence that members have collaborated to co-produce this. Group members will be awarded a joint grade for this co-produced submission.

The final summative assessment for this module will take the form of an open book examination with long answer written questions based on pre-determined case studies. Students will answer 4 case studies from a potential 6 - two will be mandatory, and a further 2 optional from a selection of four cases. This assessment provides the opportunity for you to critically explore and evaluate the physiological processes that underpin midwifery care of women and neonates with physical complications or additional care needs (LO2) in the antenatal, intrapartum, and postnatal periods.

You will apply the knowledge and skills developed through this learning to your clinical practice within the year-long module 'Transition to Midwifery Practice'.

### Mode of Assessment

Type	Method	Description	Weighting
Summative	Examination - Open Book	Open-book examination - long answer (Must Pass at 40%)	30%
Summative	Presentation	Online group presentation (synchronous) (20 mins plus 10 mins questions) (Must pass at 40%)	70%

### Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

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