

## MODULE SPECIFICATION

### KEY FACTS

Module name	Innovation in Maternity Care: Group Antenatal Care
Module code	APM026
School	School of Health Sciences
Department or equivalent	Conjoint Division of Midwifery and Radiography
UK credits	15
ECTS	7.5
Level	6

### MODULE SUMMARY

#### Module outline and aims

The module offers teaching in the latest theoretical and clinical developments in antenatal care provision. It aims to develop your skills as qualified midwife in working with groups in order to enhance the quality of practice and to develop facilitation capacities. Working with groups requires specific skills including managing relationships in a group setting, facilitation, teamwork and teambuilding and building social networks. These skills are important for midwives in a range of situations including working with women – such as developing more group-based models of antenatal and postnatal care; providing antenatal education - and also in working with the professional team, including the development of teamwork and facilitation skills.

Good teamwork and working in partnership are vital for quality of care at all levels, from clinical care and communication to developing guidelines, developing innovative models of care and implementing evidence-based practice. This module should equip you to work at an advanced level of practice in all these areas. It can be taken as a stand-alone module for continuing professional development but can also be taken as part of the Advanced Practice in Midwifery Master's degree pathway. The module will combine practical and work-based learning with guided and independent study. Study approaches will include role-play and simulation, discussion of scenarios, reading and problem solving exercises. The learning approach will make extensive use of the group work skills that the module aims to foster.

The module will enable you to develop your capacities and skills in:

- group work and facilitation
- effective team building and teamwork
- organising group antenatal and postnatal care
- managing group dynamics
- integrating clinical, social support and education
- enhancing and building social networks for women
- supporting vulnerable women

## Content outline

### **Group facilitation**

- Meeting the expectations and needs of a group
- Understanding and facilitating group dynamics
- Facilitating discussion
- Using teaching aids and presentation skills
- Evaluating a group

### **Antenatal Care**

- Models of group antenatal care
- Practical aspects of group antenatal care
- Meeting challenges and dealing with deviations from the norm and emergencies
- Using reflection and evaluation for personal and professional development

### **Professional Issues**

- Working within the NMC Code of Professional Conduct
- Maintaining confidentiality whilst working within a group
- Using reflection and evaluation for personal and professional development

#### *Pre- requisites,*

This module is primarily designed for registered midwives. However, the module may be of value for antenatal educators and counsellors (e.g. NCT teachers) and other professionals interested in developing their groupwork skills.

## **WHAT WILL I BE EXPECTED TO ACHIEVE?**

### **On successful completion of this module, you will be expected to be able to:**

#### Knowledge and understanding:

- discuss the effectiveness of group models of ante- or postnatal care and education
- demonstrate awareness of factors influencing group dynamics and communication
- discuss factors in effective facilitation of groups

#### Skills:

- Demonstrate the ability to design and deliver an antenatal class or group session
- Draw on appropriate evidence to demonstrate group facilitation skills
- Draw on appropriate evidence to demonstrate facilitation skills

**Values and attitudes:**

- reflect on your own role in the professional team and in relationships with women
- demonstrate awareness of the role and value of relationships in maternity care
- demonstrate awareness of the qualities of effective group facilitation

**HOW WILL I LEARN?**

*Overview of learning and teaching methods used, including proportion of contact/self-directed/placement hours.*

The module will combine practical and theoretical workshops with guided and independent study. Study approaches will include role-play and simulation, discussion of scenarios, reading and problem solving exercises. The learning approach will make extensive use of the groupwork skills that the module aims to foster.

*Learning approaches will include:*

Role-plays and practice sessions;

Reading /independent study;

Discussion forum using the University's online learning platform, Moodle;

Observation of a group exercise and reflective writing (examples of groups to be observed could be a NHS or independent antenatal or postnatal class, a baby café or other group focused on pregnant or postnatal women);

Facilitated team building and leadership exercise—these usually involve tackling a task individually and then as a group and evaluating how well this worked and the impact.

*Teaching pattern:*

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Facilitating groups – theory and practice	Overview lecture & learning set: role plays and discussion; online and face-to-face	7	16	7	30

Implementing group antenatal care	Overview lecture & learning set: role plays and discussion; online and face-to-face	5	18	7	30
The evidence for group antenatal care	Workshop & learning set: role plays and discussion; online and face-to-face	7	16	7	30
Facilitating a group – formative assessment	workshops& learning set: role plays and discussion; online and face-to-face	7	16	7	30
Assignment	Work-based assessment and essay	2	25	3	30
<b>Totals:</b>		28	91	31	150

## WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

### Assessments Level 6

Formative assignment:

Using the acquired knowledge throughout the module you will facilitate a group activity for 15 minutes to a small group. Peer assessment will provide your feedback for the formative assessment.

Summative assignment:

Building on the formative assignment and using a reflective approach you are to write a 2500 word structured workbook of your experience of being part of and facilitating a group during the duration of the course. Your account should be supported by current and appropriate literature.

*Assessment pattern:*

<b>Assessment component</b>	<b>Assessment type</b>	<b>Weighting</b>	<b>Minimum qualifying mark</b>	<b>Pass/Fail?</b>
Reflective essay	Marked written assignment	100%	40%	N/A

Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge and attributes you will need to demonstrate in order to complete an assessment successfully. Grade-Related Criteria are descriptions of the skills, knowledge and attributes you will need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be made available to you prior to an assessment taking place. More information will be available from the module leader.

*Reflecting the module learning outcomes, the assessment criteria for this module are designed to assess both your knowledge (essay) and practical application (practical assessment) of the principles learnt.*

Feedback on assessment

*Information on how and when students will expect to receive feedback on their assessment can be found in the Programme Handbook*

Assessment Regulations

The Pass mark for the module is 40%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

**INDICATIVE READING LIST**

*List key resources used on the module, using an appropriate referencing style. This may include a list of key journals and websites*

Schott J. and J. Priest (2002) 'Leading Antenatal Classes. A practical guide. Books for Midwives, 2<sup>nd</sup> edition.

O'Neill, K. (ed) (2013) Patient-centred leadership; rediscovering-our-purpose. Kings Fund, London.

Boerleider, A.W., Wiegers, T.A., Manniën, J., Francke, A.L., and W. Devillé (2013) Factors affecting the use of prenatal care by non-western women in industrialized western countries: a systematic review BMC Pregnancy and Childbirth 2013, 13:81 <http://www.biomedcentral.com/1471-2393/13/81>

Jeannette R. Ickovics, Trace S. Kershaw, Claire Westdahl, Sharon Schindler Rising, Carrie Klima, Heather Reynolds and Urania Magriples (2003) Group prenatal care and preterm birth weight: results from a matched cohort study at public Clinics. *Volume 102, Issue 5, Part 1*, November 2003, Pages 1051-1057  
doi:10.1016/S0029-7844(03)00765-8 |

Deborah A McNeil, Monica Vekved, Siobhan M Dolan, Jodi Siever, Sarah Horn and Suzanne C To (2012) Getting more than they realized they needed: a qualitative study of women's experience of group prenatal care. *BMC Pregnancy and Childbirth* 2012, 12:17 <http://www.biomedcentral.com/1471-2393/12/17>

Deborah S. Walker, Renee Worrell (2008) Promoting Healthy Pregnancies Through Perinatal Groups: A Comparison of CenteringPregnancy® Group Prenatal Care and Childbirth Education Classes. *Journal of Perinatal Education*, 77(1), 27-34, doi: 10.1624/105812408X267

Catling CJ, Medley N, Foureur M, Ryan C, Leap N, Teate A, Homer CSE. Group versus conventional antenatal care for women. *Cochrane Database of Systematic Reviews* 2015, Issue 2. Art. No.: CD007622. DOI: 10.1002/14651858.CD007622.pub3.

Greta G. Cummings, Tara MacGregor, Mandy Davey, How Lee, Carol A. Wong, Eliza Lo, Melanie Muise, Erin Stafford (2010) Leadership styles and outcome patterns for the nursing workforce and work environment: A systematic review, *International Journal of Nursing Studies* 47 (2010) 363–385.

Catling CJ, Medley N, Foureur M, Ryan C, Leap N, Teate A, Homer CSE. Group versus conventional antenatal care for women. *Cochrane Database of Systematic Reviews* 2015, Issue 2. Art. No.: CD007622. DOI: 10.1002/14651858.CD007622.pub3.

Northouse, P (2012). *Leadership: Theory and Practice*. London: SAGE Publications.

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**Appendix:** see <http://www.hesa.ac.uk/content/view/1805/296/> for the full list of JACS codes and descriptions

## CODES

HESA Code	Description	Price Group
103	Nursing and allied health professions	C2
JACS Code	Description	Percentage (%)
B720	Midwifery	100