



UNIVERSITY OF MALAWI
KAMUZU COLLEGE OF NURSING

MODULE 8

FOR
MASTER OF SCIENCE DEGREE IN MIDWIFERY
PROGRAMME

ADVANCED PRACTICE IN NURSING/MIDWIFERY

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1. OVERVIEW OF THE MODULE

The module provides the student with opportunity to utilize advanced knowledge, skills and appropriate attitudes related to midwifery practice to enable them critically analyse nursing/midwifery practice to ensure quality improvement based on current research findings. In addition, students will develop skills to appraise professional performance and explore quality improvement strategies and initiatives.

2. HOW TO USE THE MODULE

As you are using this module, you are expected to do the following”

- (i) Read widely the content area under each unit utilizing books, journals, internet.
- (ii) Consult widely on each topic including collaboration with colleagues
- (iii) Do all activities for each unit in the order in which they are presented
- (iv) Keep notes from readings, presentation, or activity work in a file as these can come in handy for revision for examination
- (v) Participate actively in class and seminar presentations

3. MODULE LEARNING OUTCOMES

Upon completion of this module learners shall be able to:

- a) examine the process of role development of the advanced practice midwife;
- b) analyse roles and competencies of an advanced practice midwife;
- c) discuss evidence-based practice and its value for advanced midwifery practice;
- d) develop valid and reliable performance measures for advanced midwifery practice;
- e) analyse the quality of midwifery services to meet changing needs and demands of the profession and client population;
- f) Identify resource management initiatives that can be adapted for improving the quality of care in advanced midwifery practice.

4. LEARNING CONTRACT

Students' Role

- i) You are responsible for your own learning.
- ii) You need to continuously monitor your progress and reflect on whether you are achieving the learning outcomes.
- iii) You are required to carry out all activities stipulated in the module
- iv) Submit all assignments on time
- v) You are expected to attend all classes and actively participate in class seminars/discussions
- vi) Actively participate in group assignments

Lecturer's Role

- i) Provide students with modules containing expected learning outcomes, content areas, students' activities, assessment criteria and methods.
- ii) Provide guidance and support students to achieve learning outcomes
- iii) Monitor and evaluate performance of students' learning activities
- iv) Facilitate students' discussion and seminars

5. MODULE CONTENT

Advanced Practice

Advanced nursing practice is an umbrella term describing an advanced level of clinical nursing practice, that maximizes the use of graduate educational preparation, in depth nursing knowledge, and expertise in meeting the health needs of individuals, families , groups, communities and population. It involves analyzing and synthesizing knowledge, understanding, interpreting and applying nursing theory and research in advancing nursing and the profession as a whole.

Advanced nursing practice is characterized by a set of core competences which are based on appropriate depth, breadth, range of nursing knowledge, theory and research enhanced by clinical experience.

The art of advanced midwifery practice has the following characteristics:

- Provision of effective and efficient care delivered with a high degree of autonomy to an identified population
- Demonstration of leadership and initiation of change to improve client, organization and system outcomes.
- Deliberate purposeful integrated use of in-depth midwifery knowledge, research and clinical expertise as well as integration of knowledge from other disciplines.
- Utilize in-depth knowledge that draws on a wide range of strategies to meet the needs of clients and to improve access, equity and quality of midwifery care.
- Demonstrate the ability to explain and apply theoretical, empirical, ethical, legal and experiential foundations of midwifery practice.
- Disseminate evidence based midwifery knowledge and practice.
- Demonstrate socio-spiritual-cultural sensitivity in the delivery of advanced midwifery care.

UNIT I - ROLE DEVELOPMENT

LEARNING OUTCOMES

- (i) *Analyse the following concepts:*
 - *role development,*
 - *role acquisition-socialization-deficits-role stress-strain*
- (ii) *discuss role stress responding to role strain*
- (iii) *Discuss the global perspective of advanced midwifery practice with focus on 4 countries ; India, America, UK, South Africa,*
- (iv) *Defend use of a theoretical framework of your choice that may be applied to advanced midwifery practice.*

ASSESSMENT CRITERIA

- (i) *Analyze global perspective of advanced midwifery practice*
- (ii) *Explain role development in advanced midwifery practice*
- (iii) *Utilize a Conceptual framework relevant to advanced midwifery practice*
- (iv) *Analyze the national perspective of advanced midwifery practice*

UNIT CONTENT

This unit provides an overview of role development in the context of advanced midwifery practice.

Definition of Concepts

Socialization refers to the learning of the values, attitudes, knowledge and skills that enable the behavior prescribed for a specific role. Socialization is a continuous and cumulative process that evolves over time through the role taking and role making which techniques of role are bargaining.

The evolution of roles results in either the enhancement of nursing or the extension of nursing into new roles.

Role expansion refers to skill and knowledge within the concept of nursing as a separate therapeutic activity and may be seen as a development that results from profession autonomy and self determinationisms in Nursing Midwifery Practice (Rolfe and Fulbrook, 1998 p. 35)

Role extension refers to development that goes beyond conventional nursing boundaries. The model of expansion and extension of roles as described as follows:

- Role expansion

Core of nursing is primary practice with a range of post qualifying specialist developments. Expansion takes the boundary of specialist development further to embrace new dimension within the broadest concept of nursing.

- Role extension

Extending a nursing role tends to focus on one area of practice or skill. The boundary of this area is then extended outside of nursing into another professional domain.

- Nursing role development

Most of development in nursing embraces both expansion and extension of conventional roles. The consequence is that the boundary of nursing is shifted and the fundamental nature of nursing is gradually changed.

THE ADVANCED PRACTITIONER FRAMEWORK

Advanced Nursing Practice is concerned with adjusting the boundaries for the development of future practice, pioneering and developing new roles responsive to changing needs, and with advancing clinical practice, research, and education to enrich professional practice as a whole. The new role implies achievement as an expert practitioner within an area of nursing such as midwifery.

The Conceptual Framework for Advanced Practice

- Advanced Practitioner/Consultant Nurse, characterized by four integrated sub roles and a set of skills and processes. .
- Context

The context in which the advanced practitioner/consultant nurse operates and the outcome in practice which results when such roles processes and context are combined In which all practitioners operates will have an influence on the practice, a premise under-pinning naturalistic enquiry realities are which cannot be understood in isolation from context.

Essential prerequisite for successful advanced practitioner nurse role are:

Shared values and beliefs, open non-hierarchy unit management and organizational authority attributed to the post. The post requires senior status recognition hence legitimate authority and trust from management.

A Conceptual Framework for the Advanced Practitioner Nurse

INTEGRATED SUBROLES

Expert practitioner
Educator
Researcher
Consultant: Client, consulate
Organizational
Practice
Education
Research
Management
Consultancy

SKILLS AND PROCESSES

Transformational leadership
Strategist/visionary
Catalyst
Collaborator
Change agent
Change Management
Role modeler
Facilitator of:
Staff development
Practice development
Organizational
development
Management processes
Quality systems
Infrastructure
development

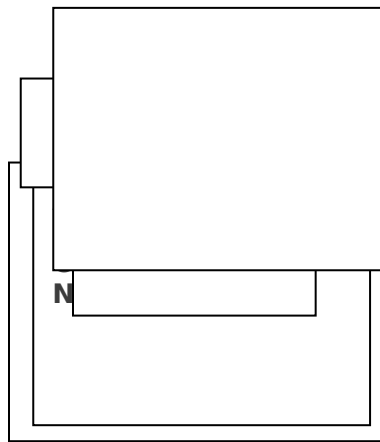
CONTINENTAL PREREQUISITES

ADVANCED PRACTITIONER/
CONSULTANT NURSE

Shared values and beliefs

Open non-hierarchical
management

Organizational authority
attributed to post



OUTCOMES

Developed and empowered staff

Development of nursing practice

QUALITY PATIENT SERVICES

Sub-roles

1. Expert practitioner role
2. Educator role
3. Researcher role
4. Consultant role

Activity 1

Explore the processes one must go through to achieve/become an advanced midwifery practitioner in context of the sub-roles, as an individual, (each student reflects)

Activity 2

Case Study presentation on ethical issues

Activity 3

Search and find other conceptual frameworks which have been developed and applied to midwifery practice.

References

Rolfe R, and Fulbrook P, 1998, *Advanced Nursing Practice*, Bullerworth-Heinemann Boston

McGee, P. & Castledine G, 2003 *Advanced Nursing Practice*. 2nd (Ed) Blackwell, Oxford

Benner P, 2005 – From Novice to Expert: *Excellence & Power in Clinical Nursing*. New Jersey: Prentice-Hall

Joel, L. (2004) *Advanced Practice Nursing: Essentials for Role development*. Philadelphia. F.A. Davis

Websites: WHO, ICN ICM

Any relevant journals

UNIT II - COMPETENCE FOR ADVANCED CLINICAL PRACTICE

LEARNING OUTCOMES

Upon completion of this Unit learners shall be able to:

- (i) *analyze key concepts underlying advanced midwifery competence*
- (ii) *discuss the domains of competence in advanced midwifery competence*
- (iii) *distinguish between performance and competence*
- (iv) *discuss models for monitoring advanced midwifery practice*

ASSESSMENT CRITERIA

To ensure that you have achieved the learning outcomes:

- (i) *Apply Dreyfus Model of skill acquisition to advanced midwifery practice*
- (ii) *Design essential competencies for advanced midwifery practice*

UNIT CONTENT

This Unit focuses on the individual midwife engaged in advanced clinical practice, based on the assumption that the midwife has been educated for entry into practice according to the criteria for Educational “best practice” and the advanced practicing midwife practice with the enabling environment of policy, regulation and standards.

Professional Competence

Competence is a theoretical concept that includes several underlying concepts and characteristics, each of which makes an interactive contribution to ‘safe practice’. A holistic conceptualization of competence acknowledges that it is a complex combination of knowledge, performance, skills, values and attitudes. Competence involves the possession of sufficient knowledge and skills to perform job related tasks but also incorporate ethics, values, and capacity for reflective practice.

Competence also acknowledges the importance of context and the recognition that there may be more than one way of practicing competently (Cowan et al 2005). The operational definition of competence is the acceptable level of performance through a process of structured assessment, using objective standards of professional practice, knowledge, skills and abilities, as the criteria of quality competence also involves the demonstration of professional behavior, attitudes and values.

Components of Competence

- Every individual practitioner continually progresses back and forth on the continuum from novice to expert (Benner 2001). When individuals have initially acquired a skill, whether cognitive or practical, the skill must be reinforced from time to time in order to maintain a similar level of competence. Additional, new skills are continually emerging as technology advances. Very experienced practitioners may be novice learners of new skills.
- Similarly the knowledge base that underpins professional practice is continually evolving. The concept of competence requires that emerging knowledge be incorporated within the body of learned knowledge, and cognitively evaluated by the individual for any implication that this new learning may have, for application within practice.
- Competence may be perceived by self or others as demonstrating safe practice behaviors'. Safe practice includes following standards of practice, being aware of personal limitations of knowledge and experience, asking for assistance, utilizing strategies that minimize harm to self and others knowing the principles that underpin whatever actions are selected in any particular circumstances.
- Competence may also be perceived as ethical practice. The definition of ethical practice is to a large degree defined by universal understanding of concepts such as human ethical practice individually defined, may reflect personal religious moral and cultural values.
- Competence also involves the demonstration of professional behaviors' such as attitudes, values that are reflected in the ethical context within which professional

practice is enacted, endorsed by the individual intertwined with the social, religious and cultural context.

- Apart from competencies related to provision of advanced patient care, there are a number of broader competencies these include competencies in:
 - Stimulating active community participation.
 - The management and organization of health services delivery.
 - Advocating and promoting comprehensive reproductive health services, including participation in the development of health policies for reproductive health.
 - Management of a client as a complete being: physical, psychological, spiritual, social and cultural.

Domains of Competence

Competence is one of many determinants of performance see table 1 on page 15 and copy. The following characteristics are generally accepted as the individual components of competence.

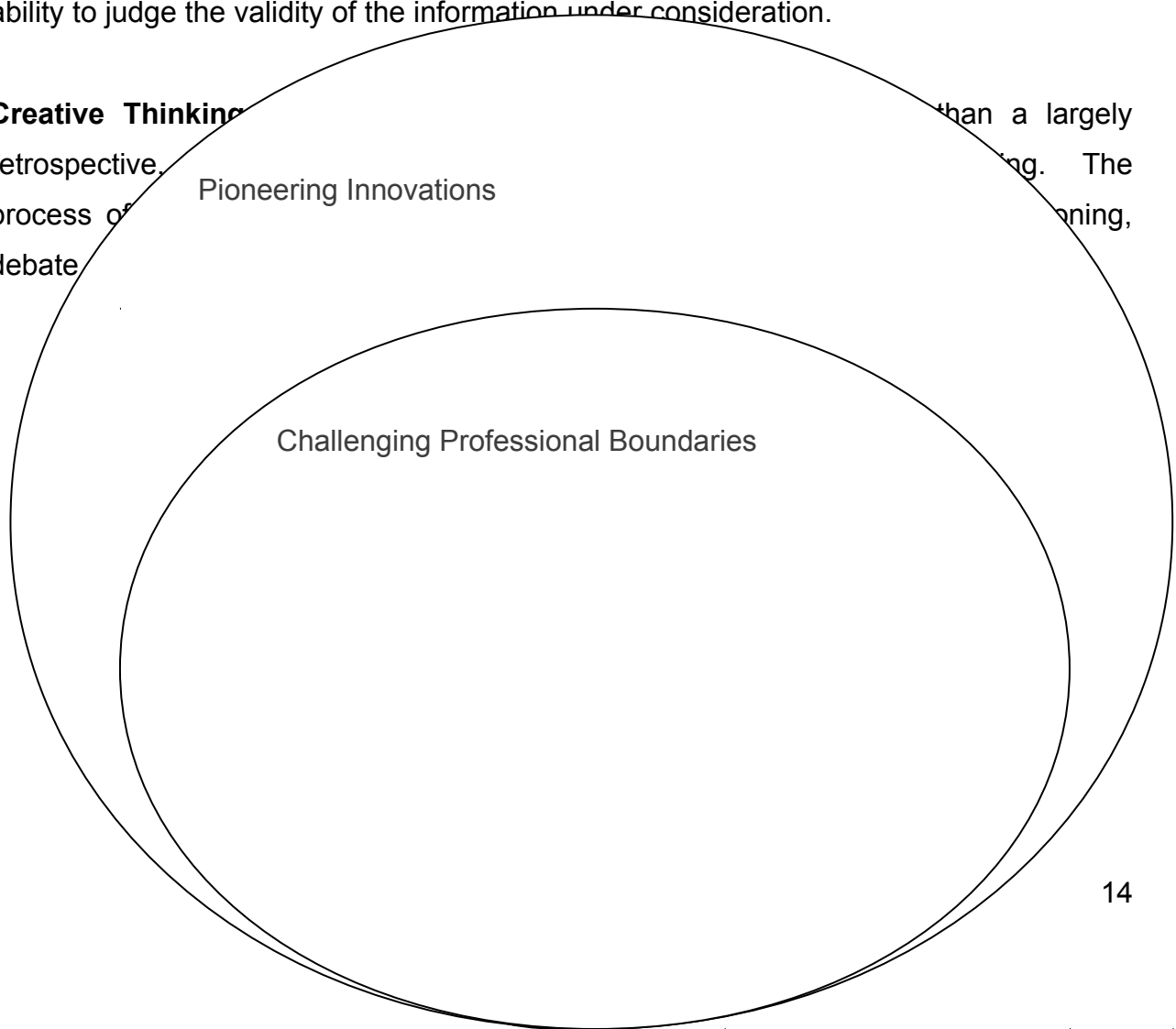
- Cognitive knowledge is the understanding of the theoretical principles of safe practice. Knowledge is acquired through individual learning and through mentoring. Midwifery knowledge is acquired over the professional lifetime as it necessarily involves understanding of both fundamental knowledge and continued scientific principles.
- Scientific knowledge must be translated into practical application. This is reflected in the performance of clinical skills. Midwifery skills are acquired through guided clinical practice i.e. mentorship or preceptorship, current educational best practice emphasizes competence – based learning in which an individual received sufficient opportunity to acquire and to demonstrate a beginning, safe, level of performance in each of the skills, that have been determined to be essential to midwifery clinical practice competence also includes a set of personal attributes i.e. personal abilities. These attributes are difficult to describe or define as they are intangible. They are however

perceptible and are reflected in the manner in which any individual applies the knowledge and skills in the context of rendering clinical midwifery care. Examples are communication skills, ability to foster supporting interpersonal relationships and critical thinking.

Critical Thinking (CT) is defined as a purposeful process of self regulatory judgment. (Turner, 2005). This includes the cognitive processes that constitute professional thinking (McGrath, 2005) the application of critical thinking in midwifery practice is associated in some way with clinical decision making (Fesler, 2005).

Characteristics of Critical thinking include analysis inference, reasoning interpretation, evaluation and open mindedness. CT implies a combination of abilities required to define a problem to select information that is pertinent to the solution of the problem to recognize the assumption that underpins a proposed resolution of the problem and the ability to judge the validity of the information under consideration.

Creative Thinking is more than a largely retrospective, linear process of problem solving. The process of creative thinking involves the generation of new ideas, often through a process of debate and discussion. It is characterized by a willingness to challenge established norms and to explore new possibilities. Creative thinking is often associated with innovation and is a key component of many professional practices.





Key elements of advanced nursing practice

- (i) **Pioneering Innovations** – leadership, decision-making and authority scholarly activity that promotes new knowledge and skills
- (ii) **Challenging professional boundaries** – culturally competent, working collaboratively, coordinator, consultant
- (iii) **Professional maturity** – master of practice, interpersonal skills

Professional Maturity

The advanced practitioner should have practiced in a wide range of settings and with diverse client groups in order to generate the experiential database that is fundamental

to expert clinical performance. This database is complemented by interpersonal skills that enable the advanced practitioner to identify the individual patient's preferred style of communication and adapt accordingly to ensure meaningful and effective exchanges. Inability to provide effective care or to communicate disqualifies the individual from advanced practice. The experiential database is enhanced by and integrated with theoretical knowledge acquired through formal study yielding a recognized academic qualification at postgraduate level. This synthesis of two different ways of knowing enables the advanced practitioner to engage 'in a dialectical between the general and the particular' (Oberle & Allen 2001: 152) in which theoretical and experimental knowledge are brought together with knowledge of the characteristics of the particular patient.

The Dreyfus Model of Skill Acquisition.

Dreyfus Model (2005) implies that in the acquisition of and development of a skill, a student passes through five levels of proficiency:

- Novice
- Advanced beginner
- Competent
- Proficient
- Expert.

Activity 1

Get an understanding of concept of competence with focus on the following

- Personal competence model
- Educational competence model

- Performance outcome models
- Evaluating models of competence
- Competence and nursing midwifery practice

Activity 2

- Do a self assessment review using a set of competences, offered in the WHO tool.
- Identify the personal deficits in the competences in any of the WHO Competencies
- Develop a plan to overcome the deficits in for competences in order to Practice at an advanced level.

References

Benner, P (2001) From Novice to Expert: *Excellence and power in clinical nursing*, New Jersey: Prentice Hall

Hamric, A.B. Spross, J.A. Hanson, C.M. (2005) Advanced Nursing: *Integrated Approach*, 3rd ed. St Louis Elsevier Saunders

Hickey, V. Quimette, R.M. & Venegoni, S. (1996) *Advanced Practice Nursing Changing Roles & Clinical Application*. Philadelphia: Lippincott

Websites: WHO ICM ICN

Any relevant journals

UNIT III : STANDARDS AND SCOPE OF ADVANCED MIDWIFERY PRACTICE

LEARNING OUTCOMES

- *Analyze concepts relating to standards and scope of practice*
- *Discuss how existing standards and scope of practice influences midwifery care in Malawi*
- *Develop midwifery standards and scope of practice that will influence the achievement of MGD 3 & 4*

ASSESSMENT CRITERIA

- *Explain the concept related to standards and scope of practice*
- *Compare and contrast the midwifery standards and scope of practice with three other countries and determine gaps that exist in the Malawian setting*

UNIT CONTENT

Standards define the parameters of the advanced midwifery practitioner and define the competences with specific performance indicators.

- Professional Standards of care define diagnostic intervention, and evaluation of Competences.
- Professional performance standards identify role functions in direct care consultation and quality assurance.
- Advanced midwifery practice guidelines are protocols of care for specific populations.
- Standards are necessary to demonstrate to the public, the government and other stake holders that a profession is dedicated to maintaining trust and upholding the criteria of its professional practice.

Scope of Practice

The nursing profession is dynamic and continually evolves in response to the shifting needs, demands and resources of society (DiLillo & Adams, 2002). It is a profession with a distinct body of knowledge, hospital and university-based education, specialized practice, evidence-based standards, a social contract, and code of ethics (ANA, 2004). Nursing's Social Policy Statement, Second Edition (2003), provides a contemporary definition of nursing.

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities and populations.

The profession of nursing is regulated legally by the individual nurse and by the nursing profession. The Nurse Practice Act was enacted by the legislature to define the scope and regulate the professional practice of nursing for the purpose of protecting the public. Self-regulation occurs when nurses remain accountable for maintaining current knowledge, skills and abilities to practice competently. Professional regulation occurs as nursing defines its practice base, contributes to nursing research, establishes nursing education systems, develops the structures through which nursing services are delivered, and develops quality review mechanisms, such as codes of ethics, peer review, credentialing and standards of practice.

The advanced practice midwife is prepared for advanced midwifery practice and is licensed to practice by virtue of knowledge and skills obtained through post basic education. The APM is prepared to practice in an expected role to provide healthcare to individuals, families and or groups in a variety of settings including but not limited to homes, hospitals, institutions offices, industry, schools, community agencies public and private clinics and private practice. APM acts independently or in collaboration with other health other health care professionals to deliver health care services. The APM conducts comprehensive health assessment accrued at health provision, and disease prevention. They also diagnose and manage clients with referral as appropriate. APM

is uniquely qualified to resolve needs in primary health care as serving as an individual's point of contact. This contact provides a personalized client oriented comprehensive continuum of care and integrates all other aspects of midwifery care over a period of time.

The scope of nursing practice

ICN adds in the position statement on the scope of nursing practice that, the scope of nursing practice is not limited to specific tasks, functions or responsibilities but includes direct care giving and evaluation of its impact, advocating for patients and for health...

The scope of nursing and midwifery practice is that which nurses and midwives are educated, competent and authorized to perform. The actual scope of an individual nurse's or midwife's practice is influenced by the:

- Context in which they practice
- Client's health needs
- Level of competence, education and qualifications of the individual nurse or midwife; and
- Service provider's policies

The scope of nursing practice will vary from nurse and from general practice to general practice. It is recommended that the employer and the nurse work together to identify the scope of practice needed in the general practice and identify where or whether expansion is required. The following are the principles of scope of practice:

Principle I

Scope is uniquely defined by the congruence between law and appropriate practice

Principle II

Supervision does not, in itself, define scope of practice for the professional in fields that have a specialized body of knowledge, skill and competency

Principle III

Ethics guide scope through individual ability to accept and manage consequences, in accordance with safe standards of practice

Principles for expanding the scope of practice

- (i) The primary motivation to expand the scope of practice for registered nurses and midwives is to meet client's health needs and to improve health outcomes.
- (ii) Any expansion of the scope of practice enhances existing aspects of professional practice
- (iii) Expansion in the registered nurse's or midwives' scope of practice is:
 - Lawful
 - Appropriate for the context
 - Consistent with standards acceptable to the nursing profession and nursing/midwifery organizations, and
 - Consistent with the service provider's policies
- (iv) Expansion of the scope of practice is based on appropriate consultation and planning.
- (v) The registered nurse/midwife expanding their practice
 - Is already practicing at an advanced level
 - Has the appropriate education
 - Is assessed as competent

Understands their degree of accountability

- (vi) A competent health professional has assessed the competence of the registered nurse or midwife who will incorporate the activity into their practice.

The domains of the scope of practice are:

- Knowledge
- Role validation
- Competence and skill
- Environment
- ethics

Activity 1.

Read on standards of practice from any 3 countries including Malawi. Relate the readings to the above facts.

Activity 2.

Appraise the existing standards in the maternity unit.

- Are the standards being used in the delivery of client care?
- Is there a monitoring system of the application of the existing standards?
- Are there policies in the unit to reinforce the implementation of standards?
- Determine whether the standards impact on the client care.

Activity 3.

As an advanced midwifery practitioner, how will you promote the use of The existing standards?

Activity 4.

Pair and

Develop standards for the following areas:

- Antenatal care
- Labour and delivery
- Postnatal care
- Neonatal
- Community Care

Activity 5

Read on the scope of practice from three countries including Malawi.

- Compare and contrast the relationships.

Activity 6

Design a sample of scope of practice for an advanced midwifery practitioner.

References

Benner, P (2001) From Novice to Expert: *Excellence and power in clinical nursing*, New Jersey: Prentice Hall

Hamric, A.B. Spross, J.A. Hanson, C.M. (2005) Advanced Nursing: *Integrated Approach*, 3rd ed. St Louis Elsevier Saunders

Hickey, V. Quimette, R.M. & Venegoni, S. (1996) *Advanced Practice Nursing Changing Roles & Clinical Application*. Philadelphia: Lippincott

Websites: WHO ICM ICN

UNIT IV : EVIDENCE BASED PRACTICE (EBP)

This unit provides an overview of evidence based practice for the advanced midwifery practitioner.

LEARNING OUTCOMES

- (i) Critique research findings that influence evidence based midwifery practice
- (ii) Discuss the different reasoning patterns that impact midwifery practice
- (iii) Utilize appropriate clinical judgment in the decision making process

ASSESSMENT CRITERIA

Students should be able to:

- (i) utilize research findings in midwifery practice
- (ii) apply Gibbs reflective cycle to analyse a given scenario in advanced midwifery practice
- (iii) demonstrate critical thinking in advanced midwifery practice

UNIT CONTENT

Evidenced Based Practice is significant to advance midwifery practice. It builds on the process of research use, but also incorporates much more, such as evidence from clinical expertise; the products of reasoning, human rights and patients preferences.

Another major influence for movement to evidence based practice is the growth of scientific evidence supporting health care; and the development of methods for integrating the available evidence into guidelines for midwifery practice.

Another factor is that media dissemination of information has made clients more knowledgeable about different available treatments which enable them to ask more informed questions about illnesses and midwifery care.

There is no general agreement about what is included in EBM. EBM aims to reduce wider variations in individual clinician practices, eliminating worse practices and enhancing best practices thereby reducing costs and improving quality.

A variety of tools are used in EBP including information technology to access relevant research literature. Individual clinical, literature, individual clinical, expertise and the best available external evidence are required to provide sound and advanced midwifery

practice. Without clinical expertise clinicians may make poor decisions because even excellent external evidence may be inapplicable to or inappropriate for an individual client. The absence of current best evidence clinicians risk becoming rapidly out of date.

Reasoning and relationship to EBP.

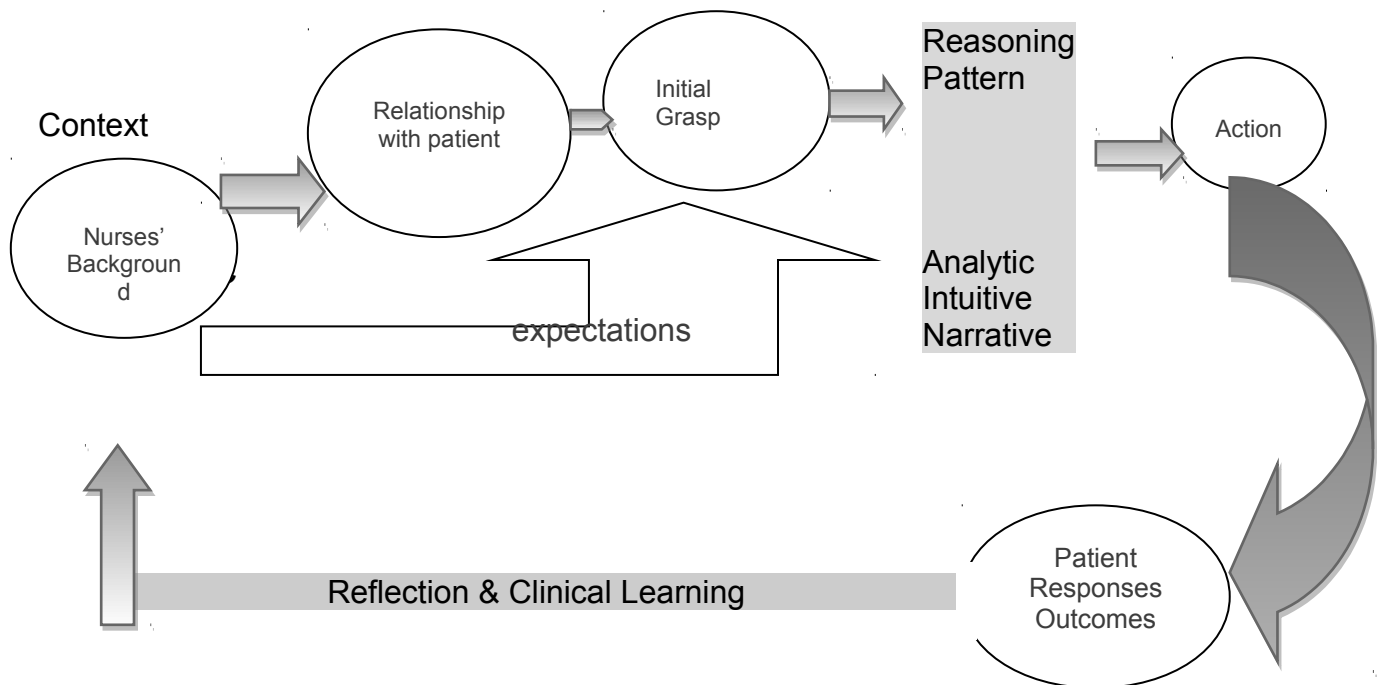
Clinical judgment is defined as an understanding or inference about a patient's needs concerning or health problems followed by a decision to act or not to act. To use or modify standard approaches or to improvise new ones as is appropriate by the clients' response.

Clinical judgment has 2 important aspects:

- Knowledge base
- The thinking process
- Clinical reasoning (CR0 a thinking process by which clinicians make their judgments and includes the process of generating alternatives, weighing them

against the evidence and choosing the most appropriate course of action. CR can also include processes which might be characterized as engaged practical reasoning (EPR). EPR that could include recognition of a pattern, an intuitive clinical grasp or a response, without evident for thought.

A Model of Clinical Judgment by Joel Pg 260 – 261



The model provides a useful guide, for establishing the thinking expectations of advanced nurse midwifery practitioner. It illustrates how external knowledge from evidence can be used along with other strengths that nurses bring to the clinical decision making process.

Activity 1

Get an understanding of EBP with focus on the following:

- Models of clinical judgment
- Context
- Relationship with the patient
- Reasoning patterns – analytical intuitive
- Narrative reflection of clinical reasoning

Activity 2

Critique 2 research articles that have an impact on advanced midwifery practice and how have the research findings influenced the current midwifery practice.

References:

Mitchel, G.J. (1999) Practice applications. *Evidence – based practice: Critique and alternative view. Nursing Science Quarterly* 12, 30 – 35

Joel, L (2004) Advanced Practice Nursing: *Essentials for role development*.
Philadelphia: F.A. Davis

Tanner, C.A. (1999). Evidence-based practice : *Research and Critical thinking. Journal of Nursing Education*, 38, 99.

Youngblut, J.M. 7 Brooten, D. (2001) Evidence-based Nursing Practice: *Why is it important? AACN Clinical Issues: Advanced Practice in Acute & Critical Care*, 12 468 – 476

Websites: ICM, WHO ICN

Any relevant journal articles

UNIT V - OUTCOME FOCUSED PRACTICE

LEARNING OUTCOMES

- (i) *Analyze key indicators in advanced midwifery practice*
- (ii) *Explain the significance of responsibility and accountability for structures, processes and outcomes of health care in advanced midwifery practice*
- (iii) *Appraise outcomes in advanced midwifery practice*

ASSESSMENT CRITERIA

- (i) *Identify key indicators in advanced midwifery practice*
- (ii) *Demonstrate responsibilities and accountability in advanced midwifery practice*
- (iii) *Perform quality assurance audit in advanced midwifery*

UNIT CONTENT

The health care system has the mandate of reducing the effect and burden of illnesses, injuries and disabilities and improve outcomes and functioning, of all involved in system responsible for identifying and improving and process for achieving positive outcomes within recent policies and initiatives there is a grouping emphasis on outcomes focused practice and user defined outcomes to ensure that maternal and child health must at risk have every opportunity to build successful lives without complications. There is a group recognition of the need to promote the wellbeing of children through the adoption of outcome focused practice and assessment by skilled attendants.

Definition of Concept

Outcomes of services are defined as the impact, effects or consequences of a service on the life of people rather than the provision of a service. An outcome focused approach shifts the focus from looking only at the levels and types of service provision to exploring differences, services make to the lives of people using and the degree to which services help user preferences and desired outcomes to be achieved. (Rabeic P, Sloper P, Beesford B 2005: 478)

Activity 1

Read Joel L.A. (2004) : Advanced practice nursing. Essentials for Role Development. Chapter 23. Pages 495 – 533.

- Determine the value of outcome indicators for the advanced midwifery role
- Analyse the key concepts relating to outcome focused practice

Activity 2

Read the research article by: Rabiee, Sloper and Beresford (2005). Desired outcomes for children and young people with complex health care needs and children who do not use speech for communication. Journal Health and Social Care in the Community 13 (5) 478 – 487.

- (i) Summarise the findings of the research
- (ii) What outcome indicators would you measure after assisting a spontaneous vertex delivery.
- (iii) Develop a quality assurance audit tool to measure the outcome indicators relating to this SVD.

References

Ralieee, Sloper and Beresford (2005) Desired outcomes for children and young people with complex health care needs and children who do not use speech for communication. Health and Social Care in Community , Journal of Health & Social Care in the Community - 13 (5): 478 – 487.

Joel, L. Advanced Nursing Practice Essentials for Role Development Philadelphia FA
Davis

Websites – WHO, ICM

Any relevant journals

UNIT VI - POLICIES FOR CLINICAL PRACTICE

UNIT LEARNING OUTCOMES

- (i) *Analyze concepts relating to policy*
- (ii) *Discuss the reproductive health policies affecting maternal and child health issues in Malawi*
- (iii) *Develop a clinical policy for advanced midwifery care*

ASSESSMENT CRITERIA

- (i) *Explain the significance of policy to advanced midwifery practice*
- (ii) *Develop a policy relating labour and delivery*
- (iii) *Design a checklist for audit purposes in the labour and delivery unit to prevent infection*

UNIT CONTENT

A Policy is a deliberate plan of action to guide decisions and achieve rational outcomes. The term may apply to government private sector organizations and groups and individuals.

Impact of Policy

The goals of policy may vary widely according to the organization and context in which they are made. Broadly policies are typically instituted in order to avoid some negative effect that has been noticed in the organization or to seek some positive benefit.

Policies are typically formulated through official written documents. Policy documents often come with the endorsement or signature of the executive powers within an organisation to legitimize the policy and demonstrate that it is considered in force.

Such documents have standard formats that are particular to the organization issuing the policy, while such formats differ in format, policy documents usually contain certain standard components including:

- A purpose statement outlining why the organization is issuing the policy and what its desired effect or outcome of the policy should be.
- An applicability and scope statement describing who the policy affects and which actions are impacted by the policy. The applicability and scope may expressly exclude certain people, organizations or actions from policy requirements.
- An effective date which indicates when the policy comes into force.
- A responsibilities section indicating which parties and organizations are responsible for carrying out individual policy statements.
- Policy statements indicating the specific regulations, requirements or modifications to organizational behavior that the policy is creating. Some policies are diverse and may include:
 - Background – indicating reasons, history and intent that led to the creation of the policy which may appear motivating factors.
 - Definitions: provide clear unambiguous definitions for terms and concepts found in the policy document.

Policy Classification

Policies may be classified in many different ways some may be:

(a) Distributive policies

These extend goods and services to members of an organization as well as distributing the costs of goods/services amongst members of an organization for example: government policies that impact on spending for education.

(b) Regulatory policies – these limit the discretion of individuals and agencies or otherwise compel certain types of behavior. These policies are generally thought to be best applied in situations where good behavior can easily be defined and bad behavior can be easily regulated and punished through fines and sanctions (eg speed limit fines)

(c) Constituent Policies

These create executive power entities or deal with laws.

(d) Miscellaneous Policies

Policies are dynamic, not static and list goals or laws, policy blueprints have to be implemented. These policies are intended to support safe respectful ethical living learning and work environment on compliance with mission and values.

Policy in Nursing

Nursing service policies aim at:

Ensuring standardization and provide a source guidance for nursing. As guidelines they provide the nurse managers with tools or input into the nursing activities of each area where nurses practice.

The purpose for having the policy:

- Provides legal protection
- Foster productive work environment
- Save as means by which authority can be delegated
- Save as a basis for a future decision and actions
- Help to coordinate plans and ensure consistency of action

The uniformity should make all personnel aware that an equitable set of standards governs major aspects of their working rules. A written policy provides for uniform response from all personnel.

Activity 1

Read on:

- Policy Development
- Types of policy.
- Obtain an existing policy from the maternity unit and analyse it for its purpose origin type and make, comments on the strengths and weaknesses of the policy.

Activity 2

As an advanced midwifery practitioner, how may you influence the adherence of staff to policies in the maternity unit?

References

1. Booyens, S.W. (2005). *Dimensions of Nursing Management*, 2nd edition. Cape Town. Juta
2. Marquis, B.I. (1996). *Leadership and Management functions in Nursing. Theory and Application*. 2nd Edition. Philadelphia. Lippincott
3. Sullivan, E.J. & Decker, P.J. (2005). *Effective Leadership, Management and Nursing*, New Jersey: Pearson Prentice.

4. Jomey, A.M. (2000). *Guide to Nursing Management and Leadership*, Six Edition.
St Louis: Mosby
5. Any Relevant Journals
6. Websites

UNIT VII - TRENDS AND ISSUES FOR AN ADVANCED ROLE

LEARNING OUTCOMES

- (i) *Analyse trends and issues related to the advanced midwifery role*
- (ii) *Discuss the impact of identified trends and issues on the advanced midwifery role*
- (iii) *Develop strategies of empowerment for an advanced midwifery practitioner*

ASSESSMENT CRITERIA

- (i) *Explain the trends and issues related to the advanced midwifery role*
- (ii) *Evaluate the influence of trends and issues on the advanced midwifery role*
- (iii) *Design measures for promoting the advanced midwifery role*

UNIT CONTENT

Philosophy thoughts, ideas and situations are pertinent not only to the time but also affect future events. The major issues in practice also influence the role of an advanced midwifery role. Such trends and issues to the individual APN role include accountability, professional regulatory processes, empowerment, the use of research to improve practice, economic and healthcare financing and cost containment initiatives.

Activity 1

Read Hickey, Quimette & Venegoni (1996). Advanced Practice (1996) Advanced Practice Nursing. Changing Roles and clinical application. Philadelphia; Lippincott Chapter 11: 165 – 177

- Critically reflect why accountability forms the base of a relationship between the client and the advanced midwifery practitioner
- Discuss the influence of regulation (self and external) on the advanced midwifery role
- Debate the existing situations on accountability on the Malawian Health Care settings. Also refer to at least 5 newspaper articles that have journals
- Issues on maternal and child health care in Malawi.

Activity 2

Read Hickey et al (1996) Advanced Practice Nursing. Changing roles and clinical applications. Philadelphia: Lippincott. Chapter 12: 179 – 187

Explore on how Licensure, Certification and Credentialing might impact on the role of an advanced midwifery practitioner from the Malawian perspective.

Conduct an inquiry with the Nurse and Midwives Council reflecting on the following:

- (i) How the advanced midwifery practitioner shall be regulated in Malawi
- (ii) Outline the desired skills and abilities that are mandatory for this role
- (iii) How was the Masters of Science degree in midwifery accredited?

Activity 3

Read Buerhaus, P.I. In Hickey et al Advanced Practice Nursing. Changing roles and clinical applications. Philadelphia: Lippincott. Chapter 13:

Explore on trends issues in economics and health care nationally and internationally (USA and UK)

Debate on how the existing scenario impact on the role of an advanced midwifery practitioner

Activity 4

Read Conway – Weich, C In Hickey et al Advanced Practice Nursing. Changing roles and clinical applications. Philadelphia: Lippincott. Chapter 14: pg 206 - 212

Analyze the concept of empowerment focusing on the following:

- (i) A midwife and an advanced midwifery practitioner from the Malawian perspective
- (ii) Explore on strategies that might be designed to promote empowerment among the two categories above.
- (iii) Debate on the existing situation in rural hospitals in Malawi

Activity 5

Read Champagne, M.T. Tornquist, E.M. and Funk S.G. in Hickey et al Advanced Practice Nursing. Changing roles and clinical applications. Philadelphia: Lippincott. Chapter 15: 213 – 224

- (i) Analyse the trends and issues that might affect the role of an advance midwifery practitioner in research
- (ii) Discuss how research might be promoted in advance midwifery practice

Activity 6

Read Rutledge, V.R. Bennet C.A. In Hickey et al Advanced Practice Nursing. Changing roles and clinical applications. Philadelphia: Lippincott. Chapter 16: 225 – 252

- (i) Analyze the trends and issues in cost containment initiatives in Midwifery practice in Malawi
- (ii) Debate on how cost containment initiatives would impact on the role of an advanced midwife in Malawi

Required Reading

Hickey J.V.; Quimette R.M. and Venegon S.L. (1996) Advanced Practice Nursing. Changing Roles and Clinical Application, Philadelphia: Lippincott.

Websites

Supplementary reading

Any relevant articles and books

UNIT VIII - ADVANCED MIDWIFERY PRACTICE AND HIV AND AIDS

This Unit will provide in-depth knowledge on Advanced Midwifery Practice and HIV and AIDS.

The spread of HIV is well known. So many years of talk, in action, misaction and neglect by individuals, communities, religious and opinion leaders but also international leaders. Now it is obvious that millions of people have lost their lives to AIDS in the developing countries and worse in the sub-Saharan Africa, where Malawi is Practical solutions to halt the epidemic are needed. Stigma and discrimination is a big issue that ... efforts to prevent and combat HIV and AIDS situation in Malawi. Malawi has a population of 13. 1 million with national HIV prevalence rate of 12%.

LEARNING OUTCOMES

At the end of this unit the learners should

- (i) *Analyze concepts used in HIV and AIDs*
- (ii) *Discuss the HIV and AIDS situation globally, regionally and in Malawi*
- (iii) *Analyze the strategies employed in the management of HIV and AIDS globally, regionally and in Malawi.*
- (iv) *Evaluate the strategies and their impact on the population of Malawi*

- (v) *Analyze the national policy on HIV and AIDS if it influence midwifery care*

ASSESSMENT CRITERIA

To make sure that outcomes have been achieved:

- (i) *Explain the concepts in HIV and AIDS*
- (ii) *Discuss personal attitudes on HIV and AIDS and the implications to client care*
- (iii) *Analyze the current community mobilization and sensitization strategies on HIV and AIDS treatment*
- (iv) *Analyze the current midwifery practitioner attitudes towards AIDS clients*
- (v) *Discuss how the midwives attitudes may the influence advanced midwifery practitioner's role*
- (vi) *Outline your personal values and morals regarding AIDS*
- (vii) *Develop a programme of destigmatization for HIV women attending an antenatal facility*

UNIT CONTENT

The National Policy on HIV and AIDS guides the national response in Malawi.

There is no cure for AIDS worldwide.

There are several programs that have been developed in response to specific health needs of women

The millennium development goals 3, 4 and 5 require that advanced midwifery practitioners perform their role for Malawi to achieve these Millennium Development Goals and Malawi Growth and Development Strategy. (MDG MGDS)

Activity 1

Do a self retrospection regarding HIV and AIDS and identify your attitudes towards AIDS

Read on HIV and AIDS in: the world, Africa Region, Malawi with focus on

- Statistics, Factors that increase the spread of the virus
- Treatment access
- Charters that have been signed by governments, emerging issues in HIV and AIDS
- Prevention programs for girl child in school health
- Adolescent health services that are user friendly
- Woman
- Research work that has been done and utilization of results to benefit the community
- Community involvement mobilization and sensitization regarding prevention and treatment

Activity 2

- (i) Appraise the existing national policy on HIV and AIDS for Malawi
- (ii) Is the national HIV and AIDS policy influencing the delivery of Advanced Midwifery practice
- (iii) Appraise the HIV and AIDS and human rights charters where Malawi is a signatory.
- (iv) Are the charters being applied to influence advanced midwifery care theory achieve Millennium Development Goals
- (v) Are the charters implemented to benefit of the population

- (vi) Determine whether research in HIV and AIDS is done ethically and legally
- (vii) Are research findings influencing advanced midwifery practice

Activity 3

Pair and develop

- (i) Develop program for midwifery practitioners that will help them to develop attitudes suitable for advanced midwifery care
- (ii) As an Advanced Midwifery Practitioner develop a policy on AIDS in the work place
- (iii) Present in plenary sessions

References

United Nations Millennium Development Goals (MDG)

Malawi Growth and Development Strategy (MGDS)

National policy on HIV and AIDS

Ministry of Health – PMTCT Policy and Guidelines

REQUIRED READING

- Benner, P. (2005). *From Novice to Expert: Excellence and power in clinical nursing*. New Jersey: Prentice Hall Health.
- Hamric, A.B., Spross, J.A., & Hanson, C. M. (2005). *Advanced Nursing Practice: An Integrative Approach*, 3rd ed. St. Louis, Elsevier Saunders.
- Hickey, V., Quimette, R. M., & Venegoni, S., (1996). *Advanced practice nursing: Changing roles and clinical application*. Philadelphia: Lippincott.
- Joel, L. (2004). *Advanced practice nursing: Essentials for role development*. Philadelphia: F.A. Davis.
- McGee, P., & George, C., (2006). *Advanced nursing practice, 3rd. Ed.* Singapore: Blackwell Publishing.

SUPPLEMENTARY READING

- Billington, M. (2007). *Critical care in childbirth for midwives*. New York: Blackwell Publishing Limited.
- Walsh, (2007). *Evidence-based care for normal labour & birth*. New York: Taylor & Francis Group.
- Schneider, (2007). *Nursing & Midwifery Research*. Philadelphia: Mosby.

SUPPORTING RESOURCES

- Primary source will be internet
- Books may not be up to date

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