

## Session: 2022/23

Title of Module: Analysis of Complex Clinical Practice			
Code: MIDW11035	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Lyz Howie		
Summary of Module			
<p><b>Module Aim:</b> This is an integrated theory / practice module to apply knowledge and skills and to analyse care within the practice context to provide holistic, person-centred care for childbearing women and infants with complications.</p> <p><b>Module Content:</b> This module seeks to develop and apply knowledge and skills in the student, required for safe, effective and respectful care to high risk women, their babies and families within the practice area. The module will include the following theory and skills:</p> <ul style="list-style-type: none"><li>• ABCDE (Airway, Breathing, Circulation, Disability, Exposure) Approach</li><li>• MEWS (Modified Early Warning Score) Tool</li><li>• SBAR (Situation, Background Assessment, Recommendation) Tool</li><li>• Stabilisation and transfer</li><li>• Concepts of high dependency care</li><li>• Resuscitation in pregnancy</li><li>• Blood groups and blood transfusion</li><li>• Pharmacokinetics and pharmacodynamics</li><li>• Preoperative and postoperative care</li><li>• Shock (hypovolaemic, cardiogenic, neurogenic, anaphylactic, septic)</li><li>• Shoulder dystocia</li><li>• Antepartum haemorrhage</li><li>• Postpartum haemorrhage</li><li>• Twin delivery</li><li>• Breech delivery</li><li>• Cord presentation</li><li>• Cord prolapse</li><li>• Eclamptic seizure</li><li>• Inverted uterus</li><li>• Intravenous cannulation</li><li>• Intravenous drug and fluid administration</li><li>• Insertion of urinary catheter</li><li>• Oxygen therapy</li><li>• Neonatal resuscitation</li><li>• Psychological aspects of obstetric emergencies</li><li>• Impact of race and culturally competent care</li></ul> <p>• Simulation in the UWS Skills Laboratories using scenario-based learning. The SMOTs system will also be used in conjunction with simulation as a teaching and learning tool.</p> <p>• This module also includes 3 practice placements (20 weeks) for the assessed practice proficiencies to develop independence to ensure fitness for practice. Proficiencies are defined in relation to application of extensive and detailed academic knowledge to clinical practice and achievement is attained in performing specialised clinical skills and the development and demonstration of professional behaviours (NMC Standards of proficiency for midwives, 2019).</p>			

- The student’s practice learning experience is guided, supported and monitored by: • Practice Supervisors, a Practice Assessor and an Academic Assessor - Standards for student supervision and assessment (NMC, 2018). • Standards for pre-registration midwifery programmes (NMC, 2019). • UWS work-based and placement learning (UWS Regulatory Framework, section 1.68-1.79, 2020/21). • School Health and Life Science Practice Learning Statement, 2018. • School Health and Life Sciences Learning Protocol, 2018. Full details of NMC Standards and UWS Regulations that govern work-based learning are available in the module handbook.
- The holistic promotion, support and maintenance of breastfeeding will be reviewed and assessed in relation to an overall, comprehensive and detailed knowledge and understanding of UNICEF UK Baby Friendly Initiative University Standards (UNICEF, 2019) – Theme 1: Understand breastfeeding; Theme 2: Support infant feeding; Theme 3: Support close and loving relationships; Theme 4: Manage the challenges; Theme 5: Promote positive communication.
- This module will support students to develop characteristics which can contribute to the UWS graduate attributes which are Universal (critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible); Work ready (knowledgeable, digitally literate, effective communicator, motivated, potential leader, problem solver and influential) and Successful (innovative, autonomous, incisive, creative, resilient, daring, driven, resilient and transformational) (I am UWS, 2018).
- Module content maps to MSc Midwifery with Registration Programme Educational Framework (adapted from Framework for Quality Maternal and Newborn Care, Renfrew et al., 2014) to levels: • Educational Content - Professional and Personal Development; Midwifery Knowledge and Practice: Development Complex Care. • Teaching and Learning strategies - Peer supported Learning; Scenario-based Teaching. • Student Values. • Students.
- NMC (2019) Proficiencies: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.27, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.15, 3.18, 3.19, 3.22, 3.23, 3.25, 3.26, 3.27, 4.1, 4.2, 4.3, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 5.2, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13.1, 5.13.2, 5.13.3, 5.13.4, 5.13.5, 5.13.6, Domain 6.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		✓
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b></p>					

Learning activities where the main location for the learning experience is in the workplace.

### Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1		Term 2		Term 3	
	✓				

### Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Integrate theory with practice through participation in complex care for childbearing women and infants with complications.
- L2. Using a critical approach justify clinical decision-making and manage complex needs to optimise safe care for childbearing women, infants and the family.
- L3. Demonstrate extensive and detailed critical knowledge and appropriate application of the evidence-based management and care of obstetric emergency situations incorporating the role of the midwife within the multiprofessional team.
- L4. Illustrate an analytical approach to working in collaboration within a multi-disciplinary team demonstrating effective communication and appropriate referrals for women and infants with complex needs.

### Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11.            Demonstrating an extensive and detailed critical knowledge of the theories relating to the management of emergencies, critical care and life saving skills.</p> <p>Demonstrating detailed knowledge and critical understanding in relation to theories, principles and concepts of specialised complex high-risk care provision.</p> <p>Demonstrating a critical awareness of current issues relating to obstetric emergencies and critical care within midwifery practice.            Using analytical and inquiry-based skills to problem-solve.</p> <p>Demonstrating detailed knowledge and critical understanding of theory and evidence-based research relating to specialised complex, high-risk care.</p>
Practice: Applied	SCQF Level 11.

<p>Knowledge and Understanding</p>	<p>Identifying deviations from normal and implementing appropriate action within professional boundaries.</p> <p>Demonstrating advanced execution of a variety of complex skills in a simulated and clinical environment.</p> <p>Using a significant range of principal professional skills, techniques, practices associated with critical care.</p> <p>Practicing in a wide and often unpredictable variety of professional levels contexts.</p> <p>Using a range of specialised skills, techniques, practices that are at the forefront of the management of obstetric emergencies.</p> <p>Applying and integrating learned theory with clinical practice in relation to performance of specified clinical skills in relation to complex, high-risk care provision.</p> <p>Using a range of principle/key skills including specialised skills to deliver safe, compassionate care when it is compromised.</p> <p>Practicing in a wide range of clinical care scenarios where outcomes may be unpredictable.</p>
<p>Generic Cognitive skills</p>	<p>SCQF Level 11. Utilising problem-solving skills in emergency obstetric scenarios. Managing emergency / critical situations using evidence-based practice.</p> <p>Applying critical analysis, evaluation and synthesis to forefront issues or issues that are informed by forefront developments in obstetric emergencies and critical care.</p> <p>Developing original and creative responses to problems and issues. Critically review, consolidate and extended knowledge, skills, practices and thinking in obstetric emergencies and critical care.</p> <p>Dealing with complex issues and make informed judgements in situation in the absence of complete or consistent information.</p> <p>Evaluating practice through critical reflection and peer debriefing.</p> <p>Critically reviewing, extending and consolidating knowledge, skills and practice through assessing, planning, delivering and evaluating care delivered to high risk women and their babies in accordance with care-planning strategies.</p> <p>Identifying complex professional issues, making judgements and demonstrating originality and creativity in devising solutions within a professional/ethical context.</p> <p>Dealing with complex issues and making informed judgements in rapidly changing clinical situations.</p>
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF Level 11. Utilising a wide range of complex communication skills to care for women and their families where childbirth and neonatal health is compromised by maternal ill health, pregnancy compromise, stillbirth or fetal abnormality.</p>

	<p>Communicating with peers, more senior colleagues and specialists as integral part of multi-disciplinary team working.</p> <p>Communicating using appropriate methods to a range of audiences with different levels of knowledge and expertise.</p> <p>Effectively communicating with peers, more senior colleagues and specialists within the multiprofessional team.</p> <p>Critically evaluating data to inform effective care.</p> <p>Undertaking drug and fluid administration calculations safely and competently.</p> <p>Utilising a wide range of ICT applications to support and enhance patient care.</p>
<p>Autonomy, Accountability and Working with others</p>	<p>SCQF Level 11. Exercising substantial autonomy and initiative in professional and equivalent activities.</p> <p>Working in a peer relationship with specialist practitioners.</p> <p>Demonstrating leadership and /or initiative and make an identifiable contribution to change and development and/or new thinking.</p> <p>Practicing in ways which draw on critical reflection on own or others roles and responsibilities.</p> <p>Managing complex ethical and professional issues and make informed judgements on issues not addressed by current professional and / or ethical codes or practices.</p> <p>Working effectively together with others in groups and teams in emergency/ critical situations.</p> <p>Prioritising and managing care of the critically ill patient. Taking responsibility for own learning needs.</p> <p>Adhering to professional rules and guidance and practicing within scope of professional boundaries.</p> <p>Using SMOTS for reflection and peer and self-evaluation. Developing self-confidence and self-awareness of strengths to enhance employability.</p> <p>Working with clinical staff, exercising autonomy and initiative in clinical care of high risk women and their babies, taking responsibility for own work and demonstrating professional awareness of own and others roles and responsibilities</p> <p>Adhering to and practicing in accordance with all NMC professional, legal and ethical codes/standards, managing complex ethical and professional issues making informed judgments.</p> <p>Demonstrating initiative with regard to challenging and changing practice through participation in audit and review of practice guidelines.</p> <p>Becoming dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning, personal</p>

	development planning and resilience.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>This module will be taught by the extensive use of simulated practice using dedicated skills laboratories. The module will use scenarios for a variety of prenatal, intranatal and postnatal emergency events, which the student will have to manage using simulation mannequins. Recorded playback will be used for the student to review their practice and also for peer evaluation. Core lectures, tutorials and guided study will underpin practise sessions.</p> <p>Core lectures with associated tutorial sessions facilitate the theoretical component of the module.</p> <p>Students will also undertake 20 weeks (37.5 hours per week – spread throughout the academic year) within practice placement areas to integrate learned theory to enhance practice knowledge, understanding, skills, attitudes and behaviours required for safe, effective and respectful care to high-risk women, their babies and families within the practice area. During your practice placements responsibility for supervision and assessment will lie with a Practice Supervisor, Practice Assessor and an Academic Assessor (NMC, 2018).</p> <p>Reasonable adjustments can be made for students who have been assessed as requiring specific adjustments.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Work Based Learning/Placement	750
Laboratory/Practical Demonstration/Workshop	50
Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	4
Asynchronous Class Activity	64
Independent Study	264
	1150 Hours Total
<p><b>**Indicative Resources: (eg. Core text, journals, internet access)</b></p>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Core:

Johnson, R. and Taylor, W. (2016) Skills for midwifery practice. 4th edn. Edinburgh: Elsevier.

Macdonald, S. and Johnson, G. (eds.) (2017) Mayes' midwifery. 15th edn. Edinburgh: Bailliere Tindall.

or

Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier.

Recommended:

Basten, G. (2019) Blood results in clinical practice - A practical guide to interpreting blood test result. 2nd edn. Cumbria: M&K Publishing.

Draper, E.S., Gallimore, I.D., Smith, L.K., Kurinczuk, J.J., Smith, P.W., Boby, T., Fenton, A.C. and Manktelow, B.N. (eds.) on behalf of the MBRRACE-UK Collaboration. MBRRACE-UK perinatal mortality surveillance report, UK perinatal deaths for births from January to December 2017. Leicester: The infant mortality and morbidity studies, Department of Health Sciences, University of Leicester. 2019. Available at: <https://www.npeu.ox.ac.uk/mbrrace-uk/reports> (Accessed: 12 October 2020).

Knight, M., Bunch, K., Tuffnell, D., Shakespeare, J., Kotnis, R., Kenyon, S. and Kurinczuk, J.J. (eds.) on behalf of MBRRACE-UK. Saving lives, improving mothers' care - Lessons learned to inform maternity care from the UK and Ireland confidential enquiries into maternal deaths and morbidity 2015-17. Oxford: National Perinatal Epidemiology Unit, University of Oxford 2019. Available at: <https://www.npeu.ox.ac.uk/mbrrace-uk/reports> (Accessed: 12 October 2020).

National Institute for Health and Care Excellence (NICE) (2018) Antenatal and postnatal mental health: Clinical management and service guidance. Available at: <https://www.nice.org.uk/guidance/cg192> (Accessed: 12 October 2020).

National Institute for Health and Care Excellence (NICE) (2018) Antenatal care. Available at: <https://www.nice.org.uk/guidance/qs22> (Accessed 12 October 2020).

Nursing and Midwifery Council (NMC) (2018) The code. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 12 October 2020).

Rankin, J. (2017) Physiology in childbearing with anatomy and related biosciences. 4th edn. Oxford: Elsevier.

Resuscitation Council UK (2015) Resuscitation guidelines. Available at: <https://www.resus.org.uk/library/2015-resuscitation-guidelines> (Accessed: 12 October 2020).

Royal College of Obstetricians and Gynaecologists (2020) Guidelines. Available at: <https://www.rcog.org.uk/en/guidelines-research-services/guidelines/?q=&subject=&type=Green-top+Guidelines&orderby=datedesc> (Accessed: 12 October 2020).

Royal Pharmaceutical Society (2018) Professional guidance on the safe and secure handling of medicines. Available at: <https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines> (Accessed: 12 October 2020).

UNICEF (2019) UNICEF UK baby friendly initiative university standards. Available at: <https://www.UNICEF.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-UNICEF-UK-Baby-Friendly-Initiative-University-Standards.pdf> (Accessed: 12 October 2020).

Wylie, L. and Bryce, H. (2016) The midwives' guide to key medical conditions: Pregnancy and childbirth. 2nd edn. Edinburgh: Churchill Livingstone.

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

Students are academically engaged if they regularly participate in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources and complete assessments which are submitted on time (UWS Academic Engagement Procedure 2020.21; UWS Regulatory Framework, section 1.64 Academic Engagement and Attendance).

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study.

Within this module, students are expected to attend for at least 75% of the synchronous core teaching activities to be assessed. Please refer to UWS Regulatory Framework Attendance Requirements.

Within this module 100% attendance is required for practice placements, although students who attend for at least 80% of the practice placement experience can be assessed. However, all absence in practice is required to be made up to achieve 100% attendance to meet 2,300 hours required for registration as a midwife by NMC (NMC Standards for pre-registration midwifery, 2019; UWS Regulatory Framework, section 1.65 - specific attendance requirements).

### Supplemental Information

<b>Programme Board</b>	Midwifery & Specialist Nursing
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Midwifery & Specialist Nursing
<b>Moderator</b>	Susanne Morrison
<b>External Examiner</b>	L Lawther
<b>Accreditation Details</b>	NMC
<b>Version Number</b>	2 Module Delivery - Blended removed HybridC & WBL selected, Terms - T2 & T3 removed, ER amended (% of practical attendance), Assessment wording updated (weightings), SI updated - Subject Panel: Removed wording L9-11, Moderator.



<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Summative Assessment (Component 1) Successful completion of practice placements (MPAD) - Pass / Fail - (UWS Work-based Learning Procedure, section 4.3.1, 2018). (0% weighting)
Summative Assessment (Component 2) Obstetric Emergencies OSCE and Viva Voce - Graded A-E (UWS Assessment Handbook, 2020/21, p.28). (100% weighting).
Summative Assessment (Component 3) Neonatal Resuscitation OSCE - Pass / Fail (UWS Assessment Handbook, 2020/21, p.31). (0% weighting)
<p>N.B. All components of summative assessment must be achieved to pass the module.</p> <p>Formative Assessment:            Included as part of the MPAD will be a formative written reflection that enables the student to critically analyse their knowledge, understanding, skills and attitudes in relation to professional clinical practice, their role and responsibilities (an obstetric emergency or significant incident).</p> <p>Formative ePortfolio Students will regularly demonstrate continual professional development and reflect on their academic and professional journey. This evidence is housed within a TURAS ePortfolio and shared with Personal Tutors.</p>
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.            (ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Performance/ Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	✓	0	2	
<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Objective Structured Clinical Examinations (OSCEs)	✓	✓			100	0.5	
<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	

B.)	(1)	(2)	(3)	(4)	Assessment Element	Hours
Objective Structured Clinical Examinations (OSCEs)	✓				0	0.5
<b>Combined Total For All Components</b>					100%	3 hours

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

#### Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

#### Equality and Diversity

Module content reflects societal diversity and a rights-based approach to midwifery practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)