

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Complex Midwifery			
Code: MIDW08014	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Connor Murray		
Summary of Module			
<p>Module Aim: To support students to develop an understanding of the relevant pathophysiology related to medical and obstetric disorders which can impact both mother and baby during pregnancy and childbirth.</p> <p>Module Content: This module will develop an understanding of a contemporary range of obstetric and medical complications to provide respectful high-risk care for women and their babies. Students will consider and critically appraise the recommendations within a variety of policy documents including the MBRRACE Report and The Best Start a Five-Year Plan for Maternity and Neonatal Care. The module will include the following theory and skills:</p> <p>Maternal:</p> <ul style="list-style-type: none"> • Risk management Fetal monitoring • Polyhydramnios; oligohydramnios • Malpresentation; malposition; cephalopelvic disproportion Obstructed and prolonged labour • Instrumental delivery Diabetes • Cardiac disease • Early pregnancy bleeding and loss Antepartum haemorrhage (abruption/praevia) • Clotting Mechanisms (Disseminated intravascular coagulation; thromboembolic disorders) • Deep venous thrombosis; pulmonary embolism; amniotic fluid embolism • Multiple Pregnancy; breech; preterm labour Sepsis • Hypertension; pre-eclampsia; eclampsia <p>Neonatal</p> <ul style="list-style-type: none"> • SANDS • Respiratory conditions • Family Integrated care; developmental care; transitional care • Vulnerable groups (Neonatal abstinence syndrome; fetal alcohol spectrum disorders) Birth injury; trauma; pain 			

- Congenital abnormalities
- Late preterm
- Infection
- Nutrition; insulin dependent diabetic mother; hypoglycaemia Preterm breastfeeding
- Cleft lip and palate Cardiac disease
- Bleeding disorders; jaundice Thermoregulation; skin care
- 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):Theme1:Understanding breastfeeding; Theme2:Support infant feeding; Theme 3 Support close and loving relationships;Theme4: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 thinker, analytical, inquiring, culturally aware, emotionally intelligent, ethically minded, collaborative, research-minded and socially responsible); Work-ready(knowledgeable, digitally literate, problem solver, effective communicator, influential, motivated, potential leader, enterprising and ambitious and Successful (autonomous, incisive, innovative, creative, imaginative, resilient, driven, daring and transformational (I am UWS ,2018).

Module content maps to the Educational Framework for Pre-registration Midwifery adapted from the Framework for Quality Maternal and Newborn Care ,Renfrew et al., 2014) to levels:

- Educational Content - Professional and Personal Development; Health and Wellbeing; Midwifery Knowledge and Practice and Complex Care.
- Teaching and Learning Strategies
- Student Values
- Programme Philosophy
- Students

Module content maps to BSc Midwifery Programme Educational Framework (adapted from Framework for Quality Maternal and Newborn Care Renfrew et al, 2014) to levels:

- Educational Content - Professional and personal development; health and wellbeing; midwifery knowledge and practice; complex care and additional Needs.
- Teaching and Learning Strategies.
- Student Values.
- Programme Philosophy.
- Students.

NMC (2019) Proficiencies: 1.6,1.14,1.23,2.6, 3.6, 3.9, 3.13.3, 3.13.4, 3.16.2, 4.1, 4.2,4.3, 4.4.1,4.4.2;,4.4.3, 4.4.4,4.4.5, 4.6,4.8, 4.10, 4.11, 5.8.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Examine pathophysiological factors which contribute to increased risk in pregnancy and childbirth
L2	Explore physical, psychological, social and cultural issues which contribute to a range of clinical complications in childbearing women and their infants
L3	Describe in detail the management and care for women and infants with complications

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)	SCQF Level 8 Developing a detailed understanding of medical and obstetric factors which complicate pregnancy and childbirth for women and infants
Practice: Applied Knowledge and Understanding	SCQF Level 8 Assessing, planning, implementing and evaluating individualised, person centred care pathways. Applying UNICEF BFI Principles to inform care delivery to women and infants.
Generic Cognitive skills	SCQF Level 8

	Identifying and analysing the pathophysiological condition of a woman and her infant, recognising when this requires referral to other members of the multi-disciplinary team whilst maintaining evidence based practice	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Developing the written and oral skills required to care for women and their families when pregnancy and childbirth is complicated by concurrent disease processes, using a variety of IT and databases effectively to search and extract contemporary evidence to inform practice.</p> <p>Developing numeracy skills related to drug administration and feed calculations.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8</p> <p>Understanding the requirements for professional compliance with current NMC guidance.</p> <p>Working in collaboration with members of multi-professional/multi-agency staff to provide appropriate care for women and their infants.</p> <p>Developing self-confidence and self-awareness to enhance employability</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching
<p>This module will be offered using a hybrid learning approach. Core lectures will lay the foundation for learning, complimented by planned tutorials and asynchronous on line or class activities.</p> <p>To promote inclusiveness and flexibility, anticipatory adjustments have been made to teaching, learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments or disability support in either the academic setting or in clinical practice placement environments</p>

<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	80
Asynchronous Class Activity	80
Tutorial/Synchronous Support Activity	40
Independent Study	100
	300 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Core Text:

Ainsworth, S. B. (2014). Neonatal formulary: drug use in pregnancy and the first year of life. New Jersey: John Wiley & Sons. Baston, H., & Durward, H. (2017). Examination of the newborn: a practical guide (3rd Edition). London: Routledge.

Blackburn, S. T. (2013) Maternal, fetal, & neonatal physiology: a clinical perspective. (4th Edition). Amsterdam: Elsevier Saunders. Campbell, D. (2018) Physical examination of the newborn at a glance. New Jersey: Wiley Blackwell.

Coughlin, M. (2014) Transformative nursing in the NICU: trauma-informed and age-appropriate care. New York: Springer. Marshall, J. and Raynor, M. (2020) Myles Textbook for Midwives 17th Edn. Elsevier.

Wylie, L. and Bryce, H. (2016) Midwives' Guide to Key Medical Conditions: Pregnancy and Childbirth (2nd Edition). Edinburgh: Churchill Livingstone. Edinburgh: Elsevier Health Science

Recommended Reading:

Gleason, C. A., & Devaskar, S.U. (2012). Avery's Diseases of the Newborn (9th Edition). Philadelphia: Elsevier.

Kenner, C., & Lott, J. W. (eds.) (2016). Neonatal Nursing Care Handbook: An Evidence-based Approach to Conditions and Procedures (2nd Edition). New York: Springer Publishing Company.

Knight et al (2021) MBRRACE-UK. Saving Lives, Improving Mothers' Care. Lessons learned to inform future maternity care from the UK and Ireland Confidential Enquiries

into Maternal Deaths and Morbidity 2017-2019 Lissauer, T., Fanaroff, A., Miall, L., & Fanaroff, J. (eds.) (2015). Neonatology at a Glance. New Jersey: John Wiley & Sons.

Macdonald, S., & Johnson, G. (eds.) (2017). Mayes' midwifery. Edinburgh: Elsevier Health Sciences.

Nursing and Midwifery Council (NMC) (2018) The Code. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 15 October 2020).

Pollard, M. (2017) Evidence-based care for breastfeeding mother. A resource for midwives and allied health professionals. 2nd edn. London: Routledge. Rankin, J.(2017) Physiology in Childbearing with Anatomy and Related Biosciences. 4th edn. Oxford: Elsevier.

Robson, S.E., Waugh, J. (2013) Medical Disorders in Pregnancy: A Manual for Midwives 2nd edn. Oxford: Wiley- Blackwell Publishing. Sinha, S., Miall, L. and Jardine, L. (2018). Essential neonatal medicine 6th Edn. New Jersey: John Wiley & Sons.

(*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)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

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.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

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.

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

Supplemental Information

Divisional Programme Board	Mental Health, Midwifery and Health
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	MHMH
Moderator	Susanne Morrison
External Examiner	L Lawther
Accreditation Details	NMC
Changes/Version Number	1.05

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 - Case Study Essay 3,500 words (100%). Minimum pass - 40%

(N.B. (i) **Assessment Outcomes Grids** 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 **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetable Contact Hours
Case Study	✓	✓	✓	100	2
Combined Total for All Components				100%	2 hours