

# University of the West of Scotland

## Module Descriptor

Session: 2022/23

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**Title of Module: Complex Care in Practice**

<b>Code: MIDW08016</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 40</b>	<b>ECTS: 20</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Lyz Howie		

### Summary of Module

**Module Aim:** This is an integrated theory / practice module to apply knowledge and skills within the practice context to provide holistic, person-centred care for childbearing women and infants with complications.

**Module Content:** This module will 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:

- ABCDE (Airway, Breathing, Circulation, Disability, Exposure) Approach
- MEWS (Modified Early Warning Score) Tool
- SBAR (Situation, Background Assessment, Recommendation) Tool
- Stabilisation and transfer
- Concepts of high dependency care
- Resuscitation in pregnancy
- Blood groups and blood transfusion
- Pharmacokinetics and pharmacodynamics
- Preoperative and postoperative care
- Shock (hypovolaemic, cardiogenic, neurogenic, anaphylactic, septic)
- Shoulder dystocia
- Antepartum haemorrhage
- Postpartum haemorrhage
- Twin delivery
- Breech delivery
- Cord presentation
- Cord prolapse
- Eclamptic seizure
- Inverted uterus
- Intravenous cannulation
- Intravenous drug and fluid administration
- Insertion of urinary catheter
- Oxygen therapy
- Psychological aspects of obstetric emergencies
- Impact of race and culturally competent care

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.

- 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 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).

- The student's practice learning experience is guided, supported and monitored by the following (links): • Practice Supervisors, 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 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):Theme1:Understanding breastfeeding; Theme2:Support infant feeding; Theme3 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 thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible); Work ready (knowledgeable, problem solving, digitally literate, effective communicator, motivated, potential leader) and Successful (innovative, autonomous, incisive, creative, resilient, daring and transformational) (I am UWS, 2018).
- 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; Midwifery Knowledge and Practice: Development Complex Care. • Teaching and Learning strategies - Peer supported Learning; Scenario-based Teaching. • Student Values. • Students.
- Mapped to 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
			✓		✓

#### Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

#### Blended

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

#### Fully Online

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.

#### HybridC

Online with mandatory face-to-face learning on Campus

#### HybridO

Online with optional face-to-face learning on Campus

#### Work-based Learning

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	
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**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. Demonstrate 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.

L3. Work 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**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 8.</p> <p>Demonstrating a detailed knowledge of the theories relating to the management of emergencies, critical care and life saving skills.</p> <p>Demonstrating knowledge and understanding of theory and evidence-based research relating to high-risk midwifery and neonatal care</p> <p>Demonstrating knowledge and understanding of the anatomy of the breast and physiology of lactation.</p> <p>Appreciating the importance of breast milk on the health and well-being of the infant.</p> <p>Using analytical and inquiry-based skills to problem-solve.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Identifying deviations from normal and implementing appropriate action.</p> <p>Demonstrating advanced execution of a variety of complex skills in a simulated and clinical environment.</p> <p>Integrating learned theory with clinical practice in relation to performance of specified clinical skills necessary for delivery of high-risk care to women and babies.</p> <p>Supporting mothers to successfully establish and maintain breastfeeding.</p> <p>Supporting mothers to overcome breastfeeding challenges.</p>

Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Utilising problem-solving skills in emergency obstetric scenarios.</p> <p>Managing emergency / critical situations using evidence-based practice.</p> <p>Assessing, planning, delivering and evaluating care delivered to high-risk women and their babies in accordance with care-planning strategies.</p> <p>Critically evaluating evidence-based guidelines/protocols in relation to management of high-risk midwifery care.</p> <p>Reflecting on own practice and evaluation of practice.</p>					
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Utilising a 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 effectively with peers and the multiprofessional team.</p> <p>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>					
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Undertaking supervision prioritising and managing the clinical care of high-risk women and their babies.</p> <p>Recognising deviation from the normal and referring appropriately to the multiprofessional / multi-agency teams.</p> <p>Working effectively together with others in teams in emergency/ critical situations.</p> <p>Taking responsibility for own learning needs.</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>Using SMOTS for reflection and peer and self-evaluation.</p> <p>Developing self-confidence and self-awareness of strengths to enhance employability.</p> <p>Becoming dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning, personal development planning and resilience.</p>					
<b>Pre-requisites:</b>	<p>Before undertaking this module the student should have undertaken the following:</p> <table border="1" data-bbox="443 1697 1410 1814"> <tr> <td data-bbox="443 1697 766 1753"><b>Module Code:</b></td> <td data-bbox="766 1697 1410 1753"><b>Module Title:</b></td> </tr> <tr> <td data-bbox="443 1753 766 1814"><b>Other:</b></td> <td data-bbox="766 1753 1410 1814"></td> </tr> </table>		<b>Module Code:</b>	<b>Module Title:</b>	<b>Other:</b>	
<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.

## Learning and Teaching

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.

Core lectures with associated tutorial sessions facilitate the theoretical component of the module.

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).

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 the practice placement environments.

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Work Based Learning/Placement	750
Laboratory/Practical Demonstration/Workshop	50
Lecture/Core Content Delivery	20
Asynchronous Class Activity	63
Independent Study	267
	1150 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:

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/mbrpace-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/mbrpace-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/2015resuscitation-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=Greentop+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-BabyFriendly-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>Changes/Version Number</b>	2 Module Delivery - Blended removed HybridC & WBL selected, Terms - T2 & T3 removed, ER amended (0% of practical attendance). Assessment wording updated (weightings), SI updated - Subject Panel: Removed wording L7-8.

### Assessment: (also refer to Assessment Outcomes Grids below)

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 - Graded A-E (UWS Assessment Handbook, 2020/2021 p.28). (100% weighting)

Summative Assessment (component 3)  
 Neonatal Resuscitation OSCE - Pass / Fail (UWS Assessment Handbook, 2020/2021 p.31). (0% weighting)

N.B. All components of summative assessment must be achieved to pass the module.

#### Formative Assessment

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 Academic Staff and Personal Tutors.

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

#### Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	0	2

#### Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Objective Structured Clinical Examinations (OSCEs)	✓	✓		100	0.5

#### Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact 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)