Session: 2023/24

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Status: Pending

Title of Module: Women's Mental Health			
Code: BIOL11029	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Health and Life Sciences		
Module Co-ordinator:	Lynsay Matthews		

Summary of Module

Women are more likely than men to be diagnosed with mental disorders. This module introduces the complex biological, societal and cultural factors that lead to this overrepresentation of women. We will explore the various mechanisms involved in women's mental health, including trauma, hormonal events, the
menstrual cycle, violence, and other sociocultural inputs. Students will learn how hormonal events across the lifespan may impact on mental health: beginning at puberty and extending throughout the reproductive years, pregnancy,
postpartum and perimenopause. Focussed sessions will introduce a range of disorders, such as Premenstrual Dysphoric Disorder (PMDD), eating disorders, depression and anxiety, postpartum depression (see full list under 'topics).

The module aims to support students' personal and professional development. For example, students will learn how to gather and critically evaluate current literature on the field of women's' health, and have opportunities to develop their 'public engagement' skills by sharing their learning via engaging and impactful methods.

Topics

1. Impact of women's mental health on public health
2. Women's mental health across the lifespan
3. Stigma and sociocultural factors related to women's mental health
4. Women, suicidality and self-harm
5. Focussed topics may include:

- Mood disorders e.g., depression and anxiety
- Menstrual disorders e.g. premenstrual dysphoric disorder (PMDD), premenstrual exacerbation (PME),
- premenstrual syndrome (PMS) Perimenopause e.g. impaired cognition, depression and more
- Perinatal mental health e.g., postpartum depression, postpartum psychosis

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

Learning Outcomes: (maximum of 5 statements)

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

L1. Describe the different mental health events and disorders that may present across the lifespan.

L2. Describe the different biological, societal and cultural factors involved in women's mental health.

L3. Describe gender differences related to the prevalence, diagnosis and management of mental health disorders.

L4. Critically evaluate the factors involved in the perception, diagnosis and management of women with mental health disorders.

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 11. Critical understanding of current scientific literature on women's mental health.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Apply knowledge to current political context around women's mental health.
Generic Cognitive skills	SCQF Level 11. Critically review and articulate current literature on women's mental health.
Communication, ICT and Numeracy Skills	SCQF Level 11. Interpret, apply and evaluate a range of qualitative, quantitative and mixed methods data. Presentation of scientific knowledge through academic writing, and oral communication skills.
Autonomy, Accountability and Working with others	SCQF Level 11. Collaborative group work. Working towards assignment deadlines.

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	
This is a 20 credit module, totalling 200hrs of learning. It will be delivered via face-to-face learning sessions such as tutorials, lectures and workshops. Several online sessions will be provided to consolidate learning.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both

	contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	8
Laboratory/Practical Demonstration/Workshop	4
Independent Study	164
	200 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: Textbook: A public health perspective of women's mental health [electronic book] / edited by Bruce Lubotsky Levin, Marion Ann Becker. Levin, Bruce Lubotsky.;Becker, Marion A. New York ; London : Springer, 2010. Research studies: Up-to-date peer-reviewed articles on women's mental health

(**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

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11

External Examiner	TBC
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Presentation in week 4 (10% weight) addressing learning outcome 1: Students will present a 5 minute presentation describing one of the hormonal events experienced by women across their lifespan.
Online assessment in week 10 (30% weight) addressing learning outcomes 1, 2 and 3: Students will complete an online assessment comprising MCQs and short answer questions on topics related to hormonal events, factors related to women's mental health, and gender differences for different mental health disorders.
Written assignment in week 12 (60% weight) addressing learning outcomes 1, 2, 3 and 4: Students will submit a written assignment on a topic of their choice from the module content, and present this in the form of a literature review.
(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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✔	✔	✔		30	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✔	✔	✔	✔	60	0

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✔				10	0
Combined Total For All Components					100%	0 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

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with the University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory-based learning or assessment   required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a
'buddy' or helper.

Please refer to the UWS Equality and Diversity Policy at uws.ac.uk: http://www.uws.ac.uk/equality/
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)
UWS Equality and Diversity Policy

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