**Module Descriptor**

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| **Title** | Women's Mental Health | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | BIOL11029 | **SCQF Level** | 11 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **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

Impact of women's mental health on public health

Women's mental health across the lifespan

Stigma and sociocultural factors related to women's mental health

Women, suicidality and self-harm

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 | On-Campus[1] ☒ | Hybrid[2] ☐ | Online[3] ☐ | Work -Based Learning[4] ☐ |
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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☒ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

| Terms for Module Delivery | Term 1 | ☒ | Term 2 | ☐ | Term 3 | ☐ |
|---|---|---|---|---|---|---|
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| Learning Outcomes | |
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| **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. |
| **L5** | |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 11**<br>Critical understanding of current scientific literature on women's mental health. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 11**<br>Apply knowledge to current political context around women's mental health. |
| **Generic Cognitive skills** | **SCQF 11**<br>Critically review and articulate current literature on women's mental health. |

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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| **Communication, ICT and Numeracy Skills** | **SCQF 11**<br>Interpret, apply and evaluate a range of qualitative, quantitative and mixed methods data.<br>Presentation of scientific knowledge through academic writing, and oral communication skills. |
| **Autonomy, Accountability and Working with Others** | **SCQF 11**<br>Collaborative group work.<br>Working towards assignment deadlines. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.<br>This is a 20 credit module, totalling 200hrs of learning.<br>It will be delivered via face-to-face learning sessions such as tutorials and lectures.<br>Several online sessions will be provided to consolidate learning. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 30 |
| Tutorial / Synchronous Support Activity | 12 |
| Independent Study | 158 |
| n/a | |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br>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.<br>Research studies: Up-to-date peer-reviewed articles on women's mental health |

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| **(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** |
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| **In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>Attendance at on-campus and online sessions.<br><br>Engagement with self-directed tasks and activities.<br><br>Engagement with module related resources on the module VLE page.<br><br>Timely submission of assessments. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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 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. |
| **(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**

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| **Divisional Programme Board** | **Biological Sciences Health** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Health |
| **Moderator** | Stuart Telfer |
| **External Examiner** | M Brown |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |

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| **Changes / Version Number** | 2 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Online assessment (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. |
| **Assessment 2** |
| Written assignment (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. |
| **Assessment 3** |
| Presentation (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. |
| (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.<br>(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.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Class test (written) | ☒ | ☒ | ☒ | ☐ | ☐ | 30 | 2 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Review/ Article/ Critique/ Paper | ☒ | ☒ | ☒ | ☒ | ☐ | 60 | 0 |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Presentation | ☒ | ☐ | ☐ | ☐ | ☐ | 10 | 3 |
| **Combined total for all components** | | | | | | 100% | 5 hours |

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| Version 1.0. Original module descriptor | 21.04.2023 | Lynsay Matthews |

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| Version 1.1. Minor revision: Refinement of contact hours and confirmation of moderator and external examiner | 27/08/2024 | Lynsay Matthews |
| Moderator Update | February 2026 | L Matthews |
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