Module Descriptor

Title	Critical Concepts of Perinatal Mental Health		
Session	2026/27	**Status**	Published
Code	MIDW11034	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Susanne Morrison		

Summary of Module

Module Aim: To enhance knowledge and skills that will enable the student to promote positive mental health for women, newborn infants, partners and families and recognise and respond promptly to signs of compromise or deterioration.

Module Content: This module will enable the student to assess, plan and provide care that promotes the psychological, sociological, emotional, cultural and spiritual wellbeing of women, newborn infants, partners and their families, whilst recognising the need for interdisciplinary and multiagency team working. Utilising evidence-based best practice approaches, the module will incorporate a critical review of the current service provision, Government and professional reports, national guidance and contemporary treatment and management strategies around perinatal mental health issues. Teaching input into the module is delivered by interdisciplinary / multiagency teams, including; the midwifery team, mental health team, perinatal mental health team, psychologist, domestic abuse advocacy / development workers, bereavement specialist midwife, infertility specialist, woman's support project worker and service users. The module will include the following theory:

mental health overview

maternal perinatal health and wellbeing anxiety, stress and emotion in pregnancy depression and psychosis

bereavement

post-traumatic stress disorder maternal suicide

gender based violence modern day slavery

adverse childhood experiences infant mental health breastfeeding

infertility

promotion of positive parent and newborn mental health and wellbeing

promotion of mother-newborn infant relationship (attachment, contact, interaction, and relationship building)

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 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, emotionally intelligent and collaborative); Work ready (knowledgeable, effective communicator, motivated) and Successful (resilient) (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; Health and Wellbeing; Midwifery Knowledge & Practice; Complex Care; Additional Needs • Teaching and Learning Strategies • Student Values • Programme Philosophy • Students NMC (2019) Proficiencies: 1.3, 1.6, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13,

1.16, 1.20, 1.21, 1.23, 1.26, 2.1, 2.3, 2.6, 2.8, 2.9, 3.1, 3.5, 3.6, 3.7, 3.9, 3.15, 3.16.1, 3.16.2, 3.17.1,

3.17.2, 3.17.3, 3.18, 3.21, 3.24, 3.36, 4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 5.8, 5.14, 5.15.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ 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	
L1	Critically explore strategies that enable the promotion of positive mental health and discuss how to recognise and respond to signs of compromise or deterioration.
L2	Examine the prevalence, predisposing factors, aetiology and related pathophysiology of poor mental health on woman throughout the continuum of care, recognising the diversity of individual circumstances.
L3	Critically analyse the psychological, sociological, emotional, cultural and spiritual impact of poor mental health on the woman, partner and her family, including exploration of the concepts of infant 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

L4	Utilise a critical approach to evidence-based practice, differentiating between available treatment methods and critically review the management strategies collaborating with, consulting and referring to, the interdisciplinary and multiagency teams as appropriate. This should include a critical discussion of maternity service provision.
L5	

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 11** Demonstrating extensive and detailed knowledge of core theories, concepts and principles of mental health issues related to the childbirth continuum. Demonstrating a critical awareness of current issues relating to perinatal mental health and infant mental health issues through utilising the current evidence base.
Practice: Applied Knowledge and Understanding	**SCQF 11** Adopting a range of strategies and application of knowledge of mental health issues to the care of women and their families including those at risk. Using a range of specialised skills, techniques, practices that are at the forefront of the management of perinatal and infant mental health. Applying a range of standard and specialised research and techniques of enquiry. Practising with a critical understanding of UNICEF Breastfeeding Initiative Learning Outcomes to enable mothers to develop a close and loving relationship with their babies and successfully breastfeed their babies.
Generic Cognitive skills	**SCQF 11** Applying critical analysis, evaluation and synthesis to forefront issues or issues that are informed by developments in perinatal and infant mental health. Developing original and creative responses to problems and challenges. Critically appraising evidence-based practice pertaining to psychological, sociological, emotional, cultural and spiritual concepts in relation to perinatal mental health.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicating using appropriate methods to a range of audiences with different levels of knowledge and expertise. Effectively communicating with peers, senior colleagues and specialists within the interdisciplinary / multiagency teams. Utilising I.T. facilities, library, databases and Moodle to locate, evaluate and incorporate evidence into practice.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercising substantial autonomy and initiative in professional and equivalent activities.

	Taking responsibility for own work and/or significant responsibility for the work of others. Working in a peer relationship with specialist practitioners. Demonstrating leadership and /or initiative and make an identifiable contribution to change and development and/or new thinking. Practice in ways which draw on critical reflection on own or others roles and responsibilities. Managing complex ethical and professional issues and make informed judgements on issues not addressed by current professional and / or ethical codes or practices. Utilising appropriate systems of referral of clients to other members of the interdisciplinary / multiagency teams within own level of competence. Systematically identifying and addressing own learning needs. Recognise the importance of maintaining good physical and mental health for self and others.

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

Learning and Teaching	
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. A range of teaching and learning strategies will be utilised in this module to enable the identification of mental health issues that students can investigate through enquiry. Shared teaching and input will be provided by psychologists and subject specialist where relevant. Modified lectures and seminars will also be used. Guest speakers and service users will be utilised to share their experiences to inform students on topic specific areas. Reasonable adjustments can be made for students who have been assessed as requiring specific adjustments as per UWS guidance. The module will be delivered in a 5 weeks theory block and is long thin delivery over two Terms.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	40
Independent Study	124
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Core:

McDonald, S. and Johnson, G. (2024) Mayes' Midwifery. 16th edn. Edinburgh: Bailliere Tindall (Accessed: 9 September 2024).

or

Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier (Accessed: 9 September 2024).

Pollard, M. (2017) Evidence-based Care for Breastfeeding Mothers. A resource for midwives and allied health professionals. 2nd edn. London: Routledge.

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: 9 September 2024).

Recommended:

Esegbona-Adeigbe, S. (2023) Transcultural Midwifery Practice. Elsevier. Available: https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20200039484 (Accessed: 9 September 2024).

Deery, R., Denny, G. and Letherby, G. (eds) (2015) Sociology for Midwives. Cambridge: Polity Press.

MBRRACE-UK Perinatal Mortality Surveillance Report, UK Perinatal Deaths for Births / 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. Available: https://www.npeu.ox.ac.uk/mbrrace-uk/reports (Accessed: 9 September 2024).

Perinatal and Infant Mental Health Services Update - https://www.gov.scot/publications/perinatal-infant-mental-health-services-update/pages/1/ (Accessed: 9 September 2024).

Perinatal Mental Health Network (PMHN) (2020) Wellbeing for Wee Ones. Mapping of parent-infant intervention and support services in Scotland. Available: https://www.nn.nhs.scot/pmhn//wp-content/uploads/sites/11/2021/02/Final-Wellbeing-for-Wee-Ones-Summary-report.pdf (Accessed: 9 September 2024).

NHS Education Scotland (NES) (2020) Perinatal Mental Health Curricular Framework: A framework for maternal and infant mental health. Available: https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2020/07/perinatal-infant-mental-health-programme-board-2020-2021-delivery-plan2/documents/perinatal-infant-mental-health-programme-board-2020-2021-delivery-plan/perinatal-infant-mental-health-programme-board-2020-2021-delivery-plan/govscot%3Adocument/perinatal-infant-mental-health-programme-board-2020-2021-delivery-plan.pdf (Accessed: 9 September 2024).

World Health Organization (WHO) (2022) guide for integration of perinatal mental health in maternal and child health services. Available: https://www.who.int/publications/i/item/9789240057142 (Accessed: 9 September 2024).

National Bereavement Care Pathways (2024) National bereavement care pathways for pregnancy and baby loss. Available: https://www.nbcpscotland.org.uk/ (Accessed: 9 September 2024).

National Institute for Health and Care Excellence (2020) Antenatal and postnatal mental health: clinical management and service guidance. Available at: https://www.nice.org.uk/guidance/cg192 (Accessed: 9 September 2024).

Maternity and Women's Health Care, Thirteenth Edition (2024) Available at: https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20200015641 (Accessed: 9 September 2024).

RCM strengthening perinatal mental health report (2023). Available at: https://www.rcm.org.uk/media/7345/rcm-perinatal-mental-health-report-2023.pdf (Accessed: 9 September 2024).

(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 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.

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

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 Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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	MHMH L9-11
Moderator	Charlotte Pace
External Examiner	L Lawther
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Oral presentation (100%) on a perinatal mental health topic. The student may choose either a Poster, PowerPoint, Prezi or a Video Blog for their presentation.
Assessment 2
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☒	☐	100	0.33

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0.33 hours

Change Control

What	When	Who
Reference list updated	September 2024	Susanne Morrison
Moderate name change Term of delviery change	Jan 26	Stacey Dunn