

Session: 2022/23

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<b>Title of Module: Delivering Holistic Care to Women and Babies</b>			
<b>Code: MIDW07021</b>	<b>SCQF Level: 7</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Liz Miller		
<b>Summary of Module</b>			
<p>This module will enable the maternity care assistant (MCA) student to gain knowledge and understanding of the theory and applied skills that are required to participate in the delivery of holistic care appropriate for their role and responsibilities.</p> <p>The aim of this module is to explore the various dimensions of health education and public health including physical, psychological, emotional and spiritual health. In particular, perinatal mental health, infant feeding and healthy lifestyle choices are explored. Behaviour change strategies will focus on the use of brief intervention.</p> <p>Parenthood issues including parent/infant relationships will be explored and how they may be fostered through effective parenthood education and postnatal care.</p> <p>As a result this module will support students to develop characteristics which can contribute to the UWS graduate attributes (I am UWS, 2018) which are;</p> <p>Universal (critical thinking, emotionally intelligent and collaborative); Work-Ready (knowledgeable, effective communicator, motivated); Successful (resilient)</p> <p>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 Baby Friendly Initiative University Standards (2019).</p> <p>Key aspects: Theme 1 Understand Breastfeeding; Theme 3 Support Close and loving Relationships; Theme 5 Promote Positive Communication.</p> <ul style="list-style-type: none"> <li>To explore the various dimensions of health education and public health issues to support the provision of holistic care for women and babies.</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
	✓				
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> 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</p> <p><b>Fully Online</b> 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.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> 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:
			✓			
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1	✓	Term 2		Term 3		

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<b>Learning Outcomes: (maximum of 5 statements)</b>	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Promote awareness of the physical, psychological, emotional and spiritual needs of the woman, her baby and her family.</p> <p>L2. Support the creation and maintenance of an environment that promotes the health, safety and wellbeing of the woman and baby.</p> <p>L3. Explain the role of the maternity care assistant in relation to health and public health issues.</p> <p>L4. Assist the midwife to support parent's transition to parenthood.</p>	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<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)	SCQF Level 7. Understand and apply an adult learning approach to integration of theory and practice. Detailed knowledge and understanding of personal health and public health issues and their impact on women and babies within the childbirth continuum.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Demonstrate fundamental caring skills necessary to assist and support the midwife to deliver effective midwifery care. Integration of theory to practise in relation to supporting women's lifestyle choices. Promoting behaviour change through use of brief interventions.
Generic Cognitive skills	SCQF Level 7. Reflect on the rationale for the skills developed and required for independent self directed study. Utilising evidence base to support practise and undertaking reflective activities.
Communication, ICT and Numeracy Skills	SCQF Level 7. Demonstrate and utilise a wide range of communication skills, including verbal, non-verbal and written to communicate with women, their families and the multi-professional team. Enhance oral presentation skills referencing, sourcing evidence based research and literacy skills in the creation of an oral presentation.

Autonomy, Accountability and Working with others	SCQF Level 7. Under direct supervision of the midwife provide care for women and families utilising the maternity services. Demonstrate working effectively with others in multi-disciplinary groups or teams to assist in the delivery of evidenced based care.  Systematically identify and address own learning needs.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<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.

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<b>Learning and Teaching</b>	
Teaching and learning strategy is a blended approach with core lectures delivered face to face. Student led discussions will compliment core lectures and develop student skills of analysis and debate. Core lectures will be further complimented and supported by a comprehensive package of on line information and activities. Specific skills will be undertaken using simulation in dedicated skills laboratories.	
<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)
Lecture/Core Content Delivery	14
Tutorial/Synchronous Support Activity	14
Laboratory/Practical Demonstration/Workshop	7
Personal Development Plan	3
Independent Study	70
Asynchronous Class Activity	92
	<b>200 Hours Total</b>
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Core Text:  Aveyard, H. (2017) A Beginners Guide to Evidence Based Practise in Health and Social Care. 3rd Edn. Berkshire: Magraw Hill.  HealthCare Associated Infections (HAIs)standards (2021) Healthcare Improvement Scotland.	

(Online)

Available:[http://www.healthcareimprovementscotland.org/our\\_work/inspecting\\_and\\_regulating\\_care/hei\\_policies\\_and\\_procedures/hai\\_standards\\_2015.aspx](http://www.healthcareimprovementscotland.org/our_work/inspecting_and_regulating_care/hei_policies_and_procedures/hai_standards_2015.aspx) (Accessed 21/1/21)

Naidoo, J and Wills, J (2016) Foundations for Health Promotion. 4th Edn. Edinburgh: Bailliere Tindall.

Scriven, A. (ed) (2017) Ewles and Simnett Promoting Health A Practical Guide (7th Edition). Edinburgh: Bailliere Tindall Elsevier.

Unicef (2019) Unicef UK Baby Friendly Initiative University Standards. Available at: <https://www.unicef.org.uk/babyfriendly/baby-friendly-resources/implementing-standards-resources/university-guide-to-the-standards/> (Accessed: 14 December 2020).

Recommended Reading:

Nursing and Midwifery Council (NMC) (2018) The Code. Professional standards of practice and behaviour for nurses and midwives. [Online] Available: <https://www.nmc.org.uk/standards/code/> [Accessed: 04 March 2021].

Powell, C. (2016) Safeguarding and Child Protection for Nurses, Midwives and Health Visitors. A Practical Guide. (2nd Edition) Berkshire: Open University Press

(\*\*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 are regularly engaged with timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time (UWS Academic Engagement Procedure 2020.21; UWS Regulatory Framework 2020.21, section 1.64 Academic Engagement and Attendance).

Within this module, students are expected to attend for at least 75% of the synchronous / core teaching activities / tutorials.

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### Supplemental Information

<b>Programme Board</b>	Midwifery & Specialist Nursing
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Midwifery&Specialist Nursing L7-8
<b>Moderator</b>	Dawn Cameron
<b>External Examiner</b>	S Lewis

<b>Accreditation Details</b>	
<b>Version Number</b>	1.07

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<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Students will produce an oral presentation via prezze, powerpoint or poster to fulfill the module intended learning outcomes that they will video and submit. They will also submit a reference list of supporting evidence base. This is 100% of weighting
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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.)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Demonstrations/ Poster presentations/ Exhibitions	✓	✓	✓	✓	100	1	
<b>Combined Total For All Components</b>					100%	1 hours	

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):
<ol style="list-style-type: none"> <li>More than one assessment method can be used to assess individual learning outcomes.</li> <li>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 &amp;/or Professional requirements.</li> </ol>

<b>Equality and Diversity</b>
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. <a href="#">UWS Equality and Diversity Policy</a>
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)