

Session: 2022/23

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Title of Module: Promoting Health and Wellbeing			
Code: MIDW07026	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Lynn McNally		
Summary of Module			
<p>Module Aim: To explain the importance of health and wellbeing for mother and newborn. Module Content: This module will explore issues of maternal health, wellbeing and lifestyle choices embracing both sociological and psychological dimensions relating to the sphere of midwifery and their application. Using enquiry-based learning the module will include the following theory:</p> <ul style="list-style-type: none"> • Introduction to sociology. • Introduction to psychology • Theories and principles of general health • Transition to motherhood and parenthood • Parenthood education • Models of health and ill health and social class determinants of health • Inequalities in health (including poverty and deprivation) • Public Health Issues (physical, psychological, social, educational, political and the role of the midwife) • Sexual and reproductive health • Contraception and family planning • Sexually transmitted infections (including HIV and AIDS) • Mental health • Diverse and vulnerable groups • Obesity • Smoking • Infant nutrition (Breastfeeding) • Domestic Abuse • Child Protection and safeguarding • Drug and alcohol misuse • University Standards (UNICEF, 2019):Theme 1: Understanding breastfeeding; Theme 2: Support infant feeding; 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, potential leader and problem solving) and Successful (autonomous, innovative, resilient, 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; Health and Wellbeing Midwifery Knowledge and Practice. • Teaching and Learning strategies • Student Values • Programme Philosophy. 			

- NMC (2019) Proficiencies: 1.6, 1.8, 1.9, 1.10, 1.12, 1.14, 1.17.1, 1.17.2, 1.17.3, 1.18, 1.23, 2.1, 2.7, 2.8, 2.12, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.13.4, 3.15, 3.17.1, 3.17.2.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Define the concepts of public health and associated inequalities</p> <p>L2. Demonstrate knowledge of life-style choices on the physical, psychological, and emotional health of the mother and newborn</p> <p>L3. Recognise current issues within society which may impact on the physical, psychological, social, and spiritual health and wellbeing of the mother and newborn.</p>
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 7. Demonstrating knowledge and understanding of the concepts of public health, wellbeing and lifestyle choices.	
Practice: Applied Knowledge and Understanding	SCQF Level 7. Integrating theoretical knowledge in practice by recognising issues that impact on the physical, psychological sociological and spiritual wellbeing of the mother and newborn. Practising UNICEF Breastfeeding Initiative Learning Outcomes to enable mothers to develop a close and loving relationship with their babies and successfully breast-feed their babies.	
Generic Cognitive skills	SCQF Level 7. Undertaking skills of reflective practice utilising an evidence-based approach Recognising issues associated with health inequalities within a multidisciplinary team.	
Communication, ICT and Numeracy Skills	SCQF Level 7. Utilising a wide range of communication skills including verbal, nonverbal and written, to effectively communicate with women and their families. Recognising barriers to communication and overcome them. Demonstrate effective record keeping skills. Utilising IT to source relevant information.	
Autonomy, Accountability and Working with others	SCQF Level 7. Supervising, undertaking clinical care of low risk women and their babies. Practicing in accordance with NMC Code of professional conduct: standards for conduct, performance, and ethics (NMC,2018). Identifying and addressing own learning needs and personal health and fitness. Developing self-confidence and self-awareness of strengths, that celebrates difference and that will enhance employability. Seeking guidance where appropriate, managing legal, ethical, professional issues and delivery of care in accordance with current NMC and/or ethical codes and practice guidelines.	
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.

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Learning and Teaching	
<p>A variety of learning and teaching approaches will be utilised in this module including group and individual project work. Subject experts will input into the module especially in the area of psychosocial sciences. Students will participate in tutorials, seminars, discussions and debates around the topics in this module.</p> <p>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.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	30
Asynchronous Class Activity	30
Independent Study	140
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Core Text: Bowden, J. and Manning, V. (2016) (eds.) Health promotion in midwifery. 3rd edn London: Hodder Arnold. Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier. McDonald, S. and Johnson, G. (eds.) (2017) Mayes' midwifery. 15th edn. Edinburgh: Bailliere Tindall.</p> <p>Recommended: Davis, L., Deery, R. (2014) Nutrition in pregnancy and childbirth food for thought Abingdon: Routledge.</p> <p>Deery, R., Denny, E. and Leatherby, G. (2015) Sociology for midwives. Oxford: Wiley.</p> <p>Guillebaud, J. (2019) Contraception today. 9th edn. Taylor and Francis Group: Florida.</p> <p>Nursing and Midwifery Council (NMC) (2018) The Code. Available at: https://www.nmc.org.uk/standards/code/ (Accessed: 12 October 2020).</p> <p>Pollard, M. (2017) Evidence-based care for breastfeeding mother. A resource for midwives and allied health professionals. 2nd edn. London: Routledge</p> <p>Powell, C. (2016) Safeguarding and child protection for nurses, midwives and health visitors: A practical guide. 2nd edn. Berkshire: Open University Press.</p> <p>Raynor, M., England, C. (2010) Psychology for midwives. London: Quay Books. Scriven, A. (ed) (2017) Ewles and Simnett's promoting health A practical guide. 7th edn. Edinburgh :Elsevier.</p> <p>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: 12 October 2020).</p>	

(**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)

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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 2020.21, 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. Please refer to the UWS Regulatory Framework (2020-21) at the following link: University Senate Regulatory Framework

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Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L7-8
Moderator	Susanne Morrison
External Examiner	S Lewis
Accreditation Details	NMC
Version Number	1.05

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Assessment: (also refer to Assessment Outcomes Grids below)

Oral Poster Presentation on a chosen topic, where midwifery care and management is related to the woman's individual social and/or psychological needs focussing on maternal health and wellbeing. Assessment weighting 100%.

(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	
Demonstrations/ Poster presentations/ Exhibitions	✓	✓	✓	100	0.25	
Combined Total For All Components				100%	0.25 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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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)

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