

Session: 2023/24

Last modified: Feb 24

Title of Module: Perinatal Mental Health			
Code: MIDW08017	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Susanne Morrison		
Summary of Module			
<p>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.</p> <p>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:</p> <ul style="list-style-type: none">• maternal perinatal health and wellbeing• anxiety, stress and emotion in pregnancy• mental health overview• 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 the mother-newborn infant relationship by identifying opportunities for 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:Understanding 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); Successful (resilient) (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 & 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

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. Examine strategies that enable the promotion of positive mental health and discuss how to recognise and respond to signs of compromise or deterioration.

L2. Discuss 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. 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.

L4. Utilising evidence-based best practice approaches discuss the available treatment methods and critically evaluate 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.

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 8. Demonstrating detailed knowledge of core theories, concepts and principles of mental health issues related to the childbirth continuum. Has an awareness and a firm grasp of the main current perinatal mental health and infant mental health issues through utilising the current evidence base.	
Practice: Applied Knowledge and Understanding	SCQF Level 8. Adopting a range of strategies and application of knowledge of mental health issues to provide optimal care of women, newborn infants and their families and to promote positive mental health and wellbeing. Practicing 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 Level 8. Critically analysing and evaluating evidence-based practice pertaining to the psychological, sociological, emotional, cultural and spiritual concepts in relation to perinatal mental health.	
Communication, ICT and Numeracy Skills	SCQF Level 8. Utilising effective communication skills when working with the interdisciplinary / multiagency team. Utilising I.T. facilities, library, databases, Moodle and a range of electronic platforms to locate, evaluate and incorporate evidence into practice.	
Autonomy, Accountability and Working with others	SCQF Level 8. Working collaboratively with others to deliver appropriate care to women, newborn infants, partners and their families. Utilising appropriately the systems of referral of women to other members of the interdisciplinary / multiagency team within own level of competence.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	As per Programme Specification criteria for progression to SCQF Level 8.
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>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.</p> <p>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 <u>long thin delivery</u> over two Terms.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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	12
Asynchronous Class Activity	40
Independent Study	124
	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: Marshall, J. and Raynor, M. (2020) Myles Textbook for Midwives. 17th edn. Edinburgh: Churchill Livingstone. Available: http://www.vlebooks.com/vleweb/product/openreader?id=WestScot&isbn=9780702076442 (Accessed: 07 October 2020). OR McDonald, S. and Johnson, G. (2017) Mayes' Midwifery. 15th edn. Edinburgh: Bailliere Tindall.</p> <p>Core Text: Pollard, M. (2017) Evidence-based Care for Breastfeeding Mothers. A resource for midwives and allied health professionals. 2nd edn. London: Routledge.</p> <p>Recommended Reading: Deery, R., Denny, G. and Letherby, G. (eds) (2015) Sociology for Midwives. Cambridge: Polity Press.</p> <p>Recommended Reading: 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/mbrance-uk/reports (Accessed: 09 March 2022).</p>	

Recommended Reading:

Perinatal Mental Health Network Scotland (2019) Delivering Effective Services: Needs Assessment and Service Recommendations for Specialist and Universal Perinatal Mental Health Services. Available: <https://www.pmhn.scot.nhs.uk/wp-content/uploads/2019/03/PMHN-Needs-Assessment-Report.pdf> (Accessed: 09 March 2022).

Perinatal Mental Health Network (PMHN) (2020) Wellbeing for Wee Ones. Mapping of parent-infant intervention and support services in Scotland. Available: <https://www.pmhn.scot.nhs.uk/wp-content/uploads/2020/03/Final-Wellbeing-for-Wee-Ones-Summary-report.pdf> (Accessed: 09 October 2020).

NHS Education Scotland (NES) Perinatal and Infant Mental Health Turas Modules. Available: <https://www.nes.scot.nhs.uk/our-work/perinatal-and-infant-mental-health/> (Accessed: 09 March 2022).

World Health Organization (WHO) (2020) Maternal Mental Health. Available: https://www.who.int/mental_health/maternal-child/maternal_mental_health/en/ (Accessed: 09 October 2020).

National Bereavement Care Pathways (2020) National bereavement care pathways for pregnancy and baby loss. Available: <https://www.nbcpscotland.org.uk/> (Accessed: 07 October 2020).

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: 14 December 2020).

National Society for the Prevention of Cruelty to Children (NSPCC) (2020) Looking after infant mental health: our case for change. Available: <https://learning.nspcc.org.uk/research-resources/2016/looking-after-infant-mental-health-our-case-for-change> (Accessed: 07 October 2020).

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).

Royal College of Midwives (RCM) (2015) Caring for Women with Mental Health Problems. Standards and Competency Framework for Specialist Maternal Mental Health Midwives. Available at: <https://www.rcm.org.uk/media/2340/caring-for-women-with-mental-health-difficulties.pdf> (Accessed: 14 December 2020).

(**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 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; UWS Regulatory Framework, 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.

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L7-8
Moderator	Liz Miller
External Examiner	L Lawther
Accreditation Details	NMC
Version Number	1.05

Assessment: (also refer to Assessment Outcomes Grids below)

Summative assessment (1 component)

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.

(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	
Presentation	✓	✓	✓	✓	100	0.33	
Combined Total For All Components					100%	0.33 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

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.

[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)