

University of the West of Scotland**Module Descriptor****Session: 2022/23**

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Status: Published

Title of Module: Exploring Concepts of Health and Wellbeing

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|-----------------------------|---|--------------------------|--|
| Code: MIDW10015 | SCQF Level: 10 (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 McInally | | |

Summary of Module

Module Aim: To assess the importance of health and wellbeing for mother and newborn and health professionals.

Module Content: This module will explore and analyse concepts of maternal health, wellbeing and lifestyle choices embracing sociological and psychological dimensions and their application to the sphere of midwifery; critically reflecting on how these impact on current models of service provision. Using enquirybased learning the module will include the following theory:

- 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
 - Social class determinants of health
 - Inequalities in health (poverty and deprivation)
 - Public health (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 (with a focus on breastfeeding)
 - Domestic abuse
 - Child protection and safeguarding
 - Drug and alcohol misuse
- 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 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 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 and Practice. • Teaching and Learning strategies. • Student Values. • Programme Philosophy
 - NMC (2019) Proficiencies: 1.7, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.16, 1.17, 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 |
|--------------|---------|--------------|---------|---------|---------------------|
| | | | ✓ | | |

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. Explore in detail the concepts of public health and associated inequalities
- L2. Analyse life-style choices on the physical, psychological, and emotional health of the mother and newborn.
- L3. Debate and prioritise current issues within society which may impact on the physical, psychological, social and spiritual health and wellbeing of the mother and newborn

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 10. Demonstrating detailed knowledge and critical understanding of the principle theories, concepts and practices in relation to health, ill-health and public health. |

| | | | | | | |
|--|---|----------------------|---------------------|----------------------|---------------|--|
| Practice: Applied Knowledge and Understanding | <p>SCQF Level 10.</p> <p>Integrating detailed theoretical knowledge in practice by recognising issues that impact on the physical, psychological sociological and spiritual wellbeing of the mother and newborn.</p> <p>Practicing in a wide range of challenging care scenarios including vulnerability.</p> <p>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 breast-feed their babies.</p> | | | | | |
| Generic Cognitive skills | <p>SCQF Level 10.</p> <p>Undertaking skills of reflective practice utilising an evidence-based approach.</p> <p>Demonstrating some creativity/ original thought in response to problems and issues.</p> <p>Critically reviewing and consolidating knowledge and skills demonstrating reasoning and decision making.</p> | | | | | |
| Communication, ICT and Numeracy Skills | <p>SCQF Level 10.</p> <p>Utilising effective communication skills in working within a multi-professional team.</p> <p>Applying appropriate methods to facilitate effective communication and information dissemination with peers, senior colleagues and specialists on a professional level.</p> <p>Using a wide range of routine skills and some advanced and specialised skills in support of established maternal health and wellbeing practices.</p> <p>Applying a wide range of IT skills to appropriately support and enhance work.</p> <p>Adopting a range of IT applications that enhance work and can be adjusted to suit purpose.</p> <p>Interpreting, using and evaluating a wide range of numerical and graphical data to set and achieve goals.</p> | | | | | |
| Autonomy, Accountability and Working with others | <p>SCQF Level 10.</p> <p>Exercising professional autonomy, accountability and advocacy, by practising in ways that show awareness of own and others' roles and responsibilities.</p> <p>Managing complex ethical and professional issues in accordance with current professional /and or ethical codes of practice. Taking cognisance of the limitations of these codes, and seeking guidance were appropriate.</p> <p>Working, under guidance, in a peer relationship with specialist practitioners to facilitate change, development or new thinking.</p> | | | | | |
| Pre-requisites: | <p>Before undertaking this module the student should have undertaken the following:</p> <table border="1" data-bbox="443 1720 1410 1839"> <tr> <td data-bbox="443 1720 762 1783">Module Code:</td> <td data-bbox="762 1720 1410 1783">Module Title:</td> </tr> <tr> <td data-bbox="443 1783 762 1839">Other:</td> <td data-bbox="762 1783 1410 1839"></td> </tr> </table> | | Module Code: | Module Title: | Other: | |
| Module Code: | Module Title: | | | | | |
| Other: | | | | | | |
| Co-requisites | Module Code: | Module Title: | | | | |

* Indicates that module descriptor is not published.

Learning and Teaching

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.

Reasonable adjustments can be made for students who have been assessed as requiring specific adjustments including appropriate hard copies of study materials; note taker.

| Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities) |
|--|--|
| Lecture/Core Content Delivery | 10 |
| Tutorial/Synchronous Support Activity | 26 |
| Asynchronous Class Activity | 102 |
| Independent Study | 62 |
| | 200 Hours Total |

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Core:

Bowden, J. and Manning, V. (2016) (eds.) Health promotion in midwifery. 3rd edn. London: Hodder Arnold.

Macdonald, S. and Johnson, G. (eds.) (2017) Mayes' midwifery. 15th edn. Edinburgh: Bailliere Tindall.

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

Recommended:

Davis, L. and Deery, R. (2014) Nutrition in pregnancy and childbirth food for thought Abingdon: Routledge.

Deery, R., Denny, E. and Leatherby, G. (2015) Sociology for midwives. Oxford: Wiley.

Guillebaud, J. (2019) Contraception today. 9th edn. Florida: Taylor and Francis Group.

Nursing and Midwifery Council (NMC) (2018) The code. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 29 September 2020).

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

Powell, C. (2016) Safeguarding and child protection for nurses, midwives and health visitors: A practical guide. 2nd edn. Berkshire: Open University Press.

Raynor, M. and 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.

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-BabyFriendly-Initiative-University-Standards.pdf> (Accessed: 29 September 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 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.

Supplemental Information

| | |
|---------------------------------------|---|
| Programme Board | Midwifery & Specialist Nursing |
| Assessment (Pass/Fail) Results | No |
| Subject Panel | Midwifery&Specialist Nursing L9-11 |
| Moderator | Susanne Morrison |
| External Examiner | S Lewis |
| Accreditation Details | NMC |
| Changes/Version Number | 1.04 Moderator amended Removed learning outcome 4 |

Assessment: (also refer to Assessment Outcomes Grids below)

Summative Assessment (1 Component):

Oral Presentation (includes 2,000 word rationale) - On a chosen topic, where midwifery care and management (health promotion) is related to the woman's individual social and/or psychological needs focussing on maternal health and wellbeing.

(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 |
| Presentation | ✓ | ✓ | ✓ | 100 | 0.5 |
| Combined Total For All Components | | | | 100% | 0.5 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

(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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