



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Public Health and Health Promotion in Midwifery				
Module Code	UZUSUB-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Contributes towards	MSc Specialist Practice MSc Advanced Practice BSc (Hons) Midwifery				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project module
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZUSTL-15-3 Public Health and Health Promotion in Midwifery	Module Entry requirements	None		
Valid From	September 2014		Valid to		

<b>CAP Approval Date</b>	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically appraise the main theoretical frameworks informing public health and health promotion practice. (Component A)</li> <li>2. Demonstrate a comprehensive and critical understanding of the application of public health and health promotion interventions and the role of the midwife in the protection and promotion of the health of women, babies, families and communities. (Component A)</li> <li>3. Comprehensively discuss collaborative and interdisciplinary working within the context of public health and health promotion. (Component A)</li> <li>4. Debate ethical and political dilemmas surrounding public health and health promotion practice. (Component A)</li> <li>5. Appraise and analyse the evidence base for public health and health promotion. (Component A)</li> <li>6. Demonstrate comprehensive problem solving in debating public health issues and health promotion initiatives (Component A)</li> </ol>
Syllabus Outline	<p><b>Aims of the module</b></p> <p>The module will enable students to gain a comprehensive understanding of the relevance of public health to midwifery and consider the midwives' role in the</p>


	<p>protection and promotion of the health and wellbeing of individual women, babies, families and society as a whole. As well as developing understanding of the main theoretical frameworks informing public health and policy drivers, students will be able to critically debate and discuss a range of issues which impact on health and evidence based public health interventions in midwifery.</p> <p><b>Public Health &amp; Health promotion theory, frameworks, evidence base</b></p> <ul style="list-style-type: none"> <li>• Theoretical frameworks for public health, Sociology of Health, Salutogenesis</li> <li>• Measures of maternal and child health and evaluation of evidence/datasets relating to public health and understanding of how these can be used to inform midwifery practice and women’s health within a global context.</li> <li>• Challenges for developing and implementing public health and health promotion programmes and policies within midwifery.</li> </ul> <p><b>Developing midwifery practice in public health</b></p> <ul style="list-style-type: none"> <li>• Vulnerable service user groups and Inequalities in health and access to maternity care, enhancing choice and continuity within services.</li> <li>• Antenatal and postnatal screening available and evaluation of information, support and care to women.</li> <li>• Interprofessional &amp; inter-agency working</li> <li>• Key public health issues affecting the health and wellbeing of mothers and their infants (for example: infant &amp; maternal nutrition, obesity, mental health, domestic violence, substance use, sexual health).</li> <li>• Attitudes, values and skills for practice to support screening and discussion of public health issues with women and families.</li> <li>• The contribution of complementary and alternative approaches to health and wellbeing.</li> <li>• Complementary and alternative medicine in midwifery practice</li> </ul> <p><b>The Context of Public Health and Health Promotion</b></p> <ul style="list-style-type: none"> <li>• The national and international, political and policy context of public health and health promotion relating to women’s health.</li> <li>• The context of health provision and the role of the midwife in the protection and promotion of the health of women, babies, families and communities</li> <li>• Constraints to effective public health and health promotion practice.</li> <li>• Political and ethical challenges within the context of public health.</li> </ul>
Contact Hours	<p>Contact hours: 36</p> <p>Contact time includes lectures, seminars, master-classes and workshops, placement learning/site visits, tutorials, on-line activities</p>
Teaching and Learning Methods	<p>Learning and teaching methods utilised within this module are student centred. This holistic approach presents the students with complex practice events to unravel and resolve, directly supporting the student to acquire the complex knowledge, skills and values necessary for the public health activities of the midwife. Students will appraise and apply theory to practice, developing the knowledge and skills necessary for summative assessment activities.</p> <p>Specialist practitioners would be invited to present a guest lecture/master class for Midwifery students to enhance exposure to public health roles in midwifery and examples of good practice.</p> <p>UWE staff members involved in public health research/knowledge exchange activities and research midwives, would be invited to present their research to students.</p> <p><b>Scheduled learning</b></p> <p>Lectures</p> <ul style="list-style-type: none"> <li>• Seminars</li> <li>• Workshops and master classes</li> </ul>

- Presentations
- Technology Enhanced Learning (TEL)
- Group work
- Small group tutorials
- Formative peer and self-assessment
- Inter-professional learning activities
- External visits (to specialist practitioners/specialist services)

**Independent learning**

- Essential reading
- Locating and researching information
- TEL activities,
- Preparation for formative and summative assessment

Key Information Sets Information

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

All students are encouraged to make use of the extensive resources provided by the Library.

Formal opportunities for students to enhance their library and information skills are provided through the contact time during co-requisite Level 3 modules. Additional support is available through the study support section of the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

**Blackboard**

This module is supported by Blackboard where students will be able to find all necessary module information.

**Core Reading**

Set text for this module is detailed below. All core texts are available electronically either online or as an e-book via UWE Library pages. Other required reading will be indicated electronically via Blackboard.

**Further Reading**

Further reading is advisable for this module examples of which will be detailed in the module handbook and electronically via Blackboard. A current list of textbooks and other publications will be provided in the module guide. All students are encouraged to

	<p>explore at least one of the suggested titles which are held in the library. Students are also encouraged to explore relevant literature as prompted by practice triggers and it is expected that evidence of further reading will be reflected in discussions with the sign-off mentor and during the assessment of practice.</p>
Indicative Reading List	<p>Bowden, J. and Manning, V. (2006) <i>Health Promotion in Midwifery: Principles and Practice</i> 2nd ed. [online] London: Arnold [accessed 12 February 2014].</p> <p>Cropper, S. (2007) <i>Community Health and Well-Being: Action Research on Health Inequalities</i>. [online] Policy Press. [accessed 12 February 2014].</p> <p>Dart, M., A. (2011) <i>Motivational interviewing in nursing practice: empowering the patient</i>. Sudbury Mass, Jones and Bartlett Publishers</p> <p>Department of Health. (2010) <i>Healthy Lives, Healthy People: Our Strategy for Public Health in England</i>. [online] London:Department of Health.</p> <p>Dowler, E. (2007) <i>Challenging Health Inequalities: from Acheson to Choosing Health</i>. [online] Bristol:Policy Press. [accessed 12 February 2014].</p> <p>Edwards, G., Byrom, S.(2007) <i>Essential midwifery practice:Public health</i>. [online] Oxford: Blackwell Publishing. [accessed 12 February 2014]</p> <p>Scriven, A., Ewles, L.(2010) <i>Promoting Health: A Practical Guide</i> [online]. 7<sup>th</sup> ed. London: Bailliere Tindall. [accessed 12 February 2014].</p> <p>Killoran A., Kelly M. (2010) <i>Evidence-Based Public Health: Effectiveness and Efficiency</i> [online]. Oxford: Oxford University Press. [accessed 12 February 2014].</p> <p>Marmot, M. (2006) <i>Social Determinants of Health</i>. Oxford: Oxford University Press.</p> <p>Naidoo, J., Wills, J. (2009) <i>Developing Practice for Public Health and Health Promotion</i>, 3rd edition. [online] London: Bailliere Tindall. [accessed 12 February 2014].</p> <p><b>Key journals include:</b></p> <p>British Journal of Midwifery  European Journal of Public Health  Health Promotion International  Health Promotion Practice  Journal of Public Health  Perspective in Public Health  Public Health Nursing  Midwifery</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>This assessment will enable the students to meet the learning outcomes for the module and apply theory to practice, encouraging a critical problem solving approach, that supports the cognitive demands of Masters level learning.</p> <p><b>Formative assessment</b>  e.g. Group work discussion  Presentations</p> <p><b>Summative assessment</b>  Written Briefing Paper (2000 words) which provides a critical analysis and evaluation of an approach to health promotion or specific public health</p>

	<p>intervention for improving health and health inequalities, which makes suggestions for innovation and service development.</p> <p>This strategy will enable the students to meet the learning outcomes for the module and apply theory to practice, encouraging a critical problem solving approach.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Written briefing paper (2000 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Written briefing paper (2000 words)	100%	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		