



MODULE SPECIFICATION

Part 1: Information			
Module Title	Perinatal Mental Health		
Module Code	UZURXN-20-M	Level	Level 7
For implementation from	September 2020		
UWE Credit Rating	20	ECTS Credit Rating	10
Faculty	Health and Applied Sciences	Field	Maternal and Child Health
Department	Nursing and Midwifery		
Contributes towards	MSc Specialist Practice (District Nursing) MSc Advanced Practice Professional Development Award Masters Apprenticeship – Advanced Clinical Practice		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
<p>The module is appropriate for Health and Social Care Professionals and those from other agencies and disciplines, who work with women and their families in pregnancy and up to one year after birth. The module aims to support the development of a workforce confident and suitably skilled to identify need and deliver care to women who have mental health problems during the perinatal period, supporting women and their families for access to appropriate evidence-based treatment.</p> <p>The module will enable learners to develop contemporary, evidence-based knowledge of perinatal mental health and the effect of mental health problems on childbearing women, infants and partners/family and to critically consider the application of this knowledge to their practice in supporting individualised assessment and care planning. It will provide opportunities for learners to have insight into the perinatal context for mental health and consider culturally specific beliefs, needs and values, supporting all women have access to timely and effective mental health care during the perinatal period. The module also provides opportunities for learners to critically evaluate practice and service provision and consider opportunities to deliver better value, evidence-based perinatal mental health care. It will support learners to identify areas for innovation in practice and local service development, with consideration of how services should be co-produced with the women who use them, their families, carers and local communities. Service improvement planning could be taken forward as a future work-based project.</p>	

One of the unique features of the module is that it offers a multi-professional, multi-disciplinary learning opportunity. This will support learners to have insight into service partners in perinatal mental health and developing links across, community and inpatient mental health teams, maternity services, health visiting, primary care and social care (universal and secondary care for women and infants).

Indicative content

Understanding the perinatal context

Health promotion and barriers to accessing care

The range and impact of maternal psychiatric conditions and their treatment.

The aetiology, risks, recurrence and complications for mothers with psychotic and non-psychotic illness, their baby and infants in the perinatal period

Working across agencies and disciplines

Case studies of positive practice

Assessment and management of risk in the perinatal period

The infant, partner and family

Individualised care planning and pathways and the interface with these in the assessment, treatment and management of mental health disorders

Leadership and service improvement

Competency frameworks to support professional development

Considerations and challenges facing those working with women and families

Understanding one's own emotional responses and reflective practice

Supervision and management of others

Teaching strategy

Taught sessions will include discussion and collaborative learning. Case studies and scenarios will be used to explore the identification, assessment and management of perinatal mental health illness including care and support for the infant and wider family. Presentations and seminars will be delivered by university teaching staff and visiting practice professionals.

Learners will be supported by the module lead, module team and additional support can be accessed through the library, subject librarians and online resources.

Part 3: Assessment

Formative Assessment: Learners will have the opportunity to have peer and tutor feedback on their learning. Formative assessment will support learners to identify criteria for selecting artefacts related to the purpose of the portfolio. Activities will support in the creation of artefacts and evidence which could contribute to a strong, persuasive portfolio.


Summative assessment: Reflective Portfolio of (Maximum 3000 word equivalent). This will comprise of approx. 4-5 sections/pieces of work, comprising of artefacts and commentary. Marks will be awarded overall for the completed portfolio. Learners would have direction for the medium used for creating and presenting the portfolio, such as pebble pad. E-portfolio – files, video links as programme goes along related to the content and linking portfolio to their learning what they resourced and found. Focus on a specific element/session of the module – James Rawlinson (pebblepad)

The portfolio would be a collection of work which is accompanied by commentary that explains the purpose of the collection and the reason for including particular items for meeting the learning outcomes. The portfolio will represent learner's area of practice/discipline background. The particular artefacts to be included in the portfolio would be a combination of course lead and student-selected work. - mark the commentary not the artefact significance

Learner's autonomy will be promoted by enabling learners to have some choices as to what they collect and include in their portfolio to demonstrate their learning (example digital, text, images). This is in line with the promotion of equity, diversity and inclusivity and supporting attainment in a diverse student group.

The portfolio assignment will draw out evidence of student learning related to the module learning objectives and demonstrate the development of knowledge and skills in: digital and information literacy; evidence based practice; critical appraisal skills; problem solving; service improvement; leadership and critical reflection for practice

development (where appropriate it could be used as a resource for a wider audience and to support revalidation and/or personal development reviews)		
Component A		
Identify final timetabled piece of assessment (component and element)		
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A Description of each element	Element weighting (as % of component)	
Reflective Portfolio	100%	
Resit (further attendance at taught classes is not required)		
Component A Description of each element	Element weighting (as % of component)	
Reflective Portfolio	100%	
Part 4: Learning Outcomes & KIS Data		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Apply systematic knowledge and understanding of the presentation, aetiology, risks and complications for mothers with a range of perinatal mental illness and the potential impact for their infants, partner and family. 2. Demonstrate critical responses and evaluation to the processes for assessment, referral and treatment options for maternal and infant mental health issues, critically appraising theoretical/methodological and best evidence-based approaches, in planning, managing and evaluating maternal and new-born care. 3. Demonstrate specialist knowledge to critically appraise local, national and international policies, guidelines and contemporary issues in the area of perinatal mental health, reflecting on own professional and leadership roles in relation to these. 4. Apply critical analysis, synthesis and evaluation in promoting health and identifying practice challenges for working with women, new-borns, partners and family in the perinatal period, with a focus on problem solving, leading quality enhancement and service improvement. 5. Demonstrate critical reflection on own emotional responses, challenges working across agencies and disciplines, supervising and support others. <p>All learning outcomes are assessed by Component A.</p>	

Key Information Sets Information (KIS)							
	<i>Number of credits for this module</i>				20		
Contact Hours	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		
	200	48	152	0	200		
Total Assessment	Total assessment of the module: Option 1 Comp A						
	Written exam assessment percentage					0%	
	Coursework assessment percentage					100%	
	Practical exam assessment percentage					0%	
					100%		
Reading List	https://rl.talis.com/3/uwe/lists/E5F61A3E-6BF3-C874-1175-C325CAD96113.html?lang=en-GB&login=1						