MODULE SPECIFICATION

Part 1: Information			
Module Title	Perinatal Mental Health		
Module Code	UZUR1H-20-3	**Level**	Level 6
For implementation from	Sept 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	BSc (Hons) Specialist Practice (District Nursing) BSc (Hons) Health and Social Care 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
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.   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.

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 and reflective learning approaches for professional development.

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 the case selected and development plan. Formative assessment will support learners to identify criteria for selecting artefacts related to the purpose of the portfolio. Learning 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 competed portfolio. Learners would have direction for the medium used for creating and presenting the portfolio, such as pebble pad.

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.

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)

Identify final timetabled piece of assessment (component and element)	Component A	
	A:	**B**:
% weighting between components A and B (Standard modules only)		

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
Reflective Portfolio	*100%*

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
Reflective Portfolio	100%

Part 4: Learning Outcomes & KIS Data	

Learning Outcomes	On successful completion of this module students will be able to:
	1. Apply systematic understanding and knowledge 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, in the perinatal period.
	2. Demonstrate ability in synthesising ideas and a range of information related to the assessment, referral pathways and treatment options for maternal and infant mental health issues, appraising best evidence-based approaches to planning, managing and evaluating maternal and new-born care.
	3. Critically evaluate local, national and international policies, guidelines and contemporary issues in the area of perinatal mental health and reflects on own professional role in relation to these and working across disciplines and agencies.
	4. Demonstrate critical reflection on practice challenges in working with women, new-borns, partners and family, in the perinatal period and engagement in personal evaluation and development activities.
	All learning outcomes are assessed by Component A.

Key Information Sets Information (KIS)	**Key Information Set - Module data**					
	Number of credits for this module				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

The table below indicates as a percentage the total assessment of the module which constitutes a;

Written Exam: Unseen or open book written exam
Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total assessment of the module: Option 1 (Comp A				
Written exam assessment percentage				
Coursework assessment percentage			100%	
Practical exam assessment percentage				
				100%

Reading List