**Description: Apprenticeship in Independent Midwifery Prac 1**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>MID</td>
<td>5100</td>
<td>10487</td>
<td>1, 2002</td>
<td>ONC</td>
<td>1.00</td>
<td>TW MBA</td>
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**Academic Group:** FOSCI  
**Academic Org:** FOS004  
**HECS Band:** 1  
**ASCED Code:** 060303

**STAFFING**

Examiner: Jackie Doolan  
Moderator: Jill Scanlan

**OTHER-REQUISITES**

Pre-requisite: The student must be an endorsed midwife who successfully negotiate placement with an autonomously practicing midwife working within midwifery model of care. This course requires the student to have strong commitment to women's choices in childbirth and a belief in the natural process of birth. Students will be required to be on call, have appropriate basic equipment have current and adequate personal indemnity insurance, and have personal characteristics that are conducive to modelling holistic health. Students must be willing to integrate community midwifery into their daily lives and must be conversant with the ACMI Competency Standards for Midwives and Accreditation requirements for Independently Practicing Midwives. The student will need to provide written details of their negotiated placement, including confirmation from their autonomously practicing midwife that the student will be able to achieve the clinical course requirements, that there is a signed service agreement between USQ and the autonomously practicing midwife, and where necessary documentary evidence of their chosen autonomously practicing Midwife's ACMI Accreditation as an Independently Practicing Midwife.

**RATIONALE**

Women are seeking choices in childbirth with a particular emphasis on place of birth, control over the birthing process, safety, increased participation in decision-making, continuity of care and carer and minimal medicalisation.

**SYNOPSIS**

This course is conducted in a partnership between USQ and midwives practicing within a midwifery model of care e.g home birth, birth centre etc in autonomous practice. The emphasis of this course is on continuity of care, family interaction and personal and
professional development, using reflective practice. Students will be closely involved in the individualised care of pregnant women and their families in a non-institutionalised environment. Students will gain practical experience in community-based ante-and post-natal care, homebirth, waterbirth, the use of natural therapies in pregnancy and childbirth, breast-feeding skills and preparation for parenthood. Although the student is expected to provide continuity of care to a number of women throughout the entire childbirth experience, the focus for this course will, in terms of theory and assessment, be on the antenatal period with associated care and preparation for childbirth and parenting. Course MID5101 should be taken in the semester immediately following MID5100 so as to facilitate continuity of care. This is because students will be expected to follow-up the women in their care during MID5100 in MID5101 which will focus upon the same women's intrapartum and postnatal care.

OBJECTIVES

On successful completion of this course students will be able to:

- provide individualised and appropriate ante-natal care for women wanting to take responsibility and be self determining for their birth;
- identify potential risks and barriers which involve the woman and her family in making appropriate decisions;
- assess own values, limitations and personal feelings in order to negotiate and provide non-judgemental, flexible care;
- assess ability for birth from a physical and psychosocial perspective;
- research and access community services available to women in their geographical area;
- enable women to set up a support network appropriate to their needs;
- provide pre-conceptual counselling including diet, lifestyle, environmental and genetic influences if required;
- clarify and discuss the rights and responsibilities of homebirth parents;
- identify specific needs, including pre-natal screening tests;
- explain risks and benefits of routine procedures as evidenced by research and apply them appropriately in practice;
- develop an understanding of social forces which influence women's decision making during their pregnancy and childbirth;
- communicate and liaise with other health practitioners in both the hospital and community;
- discuss with clients the social, emotional and sexual factors related to pregnancy;
- provide positive feedback without deflecting from realistic expectations;
- enable women to communicate effectively when making informed choices;
- develop a trusting but non-dependency relationship about the birthing process;
- enable the woman and her family to feel empowered about the birthing process;
- recognise the ability of each woman to be a teacher in her own right;
- develop non-interventionist ante-natal assessment skills;
- maintain detailed, accurate, and legally sound documentation appropriate to autonomous practice; and
- develop a partnership with women in her care that includes mutually agreeable and safe boundaries for both the student and the woman.
### TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Module 1: Community Assessment A scenario involving, for example, a</td>
<td>25.00</td>
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<td>single mother, a woman with special needs, post-natal depression, will be</td>
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<td>used as a tool to direct students to investigate community support services.</td>
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<td>Pre-conceptual nutrition and screening and advice regarding lifestyle</td>
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<tr>
<td>adaptations. Risks and benefits of homebirth.</td>
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<tr>
<td>2. Module 2: Establishing Relationships with Childbearing Women and their</td>
<td>30.00</td>
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<tr>
<td>Families In collaboration with clients, students will be allocated or 4-5</td>
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<tr>
<td>women with whom they will participate in: Ante-natal care Developing a</td>
<td></td>
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<tr>
<td>partnership Working as part of a team Empowerment: sharing knowledge and</td>
<td></td>
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<td>involving the family in decision making.</td>
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<tr>
<td>3. Module 3: Ante-Natal Assessment and Care History taking Physical and</td>
<td>45.00</td>
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<tr>
<td>lifestyle assessment Appropriate use of technology for fetal monitoring</td>
<td></td>
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<tr>
<td>Identifying pathology Monitoring fetal growth and maternal health Use of</td>
<td></td>
</tr>
<tr>
<td>complementary therapies Abnormal pregnancy, decision making and referrals</td>
<td></td>
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<tr>
<td>Development of birth plans acceptable to families &amp; self Discomforts of</td>
<td></td>
</tr>
<tr>
<td>pregnancy and the use of natural therapies Importance of skills in optimal</td>
<td></td>
</tr>
<tr>
<td>fetal positioning Explaining the process and stages of labour in appropriate</td>
<td></td>
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<tr>
<td>terminology.</td>
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### TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


Perineal Suturing and Care Video Guide, Bounty Services, Diss, England.


Dugard, L. Multicultural Information for Midwives, Australian College of Midwives Australia.


Everett, J. 1993 Obstetric Emergencies, Capers Bookstore, Red Hill.


Health Visitors' Association (Great Britain), 1989 Breastfeeding, If you want you can, Brilliant Ideas Productions, London.


Leach, P. 1994 *Children First: what our society must do - and is not doing - for our children today*, Capers Bookstore, Red Hill.

Learning Seed Company, 1994 *Gender and Communications: She talks, he talks, why Male and Females have trouble communicating*, Learning Seed, Lake Zurich, Ill.


Miller, A. 1994 *For your own good*, Capers Bookstore, Red Hill.

Minett & Gunstone, 1996 *Child Care and Development*, Capers Bookstore, Red Hill.


National Health and Medical Research Council *Immunisation Procedures*, 6th edn, NHRMC, Canberra.

National Health and Medical Research Council 1993 *Perinatal morbidity*, NHRMC, Canberra.


Physiotherapy Dept., Women's and Children's Hospital, 1993 *Positions for Childbirth*, Adelaide, S. Aust.


Queensland Nursing Council *Role and Function of a Midwife*.


Riodan & Auerback, 1999 *Breastfeeding and Human Lactation*, Jones and Barlett, Boston.


Sackett, D., Richardson, W.S., Rosenberg, W. & Haynes, R. 1997 *Evidence Based Medicine, How to Practice and Teach*, ACE Graphics, Sydney.


Sears, W. 1985 *Nighttime Parenting*, Plume, N.Y.


Texas Department of Health, Breastfeeding Promotion Section, 1997 *Infant Cues: A feeding guide*, Texas, US.

The Royal College of Midwives, 1996 *Breastfeeding: Coping with the first week*, UK.


Thomas, P. 1997 *Every Birth is different*, ACE Graphics, Sydney.


Women's and Children's Hospital, 1994 *Vaginal Examination and Pap Smear*, Adelaide, S. Aust.
STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>40</td>
</tr>
<tr>
<td>Clinical Experience</td>
<td>152</td>
</tr>
<tr>
<td>Private Study</td>
<td>80</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>REFLECTIVE JOURNAL</td>
<td>100.00</td>
<td>40.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
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<tr>
<td>2500 WORD EVALUATIVE REPORT</td>
<td>100.00</td>
<td>60.00</td>
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<tr>
<td>CLINICAL PERFORMANCE</td>
<td>1.00</td>
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NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.
3. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

1. Attendance Requirements: It is the students' responsibility to actively participate in all activities scheduled for them, and to study all material provided to them or required to be accessed by them to maximize their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Minimum Requirements to Pass the Course: To be assured of a pass in this course, students must gain the 1 mark for assessment number 3; obtain at least 50% of the marks available in assessment item 1 (this is a Reflective Journal which describes the attainment of clinical skills associated with this course); obtain at least 50% of the marks available in assessment item 2 (this is an Evaluative Report of the Community Assessment in terms of Primary Health Care); and achieve a satisfactory evaluation from the midwifery practitioner/s and the clients in assessment item 3. The achievement of a satisfactory evaluation will be based on the student's
demonstrated achievement of the clinical skills and competencies as outlined in the Australian College of Midwives Incorporated Competencies and the ACMI requirements for accreditation of Independent Midwifery Practitioners. The student's expert midwife mentor will carry out the evaluation process.

3 Assignments: The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner. Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the examiner. In accordance with University's Policy on Assignments (Regulation 5.6.1), the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances. This policy may be found in the USQ Handbook, the Distance Education Student Guide and the Faculty of Sciences' Orientation Handbook for new on-campus students. All students are advised to study and follow the guidelines associated with this policy. Assignments submitted after the due date will be penalised 10% for each day late unless the student can convince the examiner that such a penalty is not warranted.

4 Grading: Final grades for students will be determined by the addition of the marks obtained in each assessment item, weighted as in the Assessment Details and by considering the student's level of achievement of the objectives of the course.