Description: Preparation for Midwifery Practice

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<tbody>
<tr>
<td>MID</td>
<td>8001</td>
<td>18140</td>
<td>3, 2002</td>
<td>EXT</td>
<td>1.00</td>
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Academic Group: FOSCI
Academic Org: FOS004
HECS Band: 1
ASCED Code: 060303

STAFFING
Examiner: Jackie Doolan
Moderator: Jill Scanlan

PRE-REQUISITES
Pre-requisite: MID 8070 Co-requisite: NUR 5340

RATIONALE
This course aims to assist students to establish and maintain partnerships with childbearing women whilst the student develops fundamental midwifery knowledge. It has also been designed to enable students to become more self-knowing, self-nurturing and self-expressive.

SYNOPSIS
The partnership between mother and midwife forms a central focus of this course which builds upon students’ previous knowledge and experience of primary health care, interpersonal counselling and adult learning skills. The ethical basis of the partnership will be introduced. The student midwife will be facilitated to become more self-knowing, self-nurturing and self-expressive as a basis for being able to maintain partnerships with childbearing women. The student will also learn how to provide midwifery care and support for well women from pre-conception through pregnancy, birth and the postnatal period. The course concludes with some exploration of common medical interventions in normal childbearing which require the midwife's collaboration in care. The course concludes with an 80 hour Residential School at a partner hospital.

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

- practice at least two methods of self-nurturing, self-expression and stress reduction;
• establish and maintain a network of personal support which will enhance the student midwife's participation in partnerships with women;
• participate sensitively in giving and receiving peer support to other student midwives;
• critically discuss factors that may influence the midwife's ability to initiate and maintain a relationship with a childbearing woman for whom the midwife is providing ongoing antenatal, intrapartum and postnatal care;
• critically discuss ethical aspects for a midwifery partnership and the ethical challenges inherent within the partnership;
• deepen and extend previously learned client-centred counselling skills to establish and maintain partnerships with women;
• interact with women, their partners, groups and communities, in ways that respect each woman's culture, beliefs, values, expectations and previous experiences;
• use a primary health care perspective and adult learning principles to provide pre-conceptual and antenatal health education in relation to lifestyle, sexuality, fertility and pregnancy;
• use a midwifery model to conceptualise and provide research-based care for well women and fetuses/babies during pregnancy, labour and the postpartum period;
• use a collaborative model to conceptualise and provide research-based care for women and fetuses/babies who have experienced common medical interventions during pregnancy, labour and/or the postpartum period;
• demonstrate an understanding of human physiology associated with childbirth including physical changes to both woman and fetus/baby during the antepartum, intrapartum and postpartum periods;
• integrate evidence-based information to give appropriate advice about the minor disorders of pregnancy and the puerperium; and
• integrate evidence-based information to give appropriate advice to women in relation to pregnancy, labour, postnatal adaptation and infant feeding (breast and bottle-feeding).

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. The Midwife - methods of self-nurturing, self-expression and stress reduction - establishing and maintaining a network of personal support - peer support for self and other student midwives - formulating learning objectives and developing learning strategies</td>
<td>10.00</td>
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<tr>
<td>2. Partnership - establishing a partnership with a woman - getting to know each other: building trust and rapport - negotiating mutual expectations of each other - respecting individual and cultural differences - negotiating care with each individual - ethical issues in the relationship - being 'present to' the woman - review non-directive counselling - review adult learning</td>
<td>20.00</td>
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<td>3. Midwifery model of care from pre-conception to late pregnancy - pre-conceptual and antenatal education (one to one and group based) - antenatal care and advice: including palpation, foetal- wellbeing - antenatal documentation - optimal fetal positioning</td>
<td>10.00</td>
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5. Midwifery model of care in the postpartum period - the baby: physiological adaptations to extrauterine life - psycho-social-spiritual aspects of the newborn - assessment of the newborn - care of the newborn infant - common concerns of mothers about their newborns - facilitating adult learning about parenting - mother-baby interactions (signs of attachment and rejection) - incorporating the baby into existing family - lactation and breastfeeding: building the woman's confidence - techniques for breastfeeding - managing common problems - feeding behaviours of healthy infants - expression and storage of breast milk - artificial feeding - maternal physiological changes of the puerperium - minor disorders of pregnancy and the puerperium - midwifery assessment and documentation - ongoing care; self, contraception - early discharge and role of community midwife - six weeks postnatal check of mother and baby - community agencies and support services - infant development - mother's experiences in the puerperium

6. Collaborative Care - neonatal screening tests - active management of third stage - newborn resuscitation.

TEXT and MATERIALS required to be PURCHASED or ACCESSSED:
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
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.

(Vol. 1 & Vol. 2)
(Video)
(Video)
Birth, Uniview Worldwide Ltd, Wirral, United Kingdom. 
(Video)
1989, Breastfeeding, If you want to, you can..., Brilliant Ideas Productions, London. 
(Video)
(Video)
1993, Positions for Childbirth Women's and Children's, Foundation Studios, North Adelaide. 
(Video)
(Video)
Unsettled Babies: Too cool for comfort, Coral Eden, Melbourne.


(Video)
Day, J 1995, Breastfeeding... Right from the Start, NMAA, Nunawadding.


(Video)


Noddings, N 1984, *Caring, a feminine approach to ethics and moral education*, University of California Press, California.


Royal College of Midwives 1997, *Breastfeeding: Dealing with the Problems*, Mark-It TV, Bristol.

(Radio)


The Royal College of Midwives 1996, Breastfeeding: Coping with the First Week, Mark-It TV, England.

(Video)


Waxler-Morrison, N. et al. (Eds) 1990, Cross Cultural Caring, University of British Columbia Press, Vancouver.


Women's and Children's Hospital 1994, Vaginal Examination and Pap Smear, Foundation Studios, North Adelaide.

(Video)

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>16</td>
</tr>
<tr>
<td>Private Study</td>
<td>37</td>
</tr>
<tr>
<td>Residential Schools</td>
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ASSESSMENT DETAILS

<table>
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<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>PERSONAL REFLECTIVE STORY</td>
<td>100.00</td>
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<td>20 Dec 2002</td>
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<tr>
<td>PARTICIPATION IN ONLINE DISCUS</td>
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<td>1.5 HR CLOSED MULTIPLE CHOICE</td>
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NOTES:

Examination dates will be available during the semester. Please refer to the examination timetable when published.

OTHER REQUIREMENTS

1. Attendance Requirement: It is the students' responsibility to participate actively in all classes and discussion groups 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. The student must attend the 80 hour residential school at the end of semester as the final examination will be held during residential school. If medical document supports students inability to attend residential school then the student will be advised by the course examiner of equivalent make-up work to be completed by end of semester.

2 Minimum Requirements to Pass the Course: To be assured of a pass in this course, students must: (i) obtain at least 50% of the marks available for each of assessment items 1 and 2; and (ii) obtain at least 60% of the marks available in the examination.

3 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.

4 Assignments: The due date for an assignment is the date by which a student must dispatch the assignment to the USQ. The onus is on the student to provide proof of the dispatch 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 Assignment Extension Policy (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 on-campus students. All students are advised to study and follow the guidelines associated with this policy. An assignment, submitted after the due date without an extension approved by the examiner, will attract a penalty of 5 percent of the assigned mark for each day (or part thereof) that the assignment is late.

5 Examinations: Candidates should be aware that the University has policies and regulations (Regulation 5.6.2.2) about the use of unfair means and electronic devices in an examination and they should refer to them to determine whether or not actions they intend to take are acceptable to the University. Closed Examination: Candidates are allowed to bring only writing and drawing instruments into the closed examination.

6 Supplementary and Deferred Examinations: Students who obtain an overall passing mark, but who do not get 60% of the marks for the examination, may, at the discretion of the examiner, be granted a supplementary examination. Students will be granted a deferred examination only if they obtain at least 50% of the marks available for all other assessment items. Any supplementary or deferred examinations for this course will be held at a time to be negotiated between the student and the lecturer.