The University of Southern Queensland

Course Specification

Description: Becoming a Midwifery Practitioner

<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>8002</td>
<td>10488</td>
<td>1, 2002</td>
<td>EXT</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

PRE-REQUISITES

Pre-requisite: MID 8070 and MID 8001 Co-requisite: MID 8073 and MID 8074

RATIONALE

This course aims to assist students to establish and maintain partnerships with childbearing women whilst they develop midwifery knowledge and skills within the clinical setting.

SYNOPSIS

In this course students will learn to provide midwifery care and support for women and their babies from pre-conception through pregnancy, birth and the postnatal period and this clinical experience will be underpinned by the theoretical content of units MID8073, MID8074, MID8075 and MID8076. This course is clinically focused and students will need to demonstrate competency in a number of designated clinical skills and complete a number of continuity of care experiences, providing a pre-determined level of care for a mother and baby during the antepartum, intrapartum and postpartum periods. Students will be required to complete clinical practice and clinical assessments outlined in the first of three sections of their Clinical Skills Portfolio. Students will develop, and in some situations extend, their ability to work independently and collaboratively to be able to work effectively in midwifery teams and multi-disciplinary health care teams.

OBJECTIVES

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

- demonstrate that they are able to identify their own clinical learning needs, formulate objectives and develop strategies to meet objectives;
• demonstrate that they are able to initiate and maintain a relationship with a childbearing woman for whom they are providing ongoing antenatal, intrapartum and postnatal care;

• Show that, under the supervision of an endorsed midwife, they have provided evidence of competency of practice in the following clinical skills by completing the appropriate clinical practice, reflection and assessment in Section 1 of their Clinical Skills Portfolio. This includes (minimum numbers are shown). 10 births as primary accoucheur; Continuity of care for 2 - 3 separate women with reflection upon these experiences 'Antenatal Client Assessment' practise episodes and assessment; 'Interview/History Taking at the First Antenatal Visit' assessment; 'Antenatal Electronic Fetal Monitoring/Interpretation' practise episodes and assessment; 'Antenatal Client Assessment' practise episodes and assessment; 'Postnatal Client Assessment' practise episodes and assessment; 'Examination of the Term Neonate' practise episodes and assessment; 'Breastfeeding: position, attachment and expression' assessment; 'Preparation of infant formula' assessment; - 'Demonstration of baby bath' assessment; and 'Interpersonal and teaching skills' assessment. Other : Clinical practise episodes outlined in the Clinical Skill Portfolio, as they are available to the student in each of the Clinical Practice Areas.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. 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 Apply non-directive counseling Apply adult learning principles</td>
<td>10.00</td>
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<tr>
<td>3. Application of Midwifery model of care from pre-conception to late pregnancy Pre-conceptual and antenatal education and advise (one to one and group based) Antenatal care: including palpation, monitoring and assessing foetal-wellbeing Antenatal documentation which is legally appropriate</td>
<td>15.00</td>
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<tr>
<td>4. Application of the Midwifery model of care in labour Assessment for and application of psycho-social-cultural and spiritual aspects for the labouring woman Being a supportive presence for women and family Advise, education and application regards methods of pain management,diet, activity and position Assessment and monitoring of progress in labour and maternal and fetal wellbeing. Assessments and Ddocumentation which is legally appropriate Primary accoucheur of Birth: vertex presentation Physiological management of third stage Reception, assessment and immediate care of newborn Initiation of breastfeeding Fourth stage: assessment and documentation which is legally appropriate.</td>
<td>30.00</td>
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<tr>
<td>5. Application of the Midwifery model of care in the postpartum period Advise, education and assessment of the Baby: Physiological adaptations</td>
<td>25.00</td>
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to extra-uterine life Assessment for and application of psycho-social-cultural and spiritual aspects for the newborn Assessment of the newborn Providing care of the newborn infant Education and advice on common concerns of mothers about their newborns Facilitating adult learning about parenting Monitoring mother-baby interactions (signs of attachment and rejection) Facilitating incorporating the baby into existing family Facilitating lactation and Breastfeeding: building the woman's confidence Education, advice and assessment of techniques for breastfeeding Managing common problems Assessment of feeding behaviours of healthy infants Education and advice of expression and storage of breast milk Education and advice on artificial feeding Monitoring maternal physiological changes of the puerperium Assessment and management of minor disorders of the puerperium Midwifery assessment and documentation which is legally appropriate Education and advice regarding ongoing self-care and contraception Early discharge and role of community midwife Six weeks postnatal check of mother and baby Community agencies and support services Education and advice on infant development Exploring and counseling of mother's experiences in the puerperum

6. Collaborative Care Attending, care and/or assessment of z Newborn resuscitation z High-risk women

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

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.

*Australian College of Midwives Journal,*

*Birth Journal,*

*H.O.M.E. Birth Manual Vol. 1 & Vol. 2,*

VIDEOS

*Birth*, Uniview Worldwide Ltd., Wirral, UK.
Breastfeeding, If you want to, you can..., Uniview Worldwide Ltd., Wirral, UK.
Perineal Suturing and Care Video Guide, Uniview Worldwide Ltd, Wirral, UK.
Australian College of Midwives Journal *Code of Ethics for Midwives*,
Australian College of Midwives Journal *Standards of Midwifery Practice*,
Foundation Studios *Positions for Childbirth, Women's and Children's Hospital*, North Adelaide.
Foundation Studios *Vaginal Examination and Pap Smear, Women's and Children's Hospital*, North Adelaide.
Holley, M. L., 1987 *Keeping a Personal-Professional Journal*,


MIDIRS, Midwifery Digest *Midwifery Journal*.


Nursing Mothers Association of Australia *Breastfeeding... Right from the Start*, ACE Graphics, Sydney.


Oxorn & Foote, 1986 *Human Labour and Birth*, Prentice Hall, USA.


Sears, W., 1991 *Keys to Calming the Fussy Baby*, Barron's, NY.

Sears, W., 1991 *Keys to Preparing & Caring for Your Newborn*, Capers Bookstore, Red Hill.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Clinical Experience</td>
<td>90</td>
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<tr>
<td>Private Study</td>
<td>75</td>
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**ASSESSMENT DETAILS**

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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>REFLECT - CONT CARE EXP 1</td>
<td>25.00</td>
<td>25.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(see note 1)</td>
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<tr>
<td>REFLECT - CONT CARE EXP 2</td>
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<td>Y</td>
<td>04 Mar 2002</td>
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<td></td>
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<td></td>
<td></td>
<td>(see note 2)</td>
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<tr>
<td>REFLECT - CONT CARE EXP 3</td>
<td>25.00</td>
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<td>Y</td>
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<td></td>
<td>(see note 3)</td>
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<tr>
<td>CLIN SKILLS P/F PT 1, 2 &amp; 3</td>
<td>25.00</td>
<td>25.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<td>(see note 4)</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.
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4. Further details about the due dates are detailed in the assessment section of the Course Specifications.

**OTHER REQUIREMENTS**

1. Attendance Requirements: It is the student's responsibility to actively and appropriately participate in the clinical placement setting, 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. There is a minimum of 90 hours of paid clinical requirements and a degree of unpaid clinical requirements. The minimum requirement for clinical experience in this program is 800 hours, which must be carried out over 3 semesters at approximately 267 hours per semester.

2 Minimum Requirement to Pass the Unit: To be assured of a pass in this course students must obtain at least 50% of the marks available in the assignments 1, 2 & 3 and . To satisfactorily complete assignment 4, students must undertake all the clinical skills or 'achieve competency', as measured by the ACMI Competency Based Assessment Tools, in all the designated areas of the Clinical Skills and Assessment Portfolio. 'achieve competency', as measured by the ACMI Competency Based Assessment Tools, in all the Key Assessments listed in the Clinical Skills and Assessment Portfolio.

3 Requirements to Satisfactorily Complete Each Assessment Item: To satisfactorily complete each of the assignments students must obtain at least half of the marks available for Assignment 1, 2 & 3 each assignment. To satisfactorily complete the clinical component of this unit Assignment 4, students must undertake and 'achieve competency', as measured by the ACMI Competency Based Assessment Tools, in all the Primary Assessments in Section 1 all of the Key Assessments listed in the Clinical Skills and Assessment Portfolio including two of the three continuity of care episodes.

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 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. Penalties: Assignments submitted after the Due Date will be penalised at the discretion of the examiner, up to 5% for each day late unless the student can convince the Examiner that such a penalty is not warranted.

5 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.