Description: Midwifery Foundations

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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
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Academic Group: FOSCI
Academic Org: FOS004
HECS Band: 1
ASCED Code: 060303

STAFFING
Examiner: Jackie Doolan
Moderator: Jill Scanlan

RATIONALE
Consistent with the conceptual framework of the course students will learn about the socio-historical context of contemporary maternity services and additional computer skills that they may need to successfully access course materials. The course introduces students to midwifery care and childbearing during the first two trimesters of pregnancy, including the psycho-social-spiritual impact of pregnancy and birth. Because the ability to nurture and understand women is dependent upon the midwife's own self knowing and self nurturing this course begins a process of promoting self-knowing and self-nurturing for the midwife.

SYNOPSIS
Students will be first introduced to the skills that they will need to access teaching-learning and library resources using computers. The socio-historical-cultural context of midwifery and childbearing will then be explored. The childbearing module uses a chronological approach for organising learning beginning pre-conceptually flowing through to late pregnancy. This chronological approach to learning about childbearing will be continued in the next midwifery course. The student will undertake some supernumerary clinical experience in family planning clinics and childbirth education classes. Students do not require access to maternity services. They will learn the biological and the psycho-social spiritual aspects of pregnancy in an integrated way which will be linked to midwifery care in MID8001 and MID8075. Finally students will examine their own experiences of sexuality/fertility/pregnancy and/or birth in preparation for learning to establish empathetic relationships.
OBJECTIVES

On successful completion of this course and/or clinical placements students will be able to:

- use a computer for the purposes of accessing this course via home computer or via the Qld Health intranet;
- critically appraise the social control of sexuality, reproduction and motherhood;
- identify recurring factors which influence female sexual lives;
- identify different forms of contraception and discuss their function;
- offer advice to women regarding benefits and possible side effects of a number of forms of contraception;
- discuss IUD insertion and removal;
- discuss protocols and policies regarding procedures for unwanted pregnancies;
- identify available abortion services, follow-up and support services;
- offer advice to women regarding their options of an unwanted pregnancy;
- critically appraise the history of midwifery and childbearing practices within Western culture and compare this with other cultures;
- compare and contrast spirituality and the meanings given to birth and childbearing from spiritual/religious perspectives;
- critically reflect upon their own culturally mediated experiences of one or more of the following human experiences: sexuality; infertility; loss of pregnancy; birth;
- integrate previous knowledge about primary health care (PHC) and apply this to individual and community health in the pre-conceptual and ante-natal period;
- integrate previous knowledge about the menstrual cycle, fertilisation and implantation and develop their knowledge of the physiological changes of early pregnancy;
- discuss the ways in which women become aware of and respond to their pregnancies;
- describe the growth and development of the embryo and feto-placental course and discuss the impact of teratogens and infective organisms;
- describe the anatomy and physiology and the role of both partners in human lactation;
- critically discuss women’s and men’s experiences of pregnancy and the effect that it has on their relationship and relationships within the family.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Module 1: Self, Culture and Midwifery 1.1: The Midwife Learning &amp; Experience (10%) Use of technology for teaching, learning and research. Culture, ideology and the formation of the 'self'. Own experiences of gender/sexuality/fertility/ pregnancy/birth and/or own birth story (from your mother if possible). 1.2: Context: Socio-Cultural (15%) Critical sociology: sexuality, reproduction, marriage and the family. 1.3: Critical History of Midwifery (15%) Role of the midwife in various practice settings. Spirituality and Childbearing: the meaning of birth and birthing. Introduction to birth practices in other culture: indigenous borning.</td>
<td>40.00</td>
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</table>
2. Module 2: Midwifery and Childbearing: Pregnancy A story of an unemployed rural couple will be used to contextualise the learning in this module. Other stories will be used in contrast to the main story. The stories of expert midwives will be used to provide stories, which compare and contrast with the main story and to relate the way in which knowledge in this course is used in actual practice. During this module each student will attend a family planning clinic to examine clinical aspects of pre-conceptual health promotion, sexuality, fertility and contraception. In addition each student will attend a series of childbirth education classes to be introduced to childbearing in the same way that women and their partners are introduced.

3. Module 3: Biophysical and Psychosocial Child Bearing Foundations. 3A: Conception, First and Second Trimester - review primary health care (PHC) - primary health care approach to pre-conceptual health promotion - sexuality - fertility/menstrual cycle/family planning - fertilisation/embryology and toxicology in early pregnancy - TORCH infections - responses to being pregnant - physiology of early pregnancy - minor disorders of the first trimester - the growing embryo 3B: The Second and Third Trimesters - feto-placental growth and development - physiology of mid to late pregnancy (including lactation) - primary health care approach to nutrition in pregnancy - infections and toxins in later pregnancy - minor disorder of mid-late pregnancy - women's experience of pregnancy and transition to parenthood - men's experience of transition to parenthood

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.

VIDEOS
1996, Celebrations: Women with Midwives, Capers Bookstore, Red Hill.
1989, Breastfeeding, If you want to, you can..., Brilliant Ideas, London.
1996, Cultures of Mothering, Monash University, Melbourne.
Dads, Uniview Worldwide Ltd, Wirral, United Kingdom.
1995, Back in Focus, Caring for Your Back in Childbearing Years, Foundation Studios, Adelaide.
Homebirth - Your Choice, Uniview Worldwide Ltd, Wirral, United Kingdom.
The Sexist Animal - Human Sexuality, Video Classroom Media, Melbourne.
Donnison, J. 1988, Midwives and Medical Men, Capers Bookstore, Red Hill.
Ehrenreich & English 1984, Witches, Midwives and Nurses, Capers Bookstore, Red Hill.


Women's and Children's Hospital *Pregnancy and Back Care Series*, Foundation Studios, North Adelaide.


STUDENT WORKLOAD REQUIREMENTS

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<th>ACTIVITY</th>
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ASSESSMENT DETAILS

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OTHER REQUIREMENTS

1 Attendance Requirements: It is the student’s responsibility to participate actively in all activities 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. Furthermore it is the student’s responsibility to liaise as needed with the appropriate USQ information technology support persons as indicated in the "trouble shooting section" on the CD-ROM to ensure their computer is able to run the assessment items embedded in the CD-ROM for this course. Students must attend 6 to 8 hours at a family planning clinic (FPC); and complete a course of childbirth education classes.

2 Minimum Requirements to Pass the Course: To be assured of a pass in this course, students must obtain an overall mark of 50% for each assessment item and
satisfactorily complete the clinical placement by attending for 6 to 8 hours at a
family planning clinic, and complete a course of child birth education classes.
Verification of each clinical attendance must be obtained. Verification is achieved
by having the supervising health professional sign the student’s ‘Clinical Verification
Form’. The forms are located on the CD-ROM for this course, from which a paper
copy can be printed. Students will then be awarded 1 mark for this assessment
item. Otherwise zero marks will be awarded for this item and the student will not
pass.

3 Supplementary and Deferred Examinations: Students who obtain an overall passing
mark, but who do not get 50% of the marks in 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 negotiated between the examiner
and the student.

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 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.

6 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.