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>
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<tbody>
<tr>
<td>MID</td>
<td>5100</td>
<td>20488</td>
<td>1, 2003</td>
<td>ONC</td>
<td>1.00</td>
<td>TWMBB</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 in autonomous practice such as home birth, birth centre using a midwifery model of care. 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. Students must be endorsed midwives with adequate personal indemnity insurance and have access to an autonomous, expert midwife working within a midwifery model of 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>
<td></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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<td>Families. In collaboration with clients, students will be allocated or</td>
<td></td>
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<tr>
<td>4-5 women with whom they will participate in - ante-natal care; developing</td>
<td></td>
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<tr>
<td>a partnership; working as part of a team; empowerment: sharing knowledge</td>
<td></td>
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<tr>
<td>and involving the family in decision making.</td>
<td></td>
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<tr>
<td>3. Module 3: Ante-Natal Assessment and Care. History taking; Physical</td>
<td>45.00</td>
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<tr>
<td>and 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</td>
<td></td>
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<tr>
<td>of complementary therapies; Abnormal pregnancy, decision making and</td>
<td></td>
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<tr>
<td>referrals; Development of birth plans acceptable to families &amp; self;</td>
<td></td>
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<tr>
<td>Discomforts of pregnancy and the use of natural therapies; Importance of</td>
<td></td>
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<tr>
<td>skills in optimal fetal positioning; Explaining the process and stages of</td>
<td></td>
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<tr>
<td>labour in appropriate 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

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.


Day, J. 1995, Breastfeeding..Right from the start, NMAA, Nuwading, Victoria.

Dugard, L. 1999, Multicultural Information for Midwives, Australian College of Midwives, Canberra.


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


Kenny, P., Brodie, P., Eckerman, S. & Hall, J. 1994, Westmead Hospital Team Midwifery Project Evaluation, Westmead Hospital, Westmead, NSW.


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


McRae, S. 1993, *Reflexology in pregnancy (ACMI Nataional Conference, June 1993)*, AMCI,


Physiotherapy Department, Women's and Children's Hospital 1993, *Positions for Childbirth*, Foundation Studios, Adelaide, South Australia.


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


Texas Department of Health, Breastfeeding Promotion Section 1997, *Infant Cues: A feeding guide (videorecording)*, Mark-It TV, Texas, USA.


The Royal College of Midwives 1996, *Breastfeeding: Coping with the first week (videorecording)*, Mark-It TV, Bristol, England.


Women's and Children's Hospital 1994, *Vaginal Examination and Pap Smear (videorecording)*, Foundation Studios, Adelaide.
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>
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<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>06 Jun 2003</td>
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<tr>
<td>2500 WORD EVALUATIVE REPORT</td>
<td>100.00</td>
<td>60.00</td>
<td>Y</td>
<td>13 Jun 2003</td>
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<tr>
<td>CLINICAL PERFORMANCE</td>
<td>1.00</td>
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IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements: 
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item. To complete the Clinical Experience satisfactorily, students must complete 152 hours of Clinical Experience as organized by the Nursing Department and obtain a satisfactory standard on the performance evaluation profile thus gaining the 1 mark for Clinical Experience.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks gained by the student for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items.

5 Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.

6 Examination information:
   There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

9 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.

10 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

11 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

12 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

13 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

14 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

15 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

16 Students will require access to e-mail and the internet for this course.