The University of Southern Queensland

Course Specification

Description: Preparation for Midwifery Practice

<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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<tr>
<td>MID</td>
<td>8001</td>
<td>28141</td>
<td>3, 2003</td>
<td>EXT</td>
<td>1.00</td>
<td>TWMBA</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: MID8070

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</td>
<td>10.00</td>
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<tr>
<td>reduction; establishing and maintaining a network of personal support; peer</td>
<td></td>
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<tr>
<td>support for self and other student midwives; formulating learning objectives</td>
<td></td>
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<tr>
<td>and developing learning strategies</td>
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<tr>
<td>2. Partnership - establishing a partnership with a woman; getting to know</td>
<td>20.00</td>
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<tr>
<td>each other: building trust and rapport; negotiating mutual expectations of</td>
<td></td>
</tr>
<tr>
<td>each other; respecting individual and cultural differences; negotiating care</td>
<td></td>
</tr>
<tr>
<td>with each individual; ethical issues in the relationship; being 'present to'</td>
<td></td>
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<tr>
<td>the woman; review non-directive counselling; review adult learning</td>
<td></td>
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</tbody>
</table>
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

4. Midwifery model of care in labour - being a supportive presence for
women; working with the support person; natural methods of pain
management; diet, activity and position; assessments and documentation;
birth: vertex presentation; physiological management of third stage;
reception, assessment and immediate care of newborn; initiation of
breastfeeding; fourth stage: assessment and documentation

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 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.

Livingstone, Edinburgh.


University, New Zealand.

Sutton, J. & Scott, P. 1996, Understanding and Teaching Optimal Foetal Positioning, Birth
Concept, New Zealand.
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.


1995, *Back to Normal - Exercising after Childbirth (videorecording)*, Foundation Studios, Adelaide. (Video)

*Birth*, Uniview Worldwide Ltd, Wirral, United Kingdom. (Video)

1989, *Breastfeeding, If you want to, you can... (videorecording)*, Brilliant Ideas Productions, London. (Video)


1993, *Positions for Childbirth Women's and Children's (videorecording)*, Foundation Studios, North Adelaide. (Video)


(Videorecording)


(Videorecording)


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


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


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


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

**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>16</td>
</tr>
<tr>
<td>Private Study</td>
<td>37</td>
</tr>
<tr>
<td>Residential Schools</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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<tr>
<td>1HR CLOSED TEST</td>
<td>100.00</td>
<td>40.00</td>
<td>Y</td>
<td>11 Nov 2003</td>
</tr>
<tr>
<td>(see note)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>OWN REFLECTIVE STORY ABOUT PER</td>
<td>100.00</td>
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<td>19 Dec 2003</td>
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<tr>
<td>PARTICIPATION IN ONLINE DISCUS</td>
<td>100.00</td>
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**NOTES:**

* Please refer to the Examiner for more information about the due date for the test.

**IMPORTANT ASSESSMENT INFORMATION**

1. **Attendance requirements:**
   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 test will be held during the residential school. If medical documentation supports a student's inability to attend the residential school then the student will be advised by the course examiner of equivalent make-up work to be completed by the end of semester. Students are to participate in on-line discussion groups at a standard as per the criteria outlined in the course materials.

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. Each student must submit at least 2 entries to the discussion group at the required standard and obtain at least 50% of the marks available for each entry to complete this assessment satisfactorily.

3. **Penalties for late submission of required work:**
   If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks available 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 receiving a passing grade a student must submit all of the assessment items and achieve at least 50% of the available marks for those 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 aggregate of the weighted marks obtained for each of the summative assessment items in the course.

6. **Examination information:**
   Candidates are allowed to bring only writing and drawing instruments into the closed test.

7. **Examination period when Deferred/Supplementary examinations will be held:**
Any Deferred or Supplementary tests for this course will be held in the 2 weeks after the first sitting and the examiner will advise students involved of the date, time and location of any such test.

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. If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made.

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

12 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

13 The Faculty will NOT accept submission of assignments by facsimile.

14 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.

15 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.

16 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.

17 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination 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).

18 Students will require access to e-mail and internet access to USQConnect for this course.