Description: Midwifery and Collaborative Care 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>
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<tr>
<td>MID</td>
<td>8073</td>
<td>20486</td>
<td>1, 2003</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: MID8001 and MID8070 Co-requisite: MID8074 and MID8002

RATIONALE
Student midwives need to develop knowledge and skills for the provision of a partnership model of midwifery care for women experiencing the final trimester of pregnancy and labour. To function safely and effectively as members of their midwifery teams student midwives also need to be introduced to common and important medical conditions and/or interventions.

SYNOPSIS
The course begins by continuing the chronological approach to childbearing introduced in MID8070 but this time the emphasis is on the last month of pregnancy and birth. Students will continue to develop their knowledge of anatomy, physiology and toxicology so that this can be applied to maternal and foetal wellbeing during late pregnancy, labour and birth. The various models of maternity care delivery will be presented and evaluated by students. The course also examines a number of issues that are commonly associated with non-institutional birth settings including establishing safety, partnership formation, complimentary therapies and water birth. In addition, students will be asked to identify ways in which to practice in a way that is both culturally aware and culturally safe.

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

- contrast a partnership relationship with a professional relationship;
• compare and contrast the medical model and the midwifery model of maternity care;
• compare and contrast women’s experiences of hospital birth and non-institutional birth in terms of their physical and emotional well-being;
• explore and contrast the concepts of partnership with women and their families in institutional and non-institutional settings;
• use research evidence to compare hospital birth with non-institutional birth in terms of perinatal maternal and infant mortality and morbidity;
• explore the safety and effectiveness of complementary therapies during pregnancy, childbirth and whilst breastfeeding;
• discuss waterbirth with a woman who has this experience
• integrate a midwifery philosophy into a collaborative model of care;
• deepen and extend previously developed team work skills and work effectively as members of midwifery teams;
• demonstrate commitment to the promotion of the baby-friendly and mother-friendly hospital initiatives;
• apply knowledge of the fetal skull, female pelvis, and reproductive musculature to describe the normal mechanisms of labour; and
• apply knowledge of anatomy and physiology to promote maternal and fetal wellbeing during pregnancy and labour.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Module 1: Women in Childbearing. A story of a small, indigenous woman,</td>
<td>40.00</td>
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<tr>
<td>whose baby’s head has not engaged at 38 weeks, will be used as a way of</td>
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<tr>
<td>contextualising the learning in module two and module three. The stories</td>
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<td>of expert midwives will be compared and contrasted with the main story</td>
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<td>and used to relate the way in which knowledge in this course is used in</td>
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<tr>
<td>actual practice. Late Pregnancy to birth, Female pelvis/foetal skull, Female</td>
<td></td>
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<tr>
<td>floor, Physiology of labour, Mechanisms of labour, Women’s experiences of</td>
<td></td>
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<tr>
<td>labour, Physiology of pain</td>
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<tr>
<td>2. Module 2: Models of Care. Stories from practising midwives will be used</td>
<td>10.00</td>
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<td>to contextualise the learning about models of care. Partnership vs</td>
<td></td>
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<tr>
<td>Professional relationships. Medical vs Midwifery model of care. Collaborative</td>
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<tr>
<td>Care. Team midwifery and team-work. Baby-Friendly and Mother-friendly hospital</td>
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<tr>
<td>Initiatives. Hospital-community connections.</td>
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<tr>
<td>3. Module 3: Non-institutional Childbearing Epidemiology. The</td>
<td>50.00</td>
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<tr>
<td>contextualising story will be of a woman who has chosen obstetrical care</td>
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<td>and experiences a caesarean section. This module examines: safety of</td>
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<tr>
<td>hospital births and non-institutional settings; forming partnerships in</td>
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<tr>
<td>non-institutional settings; natural and complementary therapies in pregnancy</td>
<td></td>
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<tr>
<td>and birth; water birth - women's and midwives' experiences of</td>
<td></td>
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<tr>
<td>non-institutional birth; partners' experiences of non-institutional birth</td>
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<tr>
<td>siblings' experiences of being involved in childbirth.</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.


Dugard, L. 1999, Multicultural Information for Midwives, Australian College of Midwives, ACT Branch, Australia.


Kitzinger, S. 1987, Some Women’s Experiences of Epidurals, Capers Bookstore, Red Hill.


MIDIRS, Midwifery Digest *Midwifery Journal*.


Queensland Health 1995, *(Draft) Birthing Services Program: Service Provision Model* (pg. 2-6), Queensland Health, Brisbane.


VIDEO *Birth*, Uniview Worldwide Ltd, Wirral, UK.

Vondra, M. and Molek, L. 1994, *This time it's me*, Centering Corporation, Omaha, NE.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Private Study</td>
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ASSESSMENT DETAILS

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<th>Due Date</th>
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<tr>
<td>2500 WORD ESSAY</td>
<td>100.00</td>
<td>25.00</td>
<td>Y</td>
<td>18 Apr 2003</td>
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<tr>
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<td>16 May 2003</td>
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<td>BE THE MIDWIFE SCENARIOS</td>
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<tr>
<td>3500 WORD - GROUP PROJECT</td>
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<td>13 Jun 2003</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 assignments satisfactorily, students must obtain at least 50% of the marks available for each assignment.

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 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.
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.