Description: Midwifery Foundations

<table>
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<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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<td>2, 2004</td>
<td>EXT</td>
<td>1.00</td>
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Academic group: FOSCI
Academic org: FOS004
Student contribution band: 1
ASCED code: 060303

STAFFING
Examiner: Jackie Doolan
Moderator: Jill Scanlan

REQUISITES
Pre-requisite: Students must be enrolled in one of the following Programs: GCNP or GDON or GDMH or MANP or MHEA or MMID or MMPO or MNUR or PCNP or PDON or PDMH or PDEV or SING or CRPG

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 and cultural factors that potentially impact upon 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. 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:

1. use a computer for the purposes of accessing this course via home computer or via the Qld Health intranet;
2. critically appraise the social control of sexuality, reproduction and motherhood;
3. identify recurring factors which influence female sexual lives;
4. identify different forms of contraception and discuss their function;
5. offer advice to women regarding benefits and possible side effects of a number of forms of contraception;
6. discuss IUD insertion and removal;
7. discuss protocols and policies regarding procedures for unwanted pregnancies;
8. identify available abortion services, follow-up and support services;
9. offer advice to women regarding their options of an unwanted pregnancy;
10. critically appraise the history of midwifery and childbearing practices within Western culture and compare this with other cultures;
11. compare and contrast spirituality and the meanings given to birth and childbearing from spiritual/religious perspectives;
12. critically reflect upon their own culturally mediated experiences of one or more of the following human experiences: sexuality; infertility; loss of pregnancy; birth;
13. integrate previous knowledge about primary health care (PHC) and apply this to individual and community health in the pre-conceptual and ante-natal period;
14. integrate previous knowledge about the menstrual cycle, fertilisation and implantation and develop their knowledge of the physiological changes of early pregnancy;
15. discuss the ways in which women become aware of and respond to their pregnancies;
16. describe the growth and development of the embryo and feto-placental course and discuss the impact of teratogens and infective organisms;
17. describe the anatomy and physiology and the role of both partners in human lactation;
18. 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>
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<tr>
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<th>Weighting (%)</th>
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<tbody>
<tr>
<td>Module 1: Self, Culture and Midwifery -</td>
<td>40.00</td>
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<tr>
<td>1.1. The Midwife Learning &amp; Experience (10%). Use of technology for teaching, learning and research. Culture, ideology</td>
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</table>
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.


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.


3.1. 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

3.2. 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:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or
phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).


Fraser, D & Cooper, M 2003, Myles Textbook for Midwives, 13th edn, Churchill Livingstone, Edinburgh.

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.

(videorecording)

(videorecording)

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

1995, Back in Focus, Caring for Your Back in Childbearing Years, Foundation Studios, Adelaide.
(videorecording)

Homebirth - Your Choice, Uniview Worldwide Ltd, Wirral, United Kingdom.
(videorecording)

(videorecording)


Centre for Women's Studies 1996, *Cultures of Mothering*, Monash University, Melbourne. (videorecording)


Jansen, R 1997, *Getting Pregnant*, Allen and Unwin, St Leonards, NSW.


Wagner, M 1994, Pursuing the Birth Machine: the search for appropriate birth technology, ACE Graphics, Camperdown, NSW.


Young, J 1997, Cystitis, Element, Shaftesbury, Dorset.

**STUDENT WORKLOAD REQUIREMENTS:**

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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ASSESSMENT DETAILS

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<tr>
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<tr>
<td>BE THE MIDWIFE 2</td>
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NOTES:

1. Examination dates will be available during the semester. Please refer to the examination timetable when published.

IMPORTANT ASSESSMENT INFORMATION

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 course materials 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 child birth education classes. 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 assignment 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 achieve at least 50% of the available weighted marks for the summative assessment items 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 in the introductory book for this course, from which a photocopy 
should be posted. 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 
the course.

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: 
In a Closed Examination, candidates are allowed to bring only writing and drawing 
instrumens into the examination.

7 Examination period when Deferred/Supplementary examinations will be held: 
Any Deferred or Supplementary examinations for this course will be held 3 weeks 
after the first sitting of the examination and the examiner will advise students 
involved of the date, time and location of any such examination.

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/corporateservices/calendar/part5.htm or in 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.