CIRCULATORY RESOLUTION MEETING AGENDA NO: HECC CM2/20/1

Date and Time: Friday, 6 March 2020

Members:

- Associate Professor Jenene Burke - (Chair)
- Mr Eric Holm – Chair, Academic Board (nominee)
- Professor Andy Smith – Deputy Vice-Chancellor (Academic)
- Associate Professor Nina Fotinatos – Chair, Learning and Teaching Committee
- Associate Professor Jason Giri – Pro Vice Chancellor International (nominee)
- Associate Professor Kim Dowling – School of Science, Engineering and Information Technology (nominee)
- Dr Carolyn Johnstone – School of Arts (nominee)
- Associate Professor Damian Morgan – Federation Business School (nominee)
- Dr Judith Lyons – School of Nursing and Healthcare Professions (nominee)
- Dr Anna Fletcher – School of Education (nominee)
- Dr Lara Wakeling - School of Health and Life Sciences (nominee)
- Ms Sharon Austin – Manager, Registrar Services
- Ms Lisa Bale - VET Curriculum and Quality Committee (nominee)
- Ms Christine Peacock – Elected member, Higher Education Academic
- Vacant - Elected member, TAFE

Executive Officer: Ms Shona Adams

Federation University Australia acknowledges the Traditional Custodians of the lands and waters where its campuses are located, and we pay our respects to Elders past and present, and extend our respect to all Aboriginal and Torres Strait Islander and First Nations Peoples.

Circulatory Resolution
School of Nursing and Healthcare Professions
HECC CM2/20/1

Recommendation
New Courses Bachelor of Midwifery (BN/BMid)

Background
The Committee approved the new joint degree program HL5 Bachelor of Nursing/Bachelor of Midwifery (BN/BMid) by Circulatory Resolution HECC CM1/20/1 on Thursday, 5 March 20250. The new courses for that program were circulated to the committee in that document, however there was no accompanying recommendation for approval of the new courses. Subsequently, the new courses in HL5 Bachelor of Nursing/Bachelor (BN/BMid) of Midwifery require a resolution of approval by the Committee.

Recommendation
That new courses (listed below) for delivery from Gippsland and Mt Helen from Semester 1, 2021, be approved in HL5 Bachelor of Nursing and Bachelor of Midwifery:

- MIDBM1001 Introduction to Midwifery;
- MIDBM1002 Midwifery Practice Foundations;
- MIDBM2003 Childbearing Challenges;
- MIDBM2004 Context of Midwifery;
- MIDBM3105 Evidence-based Midwifery Practice;
- MIDBM3106 Complex Midwifery Practice;
- MIDBM3107 Neonates Requiring Extra Care;
- MIDBM3108 Perinatal and Infant Mental Health;
- MIDBM3209 Midwifery Practice Diversity; and
- MIDBM3210 Midwifery Practice Consolidation.

ECM 203421  203422  203423  203424  203425  203426  203427  203428  203429  203430  203419

School Board approved 15/01/2020 SNHP SB 1/20/4
HECC not approved 05/02/2020
HECC for approval 16/03/2020 HECC CM2/20/

Attachment – Agenda Papers
I agree / disagree / abstain (please circle your preference)

NAME: ..........................................................................................................

.............................................................................................................
Signed    Date

Comments or recommendations for additional stakeholder consultation or communications:

Please sign and return as soon as possible or alternatively respond in an email noting your preference. Your response can be sent to Shona Adams via email: s.adams@federation.edu.au by 4.00pm Wednesday, 11 March 2020.
Course Establishment and Variation Form (Higher Education)

This form should be used for all New Courses, Course Modifications, and Course Discontinuations/reactivations.

The changing of a course code, title or credit points should be treated as proposing a new course. If a course title or credit points are amended a new course code is required.

Multiple new or discontinued courses can be added to this form if all circumstances for multiple courses are identical.

* Submit to Higher Education Curriculum Committee (HECC) for approval
^ Submit to Higher Education Curriculum Committee (HECC) for noting

☐ New Course* – Part A (provide new course outline)
☐ Discontinued (or Reactivated) Course* – Part B (provide course outline for reactivated course only)
☐ Modified Course^ – Part C (provide modified course outline)

(Check box(es) ☒ to indicate whether a course is to be established, discontinued/reactivated or modified. If replacing an existing course with a new course, complete Parts A and Part B).

Course Outline included
Yes ☒
No ☐

<table>
<thead>
<tr>
<th>Custodian School:</th>
<th>School of Nursing and Healthcare Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core program(s)</td>
<td>HL5 Bachelor of Nursing/Bachelor of Midwifery</td>
</tr>
<tr>
<td>(code and title):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Contact</th>
<th>Name</th>
<th>Carolyn Bailey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Email</td>
<td><a href="mailto:carolyn.bailey@federation.edu.au">carolyn.bailey@federation.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone</td>
<td>5122 8140</td>
</tr>
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<table>
<thead>
<tr>
<th>Administrative Contact</th>
<th>Name</th>
<th>Katrina Franc</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Email</td>
<td><a href="mailto:k.franc@federation.edu.au">k.franc@federation.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone</td>
<td>5327 9732</td>
</tr>
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Approved By School Board

<table>
<thead>
<tr>
<th>School Board Details:</th>
<th>School board meeting 1 - 20</th>
</tr>
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<tbody>
<tr>
<td>Resolution Number:</td>
<td></td>
</tr>
<tr>
<td>Meeting Date:</td>
<td>January 15, 2020</td>
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New Course - Part A

New Course Code and Title: (add multiple courses if the circumstances on the form are identical for all courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MIDBM 1001</td>
<td>Introduction to Midwifery</td>
</tr>
<tr>
<td>MIDBM 1002</td>
<td>Midwifery Practice Foundations</td>
</tr>
<tr>
<td>MIDBM 2003</td>
<td>Childbearing Challenges</td>
</tr>
<tr>
<td>MIDBM 2004</td>
<td>Context of Midwifery</td>
</tr>
<tr>
<td>MIDBM 3105</td>
<td>Evidence-Based Midwifery Practice</td>
</tr>
<tr>
<td>MIDBM 3106</td>
<td>Complex Midwifery Practice</td>
</tr>
<tr>
<td>MIDBM 3107</td>
<td>Neonates Needing Extra Care</td>
</tr>
<tr>
<td>MIDBM 3108</td>
<td>Perinatal and Infant Mental Health</td>
</tr>
<tr>
<td>MIDBM 3209</td>
<td>Midwifery Practice Diversity</td>
</tr>
<tr>
<td>MIDBM 3210</td>
<td>Midwifery Practice Consolidation</td>
</tr>
</tbody>
</table>

(Copy and paste the above New Course Code and Title fields to add additional lines)

Context Statement. Why is the new course needed?

All courses are needed for the new HL5 Bachelor of Nursing/Bachelor of Midwifery joint degree. Existing courses in the Bachelor of Nursing will be used in combination with these courses to establish this program. The program structure (appendix 1) shows how the courses will be delivered together with the nursing courses.

Delivery Locations (Federation University campuses and delivery modes):

- Mt Helen
- Brisbane
- Online delivery
- Berwick
- SMB
- Flexible delivery
- Gippsland
- Camp St
- Other: specify delivery mode

Check box(es) ☒ for all delivery locations and modes that apply

Teaching Period/s and delivery

Proposed Teaching Period/s:
Semester 1, 2021.

In what semester and year will the Course first be delivered?
Enter the semester and year that the Course will first be delivered

Supplementary Assessment

Yes ☒ No ☐

Will supplementary assessment be available for this course? If, no, indicate why the course should be exempt and provide an explanation where requested (ref Supplementary Assessment Procedure for details)
☐ a) Dissertation or project course
☒ b) Placement or work integrated learning course
☐ c) Fieldwork or laboratory based course (provide explanation below)
☐ d) The overall grade for the course is specified as S/U (Satisfactory/Unsatisfactory)
☐ e) The course is available only in an Honours Degree
☐ f) Other reason

**Explanation for c) or f:**
Enter the explanation for c) or f) here

---

**Discontinued (or reactivated) Course - Part B**

Discontinued (or reactivated) Course Code and Title: (add multiple courses if the circumstances on the form are identical for all courses)

Enter New Course Code | New Course Title
--- | ---
Enter New Course Code | New Course Title
Enter New Course Code | New Course Title

*(Copy and paste the above New Course Code and Title to add additional lines.)*

**Course is to be**

☐ Discontinued (complete Rationale for proposed course discontinuation and the remainder of Part B)
☐ Reactivated (complete Rationale for proposed course reactivation and Delivery locations only and provide course outline)

**Rationale for Proposed Course Reactivation**
Enter Rationale for Proposed Course Reactivation here

**Rationale for Proposed Course Discontinuation**

☐ No longer required

☐ Superseded (provide title and code of replacement course):

☐ Other – Please specify

*(Check the box ☒ pertaining to the Proposed Course Discontinuation)*
Indicate year and study period of last intake

<table>
<thead>
<tr>
<th>Year</th>
<th>Study Period</th>
</tr>
</thead>
</table>

Year and study period in which the last student is scheduled to complete

<table>
<thead>
<tr>
<th>Year</th>
<th>Study Period</th>
</tr>
</thead>
</table>

Teach-Out Plan

Timetable for Teach-Out:

Provide the semester and year of the last course offering: Click or tap here to enter text.

Student Course Plans: Provide student study plans for each cohort of students including:

Does the planned sequence allow the course objectives to be met?
Click or tap here to enter text.
Compare the planned sequence to that available before teach-out.

Click or tap here to enter text.

Does the School envisage any problems for students in completing satisfactorily and, if so, what measures will be put in place?

Click or tap here to enter text.

Give details of information provided to students about their future study options, including when the information will be provided and any opportunities for individual advice on completion.

Click or tap here to enter text.

**What provision will be made for students that are unable to complete the course by the last offering?**

- ☐ Full-time:
- ☐ Part-time:
- ☐ On campus/Online/Blended:

(Please check the box ☒ pertaining to the relevant student cohort/s)

**Are there any credit pathways affected by the modification?**

- Yes ☐ No ☐

Implications for pathways/credit arrangements:

Click or tap here to enter text.

**Is this course taught in other programs in the School or other Schools?**

- Yes ☐ No ☐

Measures taken to inform other programs of the proposed discontinuation:

Click or tap here to enter text.

Implications for Collaborating Schools (in other programs in which the course is offered):

Click or tap here to enter text.

**Delivery Locations (Federation University campuses and delivery modes):**

- ☐ Mt Helen  ☐ Brisbane  ☐ Online delivery
- ☐ Berwick  ☐ SMB  ☐ Flexible delivery
- ☐ Gippsland  ☐ Camp St
- ☐ Horsham  ☐ Other: specify delivery mode

Check box(es) ☒ for all delivery locations and modes that apply
## Modified Course - Part C

**Modified Course Code and Title** (add multiple courses if the circumstances on the form are identical for all courses)

<table>
<thead>
<tr>
<th>Enter New Course Code</th>
<th>New Course Title</th>
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</tbody>
</table>

*(Copy and paste the above New Course Code and Title to add additional lines.)*

Check appropriate box ✓ below to indicate which changes are proposed. Where changes are proposed, provide details of existing course and proposed modifications to course.

### Course Outline

<table>
<thead>
<tr>
<th>Current Course Outline</th>
<th>Proposed Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click or tap here to enter text</td>
<td>Click or tap here to enter text</td>
</tr>
</tbody>
</table>

**Rationale for Change**

Click or tap here to enter text.

### Delivery Location/s and/or Delivery Modes

<table>
<thead>
<tr>
<th>Current Delivery Locations</th>
<th>Proposed Delivery Locations (check boxes below)</th>
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<tr>
<td>Click or tap here to enter text</td>
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</tr>
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**Rationale for Change**

Click or tap here to enter text.

### Delivery Locations (Federation University campuses and delivery modes):

- [ ] Mt Helen
- [ ] Brisbane
- [ ] Online delivery
- [ ] Berwick
- [ ] SMB
- [ ] Flexible delivery
- [ ] Gippsland
- [ ] Camp St
- [ ] Horsham
- [ ] Other: specify delivery mode

Check box(es) ✓ for all delivery locations and modes that apply.

### Teaching Periods

<table>
<thead>
<tr>
<th>Current Teaching Period</th>
<th>Proposed Teaching Period</th>
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<tr>
<td>Click or tap here to enter text</td>
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**Rationale for Change**

Click or tap here to enter text.
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<tr>
<th><strong>Prerequisites</strong></th>
<th>Yes ☐</th>
<th>No ☐</th>
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<tr>
<td><strong>Current Prerequisites</strong></td>
<td>Click or tap here to enter text.</td>
<td><strong>Proposed Prerequisites</strong></td>
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<tr>
<td><strong>Rationale for Change</strong></td>
<td>Click or tap here to enter text.</td>
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<table>
<thead>
<tr>
<th><strong>Co-requisites</strong></th>
<th>Yes ☐</th>
<th>No ☐</th>
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<tr>
<td><strong>Current Co-requisites</strong></td>
<td>Click or tap here to enter text.</td>
<td><strong>Proposed Co-requisites</strong></td>
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<tr>
<td><strong>Rationale for Change</strong></td>
<td>Click or tap here to enter text.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Exclusions</strong></th>
<th>Yes ☐</th>
<th>No ☐</th>
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<tr>
<td><strong>Current Exclusions</strong></td>
<td>Click or tap here to enter text.</td>
<td><strong>Proposed Exclusions</strong></td>
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<tr>
<td><strong>Rationale for Change</strong></td>
<td>Click or tap here to enter text.</td>
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<table>
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<tr>
<th><strong>Learning Outcomes</strong></th>
<th>Yes ☐</th>
<th>No ☐</th>
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</thead>
<tbody>
<tr>
<td><strong>Current Objectives/Learning Outcomes</strong></td>
<td>Click or tap here to enter text.</td>
<td><strong>New Key Learning Outcomes</strong></td>
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<tr>
<td><strong>Rationale for Change</strong></td>
<td>Click or tap here to enter text.</td>
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<table>
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<th><strong>Content</strong></th>
<th>Yes ☐</th>
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<tr>
<td><strong>Current Content</strong></td>
<td>Click or tap here to enter text.</td>
<td><strong>Proposed Content</strong></td>
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<tr>
<td><strong>Rationale for Change</strong></td>
<td>Click or tap here to enter text.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Learning Tasks/Assessment</strong></th>
<th>Yes ☐</th>
<th>No ☐</th>
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<tbody>
<tr>
<td><strong>Current Learning Tasks, Methodology &amp; Assessment</strong></td>
<td>Click or tap here to enter text.</td>
<td><strong>Proposed Learning Tasks/Assessment</strong></td>
</tr>
<tr>
<td><strong>Rationale for Change</strong></td>
<td>Click or tap here to enter text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Other Changes (i.e. updated terminology, policy or procedure)</strong></th>
<th>Yes ☐</th>
<th>No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current</strong></td>
<td>Click or tap here to enter text.</td>
<td><strong>Proposed</strong></td>
</tr>
<tr>
<td><strong>Rationale for Change</strong></td>
<td>Click or tap here to enter text.</td>
<td></td>
</tr>
</tbody>
</table>
Proposed Date of Introduction of Modification/s:
Click or tap here to enter text.

Implications for Current Students:
Click or tap here to enter text.

Are there any credit pathways affected by the modification?  
Yes ☐  No ☐

Implications for pathways/credit arrangements:
Click or tap here to enter text.

Is this course taught in other programs in the School or other Schools?  
Yes ☐  No ☐

Indicate what measures have been taken to inform other Schools of the proposed changes to their program/s:
Click or tap here to enter text.

Implications for Collaborating Schools (in other programs in which the course is offered):
Click or tap here to enter text.
## Appendix 1 – BNBM Program structure

### HL5 BACHELOR OF NURSING/BACHELOR OF MIDWIFERY PROGRAM STRUCTURE

<table>
<thead>
<tr>
<th>Semester</th>
<th>First Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre requisite/ Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>HEALT 1111</td>
<td>Anatomy and Physiology for Health Professionals 1</td>
<td>15 CP Nil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HEALT 1113</td>
<td>Communications for Health Professionals</td>
<td>15 CP Nil</td>
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<tr>
<td></td>
<td></td>
<td>NURBN 1013</td>
<td>Nursing Practice 1: Introduction to Person-Centered Nursing Practice</td>
<td>15 CP Nil</td>
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<tr>
<td></td>
<td></td>
<td>MIDBM 1001</td>
<td>Introduction to Midwifery</td>
<td>15 CP Nil</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>HEALT 1112</td>
<td>Anatomy and Physiology for Health Professionals 2</td>
<td>15 CP Nil</td>
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<tr>
<td></td>
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<td>NURBN 1016</td>
<td>Primary Health 1: Determinants of Health</td>
<td>15 CP Nil</td>
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<tr>
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<td>NURBN 1017</td>
<td>Nursing Practice 2: Nursing Assessment and Management</td>
<td>15 CP Nil 80 hrs clinical</td>
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<td></td>
<td></td>
<td>MIDBM 1002</td>
<td>Midwifery Practice Foundations</td>
<td>15 CP 40 hrs clinical Pre-requisite MIDBM 1001 Co-requisite NURBN 1017</td>
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### Second Year

<table>
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<th>Course Title</th>
<th>Pre requisite/ Notes</th>
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<tr>
<td>3</td>
<td></td>
<td>NURBN 2020</td>
<td>Nursing Context 5: Pharmacology for Nurses</td>
<td>15 CP Nil</td>
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<tr>
<td></td>
<td></td>
<td>NURBN 2022</td>
<td>Nursing Practice 3: Person-Centered Nursing Practice A</td>
<td>15 CP 160 hrs clinical Pre-requisite NURBN 1017, HEALT 1112 Co-requisite NURBN 2023</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURBN 2023</td>
<td>Nursing Context 6: Pathophysiology and Pharmacology Applied to Person-Centered Nursing A</td>
<td>15 CP Co-requisite NURBN 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIDBM 2003</td>
<td>Childbearing challenges</td>
<td>15 CP 80 hrs clinical Pre-requisite MIDBM 1002 Co-requisite NURBN 2022</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>NURBN 2025</td>
<td>Primary Health 3: The Health and Cultural Diversity of Aboriginal and Torres Strait Islander People</td>
<td>15 CP Nil</td>
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<tr>
<td></td>
<td></td>
<td>NURBN 2026</td>
<td>Nursing Practice 5: Person-Centered Nursing Practice B</td>
<td>15 CP 120 hrs clinical Pre-requisite NURBN 1017 Co-requisite NURBN 2027</td>
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<tr>
<td></td>
<td></td>
<td>NURBN 2027</td>
<td>Nursing Context 7: Pathophysiology and Pharmacology Applied to Person-Centered Nursing B</td>
<td>15 CP Co-requisite NURBN 2026</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIDBM 2004</td>
<td>Context of Midwifery</td>
<td>15 CP 80 hrs clinical Pre-requisite MIDBM 2003 Co-requisite NURBN 2026</td>
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</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>First Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre requisite/ Notes</th>
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<tbody>
<tr>
<td>5</td>
<td></td>
<td>NURBN 1012</td>
<td>Nursing Context 3: Professional, Legal and Ethical Decision Making in Person-Centred Care</td>
<td>15 CP Nil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURBN 3031</td>
<td>Nursing Context 8: Teaching, Learning and Situational Leadership for Health Practice</td>
<td>15 CP Nil Exclusion 1st &amp; 2nd year incoming students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIDBM 3105</td>
<td>Evidence-based midwifery practice</td>
<td>15 CP MIDBM 2004</td>
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<tr>
<td></td>
<td></td>
<td>MIDBM 3106</td>
<td>Complex midwifery practice</td>
<td>15 CP 200 hrs clinical Pre-requisite MIDBM 2004</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>NURBN 2024</td>
<td>Nursing Practice 4: Mental Health Nursing</td>
<td>15 CP Nil 80 hrs clinical</td>
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<tr>
<td></td>
<td></td>
<td>NURBN 3033</td>
<td>Primary Health 4: Nursing People Living with Chronic Conditions</td>
<td>15 CP Nil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIDBM 3107</td>
<td>Neonates needing extra care</td>
<td>15 CP 96 hrs clinical Pre-requisite MIDBM 3106</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIDBM 3108</td>
<td>Perinatal and Infant Mental Health</td>
<td>15 CP MIDBM 2004</td>
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### Fourth Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>First Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre requisite/ Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>NURBN 3030</td>
<td>Nursing Practice 6: Management of Deteriorating Patient</td>
<td>30 CP 160 hrs clinical Pre-requisite NURBN 2026 Exclusion -1st &amp; 2nd year incoming students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURBN 3032</td>
<td>Nursing Context 9: Transitioning to Nursing Practice</td>
<td>15 CP Nil Exclusion 1st &amp; 2nd year incoming students</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Points</td>
<td>Clinical Hours</td>
<td>Prerequisites</td>
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<td>------------</td>
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</tr>
<tr>
<td>MIDBM 3209</td>
<td>Midwifery practice diversity</td>
<td>15 CP</td>
<td>80 hrs</td>
<td>Pre-requisite MIDBM 3107 Co-requisite NURBN 3030</td>
</tr>
<tr>
<td>NURBN 3034</td>
<td>Nursing Practice 7: Consolidation of Person-Centered Nursing Practice in Diverse Settings</td>
<td>30 CP</td>
<td>200 hrs</td>
<td>Pre-requisite NURBN 3030</td>
</tr>
<tr>
<td>MIDBM 3210</td>
<td>Midwifery practice consolidation</td>
<td>30 CP</td>
<td>160 hrs</td>
<td>Pre-requisite MIDBM 3209 Co-requisite NURBN 3034</td>
</tr>
</tbody>
</table>

**GRAND TOTAL** 480 Credit Points

Nursing - 800 Clinical hours; Midwifery - 736 Clinical hours
Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the Guidelines for Course Outline and the Supplementary Guidelines (Learning Outcomes and Assessment).

School
School of Nursing and Healthcare Professions

Course Title
Introduction to Midwifery

Course ID
MIDBM 1001

Credit Points
15

Teaching Period Offered
Semester 1

Prerequisite(s)
Nil

Co-requisite(s)
Nil

Exclusion(s)
Nil

ASCED Code
060399

Description of the Course for Handbook entry:
This course will provide the foundation knowledge required by midwifery students to effectively care for women during preconception through to early parenting. The focus will be on anatomy and physiology of childbearing, embryonic and fetal development, hormonal adaptations, and the physiology of lactation. The role of the midwife as a primary carer will be explored in relation to: the preparation of women for pregnancy; physiological and psychological adaptation of women during pregnancy and birth, and the first weeks after birth; and care of women and their babies during this continuum.

Grade Scheme
Graded (e.g. HD, D, C, etc.)

Work experience indicator
Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider

Placement Component
☐ Yes  ☒ No

Supplementary Assessment available
☒ Yes  ☐ No

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.
Program Level

<table>
<thead>
<tr>
<th>Level of course in Program</th>
<th>AQF Level(s) of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5  6  7  8  9  10</td>
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<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
<td>X</td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
</tr>
</tbody>
</table>

Learning Outcomes (On successful completion of the course the students are expected to be able to):

Knowledge
K1. Outline the role of the midwife in assessment of fetal and maternal well-being in pregnancy, labour, birth and the puerperium;
K2. Describe the anatomy and physiology of the female and male reproductive systems;
K3. List key events in the continuum of embryonic and fetal development including the adaptation of the baby at birth;
K4. Describe the anatomical, physiological and hormonal changes and processes that occur in the woman's body during pregnancy, labour, birth and the puerperium;
K5. Describe the anatomy of the breast and physiology of lactation;
K6. Discuss the routine screening and basic diagnostic tests in pregnancy assessment;

Skills
S1. Identify anatomical structures of reproduction;
S2. Describe the physiology of childbearing;
S3. Interpret expected hormonal changes across the childbearing continuum;
S4. Assess fetal growth and development throughout pregnancy;

Application of knowledge and skills
A1. Demonstrate the mechanism of labour and birth;
A2. Critique the role of the midwife in caring for women during the childbearing continuum;
A3. Demonstrate developing skills in the appraisal and use of evidence to inform clinical practice

Course Content
The ANMAC National Accreditation Standards for the Midwife (2014); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018) and Code of Ethics for the Midwife (2014) have substantially informed the syllabus/content of this course.

- Focus on well women’s experience of pregnancy—recognition, response and changes
- Midwifery role – pre pregnancy, through pregnancy and the first weeks after birth
- Anatomy and physiology of reproduction
- Placenta, membranes and amniotic fluid, identification and functions
- Sex/gender, reproductive organs.
- Hormonal changes across childbearing continuum
- Fertility/infertility,
- Conception, embryonic and fetal developmental, fetal growth
- Identification of anatomical structures and physiology of childbearing;
- Maternal pelvis, pelvic floor, fetal skull and circulation, adaptation to pregnancy
- Assessing maternal and fetal wellbeing during labour and birth
- The newborn baby,
- Physiology of breasts and lactation
- Transition to parenting

Values
- Appreciate the role of the midwife across the childbearing continuum when planning and developing woman-centred care.
- Understand the importance of a sound knowledge in factors of normal childbearing.

**Graduate Attributes**

The Federation University (FedUni) graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program.**

<table>
<thead>
<tr>
<th>Graduate attribute and descriptor</th>
<th>Midwifery Graduate Capabilities</th>
<th>Development and acquisition of GAs in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GA 1 Thinkers</strong></td>
<td>Critical thinker adept in clinical reasoning &amp; creative problem solver, reflective practitioner. Professional and ethical decision maker</td>
<td>K1, K3, A2, S4, A3</td>
</tr>
<tr>
<td><strong>GA 2 Innovators</strong></td>
<td>Life-long researcher Socially and culturally aware agent for change</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>GA 3 Citizens</strong></td>
<td>Socially and culturally aware agent for change Woman-centred, caring, safe professional practitioner</td>
<td>A2, K1</td>
</tr>
<tr>
<td><strong>GA 4 Communicators</strong></td>
<td>Skilled therapeutic communicator Safe, competent, and skilled practitioner</td>
<td>K2, K4, K5, K6, S1, S2, S3, A1</td>
</tr>
</tbody>
</table>
Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning outcome assessed</th>
<th>Learning Task</th>
<th>Assessment Type</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. K1, K2, K3, K4, K5, K6</td>
<td>Theoretical concepts of normal pregnancy, anatomy &amp; physiology of childbearing conception fetal development. Adaptation of pregnancy, labour, birth, postnatal, lactation and care of the neonate.</td>
<td>Online Activities</td>
<td>40-60%</td>
</tr>
<tr>
<td>2. K1-6, S1-4, A1-3</td>
<td>Theoretical concepts of normal pregnancy, anatomy &amp; physiology of childbearing conception fetal development. Adaptation of pregnancy, labour, birth, postnatal, lactation and care of the neonate.</td>
<td>Examination: written</td>
<td>40-60%</td>
</tr>
</tbody>
</table>

Adopted Reference Style:

- APA
- Australian
- MLA
- Chicago

☐ Other (please specify)

Refer to the library website for more information
Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the Guidelines for Course Outline and the Supplementary Guidelines (Learning Outcomes and Assessment).

School: School of Nursing and Healthcare Professions

Course Title: Midwifery Practice Foundations

Course ID: MIDBM 1002

Credit Points: 15

Teaching Period Offered: Semester 2, 2021

Prerequisite(s): MIDBM 1001

Co-requisite(s): NURBN 1017

Exclusion(s): Nil

ASCED Code: 060399

Description of the Course for Handbook entry:
This first midwifery practice course will provide the foundation knowledge required by midwifery students to effectively care for women during preconception through to early parenting. The focus will be on the role of the midwife as a primary carer in relation to: the preparation of women for pregnancy; physiological and psychological adaptation of women during pregnancy and birth, the first weeks after birth; and care of women and their babies during this continuum. Essential elements of effective woman-centred partnership, including evidence-based assessment frameworks, communication, strategies for decision making, problem solving and critical thinking for practice, as well as basic psychomotor skills essential for health and pregnancy assessment will be explored. This course will explore pregnancy, childbirth, care of the mother and baby from the perspective of wellness. Women-centred continuity of care and midwifery partnerships will be explored in the context of the midwife’s professional responsibilities, scope of practice and role as a member of the maternity multidisciplinary team.

Grade Scheme: Graded (e.g. HD, D, C, etc.)

Work experience indicator: Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider

Placement Component: ☒ Yes 40 hours ☐ No

Supplementary Assessment available: ☒ Yes ☐ No

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level
Learning Outcomes (On successful completion of the course the students are expected to be able to):

Knowledge
K1. Relate the theoretical understandings of the physiology of childbearing when working with women and their newborn
K2. Recognise the importance of women’s social context in the provision of midwifery services
K3. Outline the relative merits of different choices in infant nutrition
K4. Describe the development of the midwifery profession and maternity care, from historical and current perspectives
K5. Understand the professional and legislative bodies that govern midwifery including codes and guidelines

Skills
S1. Demonstrate safe midwifery practice based on theoretical knowledge and reasoning
S2. Perform detailed physical health assessment of childbearing women and newborns
S3. Develop professional communication skills to address midwifery practice
S4. Practice incorporating current research findings into clinical practice

Application of knowledge and skills
A1. Demonstrate developing clinical and communication skills necessary to provide woman-centred care
A2. Apply theoretical knowledge of midwifery to a woman-centred approach to midwifery practice
A3 Support women to initiate and establish breastfeeding
A4. Document the ongoing relationship with the women they have engaged in continuity of care in a way that reflects their own involvement and actions and the rationale for these
A5. Demonstrate midwifery competency based upon the NMBA Midwife Standards for Practice.

Course Content
The ANMAC National Accreditation Standards for the Midwife (2014); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018) and Code of Ethics for the Midwife (2014) have substantially informed the syllabus/content of this course.

- Communication with women
- Social context, cultural safety
- Profession and governance, history, regulation, legal & ethical, scope of practice, codes, standards, guidelines, documentation, including NMBA Standards of practice, Code of conduct, Code of ethics, Professional practice framework
- Introduction to midwifery practice portfolios
- Reflective practice
- Pregnancy care; history taking, booking-in, antenatal clinic, birth plan,
- Admission to birth suite, process, assessments, progress
- Abdominal palpation, fetal heart rate assessment
- Mechanism of birth, first stage of labour, second stage of labour and third stage of labour
- Reception of the newborn
- Care in the first hour post birth, mother and baby
- Postnatal care following vaginal birth, caesarean section
- Overview of neonatal resuscitation
- Newborn care; screening, infant feeding, hygiene, nappy changing, settling techniques, daily check

Values
- Appreciate, consolidate and value contemporary midwifery practice in a diversity of settings.
• Appreciate the need for utilising therapeutic communication and reflective practice skills when providing woman-centred care in meeting the needs of childbearing women.

### Graduate Attributes

The Federation University (FedUni) graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program.**

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<thead>
<tr>
<th>Graduate attribute and descriptor</th>
<th>Midwifery Graduate Capabilities</th>
<th>Development and acquisition of GAs in the course</th>
<th>Learning outcomes (KSA)</th>
<th>Code:</th>
<th>Assesment task (AT#)</th>
<th>Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GA 1 Thinkers</strong></td>
<td>Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.</td>
<td>Critical thinker adept in clinical reasoning &amp; creative problem solver, reflective practitioner. Professional and ethical decision maker</td>
<td>K1, K2, K3, K5, S1, S2, S4, A2</td>
<td>A</td>
<td>AT1, AT2, AT3</td>
<td>A</td>
</tr>
<tr>
<td><strong>GA 2 Innovators</strong></td>
<td>Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.</td>
<td>Life-long researcher Socially and culturally aware agent for change</td>
<td>S4, A4</td>
<td>B</td>
<td>AT1, AT2</td>
<td>B</td>
</tr>
<tr>
<td><strong>GA 3 Citizens</strong></td>
<td>Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.</td>
<td>Socially and culturally aware agent for change Woman-centred, caring, safe professional practitioner</td>
<td>K4, K5</td>
<td>B</td>
<td>AT2, AT3</td>
<td>C</td>
</tr>
<tr>
<td>Learning outcome assessed</td>
<td>Learning Task</td>
<td>Assessment Type</td>
<td>Weighting (range)</td>
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<tr>
<td>1. K2-5, S3, S4, A1, A2, A5</td>
<td>Theoretical concepts and skills required for normal pregnancy, labour, birth, postnatal and care of the neonate.</td>
<td>Written assignment</td>
<td>25-45%</td>
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</tbody>
</table>
Adopted Reference Style:

- [x] APA
- [ ] Australian
- [ ] MLA
- [ ] Chicago

☐ Other (please specify)
Refer to the library website for more information
Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the Guidelines for Course Outline and the Supplementary Guidelines (Learning Outcomes and Assessment).

School
Nursing and Healthcare Professions

Course Title
Childbearing Challenges

Course ID
MIDBM 2003

Credit Points
15

Teaching Period Offered
Semester 1

Prerequisite(s)
MIDBM1002, NURBN 1017, HEALT 1112

Co-requisite(s)
NURBN 2022

Exclusion(s)
Nil

ASCED Code
060399

Description of the Course for Handbook entry:
This course will explore pregnancy, childbirth, care of the mother and baby from the perspective of wellness through to variations of normal. Essential elements of effective woman-centred partnership, including evidence-based assessment frameworks, communication in assessment, strategies for decision-making, problem solving and critical thinking for assessment practice, as well as basic psychomotor skills essential for health and pregnancy assessment will be explored. Students will be provided with both simulated and practice based opportunities to develop skills and knowledge that will enable them to provide effective care to women experiencing variations from normal childbearing. The clinical practice component will provide students with opportunities to incorporate theoretical learning directly into midwifery practice.

Grade Scheme
Graded (e.g. HD, D, C, etc.)

Work experience indicator
Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider

Placement Component
☐ Yes 80 hours ☐ No

Supplementary Assessment available
☐ Yes ☐ No
Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level
Learning Outcomes (On successful completion of the course the students are expected to be able to):

**Knowledge**
K1 Demonstrate knowledge regarding comprehensive assessment and care of a woman and her baby during the birth process;
K2 Discuss and critically analyse variations from normal that may arise during labour and birth and the midwife's role in managing these;
K3 Relate the pharmacokinetics, pharmacodynamics and quality use of medicines to the context of midwifery and maternity care settings
K4 Explore the NMBA decision-making framework and its importance to midwifery practice

**Skills**
S1 Undertake comprehensive assessment of women, assess fetal wellbeing, and the newborn during the childbearing process;
S2 Assess pain and its management in midwifery practice;
S3 Demonstrate skills in decision-making and referral when working as part of the multidisciplinary team especially in an environment of complexity;
S4 Demonstrate midwifery practice of working ‘with women’ through effective communication, clinical decision-making and problem solving skills.

**Application of knowledge and skills**
A1 Demonstrate developing knowledge and application of the variety of pharmacological and non-pharmacological pain management methods for labouring women;
A2 Implement evidence-based holistic care for women, babies and their families across the childbearing process;
A3 Apply the National Safety and Quality Health Service (NSQHS) Standard 4 Medication Safety to clinical care;
A4 Demonstrate midwifery competency based on the NMBA Midwife Standards for Practice.
Course Content

The ANMAC National Accreditation Standards for the Midwife (2014); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018) and Code of Ethics for the Midwife (2014) have substantially informed the syllabus/content of this course.

- Medications in the maternity setting - Newborn medications, maternal medications, oxytocics, analgesia.
- Rhesus incompatibility and antenatal prophylaxis.
- Rh isoimmunisation
- Non-pharmacological approaches to pain management.
- Pharmacological approaches to pain management.
- Assessment of fetal wellbeing, cardiotocograph (CTG)
- Premature labour and pre-term rupture of membranes
- Prolonged pregnancy
- Altered mechanism of labour
- Precipitate birth
- Induction of labour (IOL)
- Prolonged labour, augmentation
- Working in a multidisciplinary team, decision-making
- The pelvic floor, episiotomy, perineal repair
- Postnatal care of women experiencing variations from normal
- Introduction to Neonatal Resuscitation (NNR),
- Examination of the newborn

Values

- Appreciate the need for utilising therapeutic communication and reflective practice skills when providing woman-centred care in meeting the needs of childbearing women.
- Understand the application of critical thinking and reasoning skills in clinical problem solving and decision-making.
- Appreciate the role of midwives and other interdisciplinary health team members in providing holistic, woman-centred health care.
- Understand the importance of a sound knowledge in anatomy and physiology for midwifery professionals.

Graduate Attributes

The Federation University (FedUni) graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program.

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</table>

Graduate attribute and descriptor

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</table>
GA 1 Thinkers
Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.

Critical thinker adept in clinical reasoning & creative problem solver, reflective practitioner.

K1, K2, K3, K4, A1, A3

AT1, AT2, AT3

GA 2 Innovators
Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.

Life-long researcher
Socially and culturally aware agent for change

N/A

N/A

GA 3 Citizens
Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.

Socially and culturally aware agent for change
Woman-centred, caring, safe professional practitioner

N/A

N/A

GA 4 Communicators
Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.

Skilled therapeutic communicator
Safe, competent, and skilled practitioner

K1, K2, S1, S2, S3, S4, A2, A4

AT1, AT2, AT3

GA 5 Leaders
Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.

Collaborative Maternity Team Member.
Politically astute, situational leader and citizen

N/A

N/A

Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning outcome assessed</th>
<th>Learning Task</th>
<th>Assessment Type</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
1. **K1, K2, A2**
   - Theoretical concepts of variations from normal pregnancy, labour, birth, postnatal and care of the neonate; and working with pain in labour.
   - **Written task - essay**
   - 20-40%

2. **K1, K2, K3, K4, A1, A2**
   - Theoretical concepts of variations from normal factors of pregnancy, labour, birth, postnatal and care of the neonate.
   - **Examination**
     - Part A – Objective Structured Clinical Examination (OSCE)
     - Part B – Written exam
     - Part A: 10% Hurdle
     - Part B: 40-60%

3. **K1-4, S1-4, A1-4**
   - Satisfactory achievement of identified NMBA Midwife Standards for Practice in midwifery practice experiences.
   - Assessment of Midwifery Practice (Compulsory PASS required).
   - Continuity of Care experience.
   - **Midwifery Practice Portfolio**
     - 1. Completion of three (3) Clinical Assessment Tools (CAT) to an ‘assisted’ level.
     - 2. Completion of 80 midwifery practice hours. Submit completed AMSAT.
     - 3. Recruit a further two (2) women for continuity of care experiences.
     - 10%
     - Satisfactory/unsatisfactory Hurdle

**Adopted Reference Style:**
- ☑ APA
- ☐ Australian
- ☐ MLA
- ☐ Chicago
- ☐ Other (please specify)
  Refer to the library website for more information
## Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the Guidelines for Course Outline and the Supplementary Guidelines (Learning Outcomes and Assessment).

### School
School of Nursing and Healthcare Professions

### Course Title
Context of Midwifery

### Course ID
MIDBM 2004

### Credit Points
15

### Teaching Period Offered
Semester 2

### Prerequisite(s)
MIDBM 2003

### Co-requisite(s)
NURBN 2026

### Exclusion(s)
Nil

### ASCED Code
060399

### Description of the Course for Handbook entry:
The focus of this course is to develop midwifery knowledge and skills related to the transition from pregnancy to labour and childbirth. Progress and interventions during labour will be explored. Mechanisms of normal labour and management of childbirth complications will be overviewed. Current trends in the provision of birthing services including issues sensitive to rural and urban differentials and specialist follow up and access to acute and specialized services will be debated and analysed. Managing unexpected outcomes, emotional pain and grief in the maternity setting together with interprofessional practice will be investigated. The focus of midwifery care within the course is that of a midwife-women partnership model. The role of partner and family for birth support is analysed, together with the importance of culturally safe practice.

### Grade Scheme
Graded (e.g. HD, D, C, etc.)

### Work experience indicator
Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider

### Placement Component
- Yes 80 hours
- No

### Supplementary Assessment available
- Yes
- No

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

### Program Level
Learning Outcomes (On successful completion of the course the students are expected to be able to):

Knowledge
K1 Explore the philosophical, physiological, psychosocial, spiritual, cultural and environmental factors influencing the birth process;
K2 Identify interventions and variations in pregnancy, labour and birth and their management from the perspective of the midwife and health care team;
K3 Analyze the implications of obstetric interventions, and use of technology upon the woman and her family;
K4 Discuss grief situations related to women, her family and the midwife following pregnancy loss;
K5 Critically examine the socio-political and cultural debate in the provision of birthing services to women and their families in Australia and globally;

Skills
S1 Demonstrate skills of the midwife in supporting the woman requiring assisted vaginal and operative birth;
S2 Undertake comprehensive assessment of women and their babies during the childbearing process;
S3 Examine screening tests and innovative technologies available to women during pregnancy;
S4 Demonstrate understanding and interpretation of women's rights, values and cultural beliefs in creating an appropriate and culturally safe environment for women and their partners to birth;

Application of knowledge and skills
A1 Evaluate collaborative practice within challenges, disturbances and interventions during childbearing;
A2 Explore principles of clinical decision-making and evidence-based practice when providing woman-centred care;
A3 Identify a woman's need for privacy, dignity and respect, as well as the right to be informed and make decisions regarding care;
A4 Employ reflective practice strategies to develop understanding of diverse midwifery practice;
A5 Demonstrate midwifery competency based on the NMBA Midwife Standards for Practice.

Course Content
*The ANMAC National Accreditation Standards for the Midwife (2014)*; NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018) and Code of Ethics for the Midwife (2014) have substantially informed the syllabus/content of this course.

- Philosophical, physiological, psychosocial, spiritual, cultural and environmental factors influencing the birth process
- Appreciation of Aboriginal and Torres Strait Islander women’s perspectives
- Effect on mechanism of labour
- Clinical decision making, ethical decision-making, concepts of risk, evidence based practice, woman-centred care. Use of technology. NMBA decision-making framework.
- Privacy, dignity, respect, informed decision-making
- Fetal abnormality and termination of pregnancy
- Bleeding in early pregnancy, early pregnancy loss, APH management
- Multiple pregnancy, malpresentation, malpositions.
• Emotional pain, grief. Coping with unexpected outcomes.
• Fetal death in utero (FDIU), care of the stillborn baby. Supporting women and families.
• Working with women needing obstetric intervention e.g. Operative birth, instrumental
• Pre and post-operative care in the maternity setting
• Midwifery scope of practice; collaboration in the healthcare team.
• Reflective practice

Values

• Appreciate the need for utilising therapeutic communication and reflective practice skills when providing woman-centred care in meeting the needs of childbearing women.
• Understand the application of critical thinking and reasoning skills in clinical problem solving and decision-making.
• Appreciate the role of midwives and other interdisciplinary health team members in providing holistic, woman-centred health care.
• Understand the importance of sound ethical decision making and concepts of risk.

Graduate Attributes

The Federation University (FedUni) graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program.

<table>
<thead>
<tr>
<th>Graduate attribute and descriptor</th>
<th>Midwifery Graduate Capabilities</th>
<th>Development and acquisition of GAs in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA 1 Thinkers</td>
<td></td>
<td>Learning outcomes (KSA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Code: A. Direct B. Indirect N/A. Not addressed</td>
</tr>
<tr>
<td>K1, K2, K3, K4, S1, A1, A2, A4</td>
<td>AT1, AT2, AT3</td>
<td>A</td>
</tr>
<tr>
<td>GA 2 Innovators</td>
<td></td>
<td>Assessment task (AT#)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Code: A. Certain B. Likely C. Possible N/A. Not</td>
</tr>
<tr>
<td>K2, K3, S2, A1, A2</td>
<td>AT1, AT2</td>
<td>B</td>
</tr>
</tbody>
</table>

GA 1 Thinkers

Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.

Critical thinker adept in clinical reasoning & creative problem solver, reflective practitioner.

Professional and ethical decision maker

GA 2 Innovators

Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.

Life-long researcher

Socially and culturally aware agent for change
### GA 3 Citizens

Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.

<table>
<thead>
<tr>
<th>Socially and culturally aware agent for change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman-centred, caring, safe professional practitioner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2, A3, A5</td>
<td>B</td>
</tr>
<tr>
<td>AT1, AT2, AT3</td>
<td>C</td>
</tr>
</tbody>
</table>

### GA 4 Communicators

Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.

<table>
<thead>
<tr>
<th>Skilled therapeutic communicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe, competent, and skilled practitioner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2, S2, S3, A1, A3, A4</td>
<td>A</td>
</tr>
<tr>
<td>AT2, AT3</td>
<td>B</td>
</tr>
</tbody>
</table>

### GA 5 Leaders

Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.

<table>
<thead>
<tr>
<th>Collaborative Maternity Team Member.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politically astute, situational leader and citizen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K3, K4, K5, S4, A4</td>
<td>B</td>
</tr>
<tr>
<td>AT2, AT3</td>
<td>C</td>
</tr>
</tbody>
</table>

### Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Task</th>
<th>Assessment Type</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. K1, K2, K3, K4, S4, A1, A5</td>
<td>Reflection on working in a multidisciplinary team with women and families experiencing unexpected outcomes.</td>
<td><strong>Written assessment</strong>: Critical reflection</td>
<td>20-30%</td>
</tr>
<tr>
<td>2. K1-5, S1-4, A2, A3</td>
<td>Theoretical concepts and skills required for variations and interventions in pregnancy, labour, birth, postnatal and care of the neonate.</td>
<td><strong>Examination</strong> Part A: Written exam Part B: Objective Structured Clinical Examination (OSCE)</td>
<td>40-60% 10% Hurdle</td>
</tr>
</tbody>
</table>
### Midwifery Practice Portfolio

1. Completion of four (4) Clinical Assessment Tools (CAT) to 'assisted-proficient' level.
2. Completion of 80 midwifery practice hours. Submit completed AMSAT.
3. Recruit a further two (2) women for continuity of care experiences.

### Adopted Reference Style:

- [x] APA
- [ ] Australian
- [ ] MLA
- [ ] Chicago

- [ ] Other (please specify)

Refer to the library website for more information.
Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the Guidelines for Course Outline and the Supplementary Guidelines (Learning Outcomes and Assessment).

School
School of Nursing and Healthcare Professions

Course Title
MIDBM 3105

Course ID
Evidence-based Midwifery Practice

Credit Points
15

Teaching Period Offered
Semester 1

Prerequisite(s)
MIDBM 2004

Co-requisite(s)
Nil

Exclusion(s)
Nil

ASCED Code
060399

Description of the Course for Handbook entry:

This course consolidates learning and addresses the use of research and contemporary theory to inform midwifery practice. It will enable the student to develop skills in clinical reasoning and judgment, and in evaluating evidence on which to base practice. Students will critique the application of research evidence in maternity care, and identify best practice. Students will compare and contrast existing practices, policies, procedures and protocols against the standards of evidence and best practice and relate this process to quality improvement in midwifery care. Students will develop skills to research aspects of practice that require an evidence basis, to collect and critically examine this evidence, and to formulate strategies for implementation of evidence-based practice.

Grade Scheme
Graded (e.g. HD, D, C, etc.)

Work experience indicator
Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider

Placement Component
☐ Yes ☒ No

Supplementary Assessment available
☒ Yes ☐ No

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level
Learning Outcomes (On successful completion of the course the students are expected to be able to):

Knowledge
K1 Identify the ways in which midwifery discipline knowledge is generated and used;
K2 Analyse the relationship between research, theory and practice in midwifery;
K3 Critically examine selected research in midwifery practice, including ethical considerations;
K4 Examine various decision-making frameworks and their importance to contemporary midwifery;
K5 Discuss principles of safety and quality in maternity health care;

Skills
S1 Engage in skilled reflection for personal practice development;
S2 Develop skills for conducting midwifery research;

Application of knowledge and skills
A1 Review and analyse the debate on evidence-based midwifery practice;
A2 Critique an aspect of current midwifery practice to identify strengths and weaknesses of practice;
A3 Apply the NMBA decision-making framework to midwifery.

Course Content
The ANMAC National Accreditation Standards for the Midwife (2014); NMBA National Competency Standards for the Midwife (2006); NMBA Code of Professional Conduct for the Midwife (2008) and Code of Ethics for the Midwife (2008) have substantially informed the syllabus/content of this course.

- Evidence based knowledge in midwifery practice
- Assessing levels of evidence, evaluating evidence
- Steps of evidence-based midwifery
- Ethical considerations in evidence based practice, code of ethics
- Best practice principles
- Becoming a life-long learner, Midwifery inquiry
- Methods of inquiry, quantitative, qualitative, mixed methods
- Choosing a method of inquiry
- Gathering data, analysing data, applying findings to practice
- Applying the systematic review in informing clinical practice
- Critical thinking, problem solving and decision making
- Clinical decision-making framework and skills - Based on evidence, Experience, Collaboration & Consultation
- Principles of safety and quality in healthcare, NSQHS, Safer Care Vic
- Occupational health and safety
- Victorian Perinatal Data Collection; Digital Health Capability Framework; Digital health electronic medical records, Birthing outcomes system.

Values
- Understand the application of research to improving evidence-based midwifery practice.
- Appreciate the relationship of research, evidence and outcomes of best practice midwifery care.
- Appreciate midwifery inquiry, and higher order cognitive skills to provide workplace safety and safe quality midwifery service.

**Graduate Attributes**
The Federation University (FedUni) graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program.**

### Graduate attribute and descriptor | Midwifery Graduate Capabilities | Development and acquisition of GAs in the course
--- | --- | ---
**GA 1 Thinkers** Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions. Critical thinker adept in clinical reasoning & creative problem solver, reflective practitioner. K1, K2, K3, K4, K5, S1, A1, A2, A3 | A | AT1, AT2 | A

**GA 2 Innovators** Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change. Life-long researcher Socially and culturally aware agent for change K1, K2, S1, A1, A2, A3 | A, B | AT1, AT2 | B

**GA 3 Citizens** Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately. Socially and culturally aware agent for change Woman-centred, caring, safe professional practitioner K4, K5, S1, S2, A2, A3 | A, B | AT1, AT2 | B

**GA 4 Communicators** Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand. Skilled therapeutic communicator Safe, competent, and skilled practitioner K1, K5, S1, S2, A1, A2, A3 | A | AT1, AT2 | A
### GA 5 Leaders
Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.

Collaborative Maternity Team Member.
Politically astute, situational leader and citizen

<table>
<thead>
<tr>
<th>K4, K5, S1, S2, A1, A2, A3</th>
</tr>
</thead>
</table>

### Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning outcome assessed</th>
<th>Learning Task</th>
<th>Assessment Type</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, K2, S1, S2, A2</td>
<td>Reviewing the evidence base for practice; clinical decision-making</td>
<td>Written assessment: Annotated bibliography</td>
<td>30-40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K3, K4, K5, S1, S2, A1, A2, A3</th>
</tr>
</thead>
</table>

- Midwifery inquiry - Identifying current midwifery practices; applying the evidence; and presenting the research.

- **Written assessment:** Midwifery practice quality audit review

| 60-70% |

### Adopted Reference Style:

- APA [x]
- Australian [ ]
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- Chicago [ ]

- Other (please specify) [ ]

Refer to the library website for more information
Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the Guidelines for Course Outline and the Supplementary Guidelines (Learning Outcomes and Assessment).

School: School of Nursing and Healthcare Professions
Course Title: Complex Midwifery Practice
Course ID: MIDBM 3106
Credit Points: 15
Teaching Period Offered: Semester 1
Prerequisite(s): MIDBM 2004
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 060399

Description of the Course for Handbook entry:

This practice course will focus on students developing their knowledge and skills relating to obstacles and emergencies that women may experience during pregnancy, labour and birth and the first weeks after birth. Emphasis is given to the recognition of problems and the collaborative and referral role of the midwife whilst maintaining a woman-centred focus. Midwifery and obstetric management of childbearing obstacles will be explored. Students will develop their existing knowledge/skills by working with women and collaborating with other members of the healthcare team when problems arise during pregnancy, labour & birth and in the care of the mother and baby in the first weeks after birth.

Grade Scheme: Graded (e.g. HD, D, C, etc.)
Work experience indicator: Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider

Placement Component: ☒ Yes 200 hours ☐ No

Supplementary Assessment available: ☒ Yes ☐ No

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.
Program Level

<table>
<thead>
<tr>
<th>Level of course in Program</th>
<th>AQF Level(s) of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Introductory</td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
</tr>
</tbody>
</table>

Learning Outcomes (On successful completion of the course the students are expected to be able to):

Knowledge

K1 Describe and identify conditions that contribute to complexity in pregnancy, labour, birth and postpartum;
K2 Examine specific medical and obstetric conditions that affect childbearing;
K3 Explore pathophysiology of at-risk, complex pregnancy, labour and birth and its implications for midwifery practice,
K4 Identify factors that indicate potential for maternal and/or unborn baby life threatening emergencies;
K5 Describe the management of a range of emergencies in pregnancy, birth and the postpartum period;

Skills

S1 Undertake comprehensive assessment of women and their babies during the childbearing process;
S2 Demonstrate skills in the management of emergencies in childbearing;
S3 Utilise critical thinking and clinical reasoning skills to provide safe woman-centred care throughout the childbirth continuum regardless of the complexity;
S4 Demonstrate the ability to practice within a multidisciplinary team in an environment of complexity;

Application of knowledge and skills

A1 Utilise knowledge from the biosciences applicable to the woman experiencing a complex pregnancy and childbirth;
A2 Evaluate the implications of obstetric interventions for the woman, baby and for midwifery practice;
A3 Utilise the clinical decision-making process to demonstrate knowledge and understanding of the complex care required by the woman, baby and the family;
A4 Demonstrate midwifery competency based on the NMBA Midwife Standards for Practice.

Course Content

The ANMAC National Accreditation Standards for the Midwife (2014); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018) and Code of Ethics for the Midwife (2014) have substantially informed the syllabus/content of this course.

- Pregnancy and health screening methods
- Assessment of fetal well-being and growth restriction, fetal surveillance and fetal compromise
- Pregnancy complicated by a medical or surgical condition
- Impact on pregnancy of pre-existing medical problems, and impact of pregnancy on pre-existing conditions
- Variations from normal in the first, second & third trimester of pregnancy
- Hyperemesis Gravidarum, Diabetes, Infections in pregnancy,
- Hypertensive conditions: gestational hypertension, pre-eclampsia/eclampsia, HELLP and DIC,
- Thromboembolic disease in pregnancy, Liver disease in pregnancy
- VBAC, 3rd and 4th degree perineal lacerations
- Emergencies in labour, postpartum haemorrhage, shoulder dystocia, obstructed labour, ruptured uterus, uterine inversion, cord prolapse, vasa praevia, amniotic fluid embolism
- Shock, collapse, deterioration, maternal resuscitation, MET calls, ISBAR
- National Safety and Quality Health Service (NSQHS) Standards (2017) clinical care focussed on Standard 8 – Recognising and responding to acute deterioration
• Postpartum challenges: physical and psychological, emotional wellbeing, sepsis, retained products
• Breastfeeding challenges

Values
• Understand the application of critical thinking and critical reasoning skills in clinical problem solving and decision making in obstetric emergencies;
• Appreciate the role of midwives and other interdisciplinary health team members in providing holistic, woman-centred health care in complex childbirth;
• Understand the importance of a sound knowledge in anatomy and pathophysiology for complex childbirth;
• Appreciate the importance of midwifery skills development in providing optimal levels of midwifery care in clinical situations.

Graduate Attributes
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</tr>
</thead>
<tbody>
<tr>
<td>GA 1 Thinkers</td>
<td>Critical thinker adept in clinical reasoning &amp; creative problem solver, reflective practitioner.</td>
<td>K1, K2, K3, K4, K5, S1, S2, S3, S4 A1, A2, A3, A4</td>
</tr>
<tr>
<td>GA 2 Innovators</td>
<td>Life-long researcher Socially and culturally aware agent for change</td>
<td>N/A</td>
</tr>
<tr>
<td>GA 3 Citizens</td>
<td>Socially and culturally aware agent for change Woman-centred, caring, safe professional practitioner</td>
<td>S1, S3, A1, A3, A4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AT1, AT2, AT3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A, B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AT2, AT3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
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</table>
GA 4  Communicators  
Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.

Skilled therapeutic communicator
Safe, competent, and skilled practitioner
K2, S1, S2, S4, A4

GA 5  Leaders  
Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.

Collaborative Maternity Team Member.
Politically astute, situational leader and citizen
S1, S4, A4

Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning outcome assessed</th>
<th>Learning Task</th>
<th>Assessment Type</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. S3, S4, A2, A3</td>
<td>Reflection on working in a multidisciplinary team with women and families experiencing unexpected outcomes.</td>
<td>Written task: Critical reflection</td>
<td>15-25%</td>
</tr>
<tr>
<td>2. K1-5, S1, S2</td>
<td>Theoretical concepts and skills required for complicated pregnancy, labour, birth, postnatal and care of the neonate.</td>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part A – Objective Structured Clinical Examination (OSCE)</td>
<td>Part A: 20% Hurdle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B – Written exam</td>
<td>Part B: 40-60%</td>
</tr>
<tr>
<td>3. K1-5, S1-4, A1-4</td>
<td>Satisfactory achievement of identified NMBA Midwife Standards for Practice in midwifery practice experiences.</td>
<td>Midwifery Practice Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Assessment of Midwifery Practice (Compulsory PASS required).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continuity of Care experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Completion of five (5) Clinical Assessment Tools (CAT) to a ‘proficient’ level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Completion of 200 midwifery practice hours. Submit completed AMSAT.</td>
<td></td>
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<tr>
<td></td>
<td>3. Recruit a further two (2) women for continuity of care experiences.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adopted Reference Style:
- ☒ APA
- □ Australian
- □ MLA
- □ Chicago

□ Other (please specify)
Refer to the library website for more information
Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the Guidelines for Course Outline and the Supplementary Guidelines (Learning Outcomes and Assessment).

School: School of Nursing and Healthcare Professions
Course Title: Neonates Requiring Extra Care
Course ID: MIDBM3107
Credit Points: 15
Teaching Period Offered: Semester 2
Prerequisite(s): MIDBM3106
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 060399

Description of the Course for Handbook entry:
This course will prepare students with the theoretical knowledge and skills to assess, examine and initiate emergency management on the newborn infant. Anatomy and physiology relating to the newborn infant, and infant nutrition will be explored. Students will develop an understanding of multidisciplinary care and collaborative practice in the management of unwell neonates in a Special Care Nursery. In addition, students will develop an understanding of the socio-cultural elements surrounding the care of the unwell newborn and their families.

Grade Scheme: Graded (e.g. HD, D, C, etc.)
Work experience indicator: Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider
Placement Component: Yes 96 hours No
Supplementary Assessment available: Yes No

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level
Learning Outcomes (On successful completion of the course the students are expected to be able to):

**Knowledge**

K1. Explore the social-cultural context in the provision of care to babies and their families in Australia and globally;
K2. Examine the changes in anatomy and physiology of the fetus and newborn infant and describe successful adaptation to the extrauterine environment;
K3. Identify the circumstances and conditions that may necessitate admission of a baby to a Special Care Nursery;
K4. Describe the principles of stabilisation and emergency transfer of a compromised neonate to a tertiary setting;
K5. Explore infant nutrition including supporting breastfeeding in special circumstances and the use of specialised equipment and formulas.

**Skills**

S1. Conduct a comprehensive assessment of the neonate and provide appropriate care;
S2. Demonstrate knowledge and skills in neonatal resuscitation and stabilisation;
S3. Employ reflective practice strategies to develop understanding of diverse midwifery practice and appreciate the roles and scope of the interdisciplinary team.

**Application of knowledge and skills**

A1. Apply strategies which promote and protect breast feeding and explore other feeding methods to support the newborn baby, both sick and well;
A2. Evaluate the Special Care Nursery environment and its impact upon the woman, her baby and family;
A3. Utilise the clinical decision making process to demonstrate evidence-based knowledge and understanding of the care required by the baby and the family;
A4. Explore strategies to support the neurological development of premature neonates;
A5. Demonstrate an appreciation of the family's need for privacy, dignity and respect, as well as their right to be informed and to make decisions regarding care of their baby;
A6. Demonstrate midwifery competency based upon the NMBA Midwife Standards for Practice.

**Course Content**

The ANMAC National Accreditation Standards for the Midwife (2014); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018) and Code of Ethics for the Midwife (2014) have substantially informed the syllabus/content of this course.

- Pre-existing maternal disease and effects on the fetus/neonate
- Revision of transition to extra uterine life
- Assessment of the neonate
- Admission to the Special Care Nursery (SCN), Levels of care
- Family centered care, parenting for vulnerable families
- Identifying the deteriorating baby
- Thermoregulation & neutral thermal environment (NTE)
- Respiratory distress, oxygen therapy
- Hypoglycaemia and infant of the diabetic mother
- Jaundice
• Sepsis
• Birth trauma, seizures and pain.
• The small and premature infant
• Developmental care
• Pharmacology, IV therapy, drug and fluid calculation
• Infant nutrition: breastfeeding: promoting, protecting, expressing and storing breast milk, specialist formula
• Counselling the BF mother
• Feeding difficulties - neonatal causes
• Neonatal Abstinence Syndrome (NAS)
• Congenital disorders,
• Legal and ethical considerations

Values

• Appreciate the role of midwives and other interdisciplinary health team members in providing holistic, family-centred health to the unwell neonate.
• Acknowledge the family as the constant in the life of the child and health care professionals as transient by empowering and enabling family to participate in care where appropriate.
• Recognise the need to provide safe high quality care to the newborn regardless of location.

Graduate Attributes

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<td>Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.</td>
<td>Critical thinker adept in clinical reasoning &amp; creative problem solver, reflective practitioner. Professional and ethical decision maker</td>
</tr>
<tr>
<td>K1, K2, K3, K4, K5, S1, S3, A1, A2, A5</td>
<td>AT1, AT2, AT3</td>
<td>A</td>
</tr>
<tr>
<td>GA 2 Innovators</td>
<td>Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.</td>
<td>Life-long researcher Socially and culturally aware agent for change</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
GA 3 Citizens
Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.

Socially and culturally aware agent for change
Woman-centred, caring, safe professional practitioner

K1, K5, S3, A2, A3, A4, A5
AT4 A

GA 4 Communicators
Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.

Skilled therapeutic communicator
Safe, competent, and skilled practitioner

K5, S2, A1, A2, A4, A5, A6
AT3, AT4 A

GA 5 Leaders
Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.

Collaborative Maternity Team Member.
Politically astute, situational leader and citizen

N/A
N/A

Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning outcome assessed</th>
<th>Learning Task</th>
<th>Assessment Type</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. K1–K5, S1, A1–A6</td>
<td>Theoretical concepts and skills required to recognise and care for the unwell neonate.</td>
<td>Online activities</td>
<td>15-25%</td>
</tr>
</tbody>
</table>
| 2. K1–K5, S2, S3, A1–A6  | Theoretical concepts and skills required for care of the neonate including emergency response. | Examination<br>
Part A – Objective Structured Clinical Examination (OSCE)<br>Part B – Written exam | Part A: 10-20%<br>Part B: 45-55% |
Adopted Reference Style:

- APA  
- Australian  
- MLA  
- Chicago

☐ Other (please specify)
Refer to the library website for more information
Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the Guidelines for Course Outline and the Supplementary Guidelines (Learning Outcomes and Assessment).

School

School of Nursing and Healthcare Professions

Course Title

Perinatal and Infant Mental Health

Course ID

MIDBM3108

Credit Points

15

Teaching Period Offered

Semester 2

Prerequisite(s)

MIDBM 2004

Co-requisite(s)

Nil

Exclusion(s)

Nil

ASCED Code

060399

Description of the Course for Handbook entry:

This course will focus on common mental health conditions experienced in the perinatal period and the effect on the infant. A variety of screening tools and their application are explored. Attachment theory and infant behavioural cues are discussed as well as the impact of parental interaction on infant development. Students are encouraged to explore the role of the midwife within the multidisciplinary team in supporting women experiencing mental health challenges, as well as management and referral pathways. This course works to put into context for the student the nature and scope of midwifery practice and the importance of woman centred care in identifying and addressing psychosocial challenges in the perinatal period, and places it as central to securing improved maternal and infant health outcomes.

Grade Scheme

Graded (e.g. HD, D, C, etc.)

Work experience indicator

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider

Placement Component

☐ Yes  ☒ No

Supplementary Assessment available

☒ Yes  ☐ No

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level
Learning Outcomes (On successful completion of the course the students are expected to be able to):

Knowledge:

K1. Identify common mental health conditions in the perinatal period and associated risk factors;
K2. Explain attachment theory and describe infant behaviour and cues;
K3. Explore perinatal mental health and emotional wellbeing, and its impact on the family and infant development;
K4. Demonstrate a critical understanding of the enablers and barriers to perinatal mental health and healthy adjustment to parenting;
K5. Review the role of the contemporary midwife in the multidisciplinary team to provide care to the woman and family with additional needs.

Skills:

S1. Demonstrate advanced interpersonal and therapeutic communication skills when working with women experiencing emotional or psychological challenges;
S2. Undertake comprehensive psychosocial screening of women during pregnancy and families in the perinatal period using a variety of screening tools;
S3. Apply postnatal debriefing and demonstrate general counselling skills.

Application of knowledge and skills

A1. Conduct initial mental health screening of women and their babies at various stages across the childbearing continuum and provide safe, evidence based, culturally safe woman-centred care.
A2. Evaluate screening results and make timely referrals to appropriate services
A3. Provide extended care to mother, baby and family including complex discharge planning.

Course Content

The ANMAC National Accreditation Standards for the Midwife (2014); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018) and Code of Ethics for the Midwife (2014) have substantially informed the syllabus/content of this course.

- Family centred care
- Assessing parental interaction
- Common mental health conditions in the perinatal period
- Perinatal period, antenatal depression (AND), postnatal depression (PND), anxiety, mood changes, mental health assessment, post traumatic stress disorder (PTSD)
- Infant mental health, behaviour cues
- Screening of women/babies at risk
- Barriers and enablers to optimum perinatal mental health
- Consideration of vulnerable groups – Aboriginal and Torres Strait Islanders, migrant or refugee women, previous trauma, social determinants, assisted reproductive technologies, family violence
- Attachment theory, attachment disorders, adjustment to parenting, adjustment disorders
Infant development, normal neurobiology of infant brain development, factors which can impact upon this: sleep- settling, infant communication, infant feeding, social & physical development or milestones

Current research and best practice concerning men’s/partners roles

Postnatal debriefing, general counselling skills

Values

- Appreciate the need for utilising therapeutic communication and reflective practice skills when providing woman-centred care in meeting the needs of childbearing women.
- Appreciate the role of midwives and other interdisciplinary health team members in providing holistic, family-centred health care.
- Recognise the importance of mental health to women’s overall wellbeing, and positive family outcomes.

Graduate Attributes

The Federation University (FedUni) graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program.

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<th>Midwifery Graduate Capabilities</th>
<th>Development and acquisition of GAs in the course</th>
</tr>
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<tbody>
<tr>
<td>GA 1 Thinkers</td>
<td>Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.</td>
<td>Critical thinker adept in clinical reasoning &amp; creative problem solver, reflective practitioner.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K1, K2, K3, K4, S1, S2, A1, A2,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AT1, AT2 B</td>
</tr>
<tr>
<td>GA 2 Innovators</td>
<td>Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.</td>
<td>Life-long researcher Socially and culturally aware agent for change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>GA 3 Citizens</td>
<td>Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>K1, K2, K4, K5, S2, A1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AT1, AT2 A</td>
</tr>
</tbody>
</table>
### GA 4 Communicators

Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.

| Skilled therapeutic communicator | K3, S1, S3, A1, A2, A3 | A, B | AT1, AT2 | A |

### GA 5 Leaders

Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.

| Collaborative Maternity Team Member. Politically astute, situational leader and citizen | N/A | N/A |

### Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning outcome assessed</th>
<th>Learning Task</th>
<th>Assessment Type</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, K2, K3, S2, S3, A2, A3</td>
<td>Theoretical concepts and skills required to care for women experiencing psychosocial challenges in the perinatal period, and the impact on their babies and families.</td>
<td>Written task: essay</td>
<td>40 - 60%</td>
</tr>
<tr>
<td>K1, K2, K4, K5, S1, S2, A1, A3</td>
<td>Application of theoretical concepts related to mental health disorders in the perinatal period.</td>
<td>Written assessment: Case study</td>
<td>40 - 60%</td>
</tr>
</tbody>
</table>

### Adopted Reference Style:

- [x] APA
- [ ] Australian
- [ ] MLA
- [ ] Chicago

- [ ] Other (please specify)
  Refer to the library website for more information
Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the Guidelines for Course Outline and the Supplementary Guidelines (Learning Outcomes and Assessment).

School
School of Nursing and Healthcare Professions

Course Title
Midwifery Practice Diversity

Course ID
MIDBM3209

Credit Points
15

Teaching Period Offered
Semester 1

Prerequisite(s)
MIDBM3107

Co-requisite(s)
NURBN 3030

Exclusion(s)
Nil

ASCED Code
060399

Description of the Course for Handbook entry:
This course will introduce students to the interrelationship of midwifery practice as primary health, maternity care and public health. It facilitates the student to a greater understanding of vulnerability in childbearing women. The course also includes issues such as violence within the family, child abuse, sexual assault, drug abuse and associated pathologies. The special needs of Indigenous women and their families will be addressed. The role of midwifery and maternity care in improving perinatal outcomes for disadvantaged women and families will be discussed and debated, including issues of cultural diversity, refugees, and vulnerable populations.

Grade Scheme
Graded (e.g. HD, D, C, etc.)

Work experience indicator
Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider

Placement Component
☐ Yes 80 hours ☐ No

Supplementary Assessment available
☐ Yes ☐ No

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.
## Program Level

<table>
<thead>
<tr>
<th>Level of course in Program</th>
<th>AQF Level(s) of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory</td>
<td>5 6 7 8 9 10</td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>X</td>
</tr>
</tbody>
</table>

## Learning Outcomes
(On successful completion of the course the students are expected to be able to):

### Knowledge
K1. Recognise vulnerabilities affecting the childbearing family and advocate for equity and access to care
K2. Critically reflect on their own actions in the professional partnership role with vulnerable women and on the nature of midwifery practice in relation to clients' health situations;
K3. Discuss family violence and child protection legislation
K4. Discuss the individual and social determinants of health in relation to childbearing and their impact on perinatal outcomes;

### Skills
S1. Develop a range of problem solving, shared decision-making and time management strategies for vulnerable childbearing women;
S2. Develop strategies of leadership, management, teamwork and interdisciplinary collaboration in the provision of quality midwifery care of vulnerable women,
S3. Critically examine the World Health Organisation (WHO) and International Confederation of Midwives (ICM) role of the midwife as primary health care provider for women of diverse cultures and ethnic backgrounds;

### Application of knowledge and skills
A1. Interpret the incidence, prevalence and clinical relevance of population health information presented in health research publications;
A2. Incorporate and evaluate ethically and culturally relevant midwifery interventions for vulnerable women;
A3. Critique the role of midwives in the broader context of public and primary health care provision;
A4. Demonstrate midwifery competency based on the NMBA Midwife Standards for Practice.

## Course Content
*The ANMAC National Accreditation Standards for the Midwife (2014); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018) and Code of Ethics for the Midwife (2014) have substantially informed the syllabus/content of this course.*

- Collaborative practice; extended role of the contemporary midwife, models of care, partnerships
- Vulnerable populations
- Public health/ Primary Health Care and the role of the midwife
- Culturally and linguistically diverse (CALD) backgrounds, people from a refugee background/refugee and asylum seeker health
- Domestic violence, Multi-Agency Assessment and Management Framework (MARAM)
- Child protection, mandatory reporting laws
- Aboriginal and Torres Strait Islander women
- Substance abuse
- Diverse settings for midwifery practice
- Health promotion
### Values

- Appreciate the role of midwives and other interdisciplinary health team members in providing holistic, woman-centred health care.
- Understand public health policy and primary healthcare and its importance in midwife-woman partnership.
- Recognise vulnerable populations and the impact this has on the childbirth continuum, and maternity care services.

### Graduate Attributes

The Federation University (FedUni) graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program.**

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<thead>
<tr>
<th>Graduate attribute and descriptor</th>
<th>Midwifery Graduate Capabilities</th>
<th>Development and acquisition of GAs in the course</th>
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<tbody>
<tr>
<td><strong>GA 1 Thinkers</strong></td>
<td>Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.</td>
<td>Critical thinker adept in clinical reasoning &amp; creative problem solver, reflective practitioner. Professional and ethical decision maker</td>
</tr>
<tr>
<td><strong>GA 2 Innovators</strong></td>
<td>Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.</td>
<td>Life-long researcher Socially and culturally aware agent for change</td>
</tr>
<tr>
<td><strong>GA 3 Citizens</strong></td>
<td>Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.</td>
<td>Socially and culturally aware agent for change Woman-centred, caring, safe professional practitioner</td>
</tr>
</tbody>
</table>

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**Version:** 2, **Version Date:** 06/03/2020

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**CRICOS Provider No. 00103D**

**Warning:** uncontrolled when printed.

**Authorised by:**

**Academic Board**

**Document owner:**

**Chair, Curriculum Committee**

**Current Version:** 01/07/2016
### GA 4 Communicators

Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.

**Skilled therapeutic communicator**
- Safe, competent, and skilled practitioner

**Learning Task and Assessment:**

<table>
<thead>
<tr>
<th>Learning outcome assessed</th>
<th>Learning Task</th>
<th>Assessment Type</th>
<th>Weighting (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, S1, A1, A2</td>
<td>Theoretical concepts of primary healthcare, health promotion, and vulnerable populations in the maternity context.</td>
<td>Online activities</td>
<td>20-30%</td>
</tr>
<tr>
<td>K1, K2, K3, K4, S1, S2, A1, A2, A3</td>
<td>Theoretical concepts of primary healthcare and health promotion in maternity care.</td>
<td>Poster and presentation Writtentask: Poster and Oral presentation</td>
<td>40-60%</td>
</tr>
<tr>
<td>K1, K2, S1, S2, S3, A1, A2, A4</td>
<td>Satisfactory achievement of identified NMBA Midwife Standards for Practice in midwifery practice experiences. Assessment of Midwifery Practice (Compulsory PASS required). Continuity of Care experience.</td>
<td>Midwifery Practice Portfolio 1. Completion of four (4) Clinical Assessment Tools (CAT) and formative assessment to a 'proficient' level. 2. Completion of 80 midwifery practice hours. Submit completed AMSAT. 3. Recruit a further two (2) women for continuity of care experiences.</td>
<td>10% Satisfactory/unsatisfactory Hurdle</td>
</tr>
</tbody>
</table>

### GA 5 Leaders

Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.

**Collaborative Maternity Team Member.**
- Politically astute, situational leader and citizen

**Learning Task and Assessment:**

<table>
<thead>
<tr>
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<th>Assessment Type</th>
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<tbody>
<tr>
<td>K1, K4, S1, S2, S3, A2, A3</td>
<td>Skilled therapeutic communicator</td>
<td>Online activities</td>
<td>20-30%</td>
</tr>
</tbody>
</table>

**Adopted Reference Style:**

- [ ] APA  
- [ ] Australian  
- [ ] MLA  
- [ ] Chicago  

- [ ] Other (please specify)

Refer to the library website for more information

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Document Set ID: 203429
Version: 2, Version Date: 06/03/2020
Course Outline (Higher Education)

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<table>
<thead>
<tr>
<th>School</th>
<th>School of Nursing and Healthcare Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Midwifery Practice Consolidation</td>
</tr>
<tr>
<td>Course ID</td>
<td>MIDBM 3210</td>
</tr>
<tr>
<td>Credit Points</td>
<td>30</td>
</tr>
<tr>
<td>Teaching Period Offered</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>MIDBM 3209</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
<td>NURBN 3034</td>
</tr>
<tr>
<td>Exclusion(s)</td>
<td>Nil</td>
</tr>
<tr>
<td>ASCED Code</td>
<td>060399</td>
</tr>
</tbody>
</table>

**Description of the Course for Handbook entry:**

This midwifery practice course provides students with a comprehensive and meaningful final preparation for transition to practice as a competent beginning registered midwife. The course utilises principles of adult learning to enable students to identify gaps, strengths and weaknesses in their midwifery practice, consolidate practice experiences and develop critical decision-making skills as required by midwifery standards of practice.

| Grade Scheme                  | Graded (e.g. HD, D, C, etc.) |
| Work experience indicator    | Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider |
| Placement Component          | Yes 160 hours No             |
| Supplementary Assessment available | Yes No                     |

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level**
Learning Outcomes (On successful completion of the course the students are expected to be able to):

Knowledge

K1. Explain factors affecting communication and negotiation in the midwifery context;
K2. Synthesise a broad range of knowledge from previous subjects to demonstrate an integrated bio-psychosocial insight into a selected area of midwifery practice.

Skills

S1. Demonstrate safe midwifery practice based on sound theoretical knowledge and reasoning;
S2. Perform comprehensive physical and emotional health assessment of childbearing women and newborns;
S3. Resolve midwifery practice problems appropriately;
S4. Implement and evaluate midwifery care as planned;
S5. Demonstrate sensitivity to the cultural dimensions of care;
S6. Practice with increasing independence and incorporate current research findings into clinical practice;

Application of knowledge and skills

A1. Critically apply current research findings relevant to the nominated field of study.
A2. Apply principles of adult learning to address identified learning needs.
A3. Demonstrate midwifery competency based on the NMBA Midwife Standards for Practice.

Course Content

The ANMAC National Accreditation Standards for the Midwife (2014); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018) and Code of Ethics for the Midwife (2014) have substantially informed the syllabus/content of this course.

- Communication, interprofessional practice, handover
- Adult learning – childbirth education
- Professional peer review, giving and receiving feedback for professional progression
- Continuing Professional Development (CPD) – maintaining competence
- Learning needs self-assessment
- Consolidation of practice and theory
- Completing requirements for registration as a midwife

Values

- Appreciate, consolidate and value contemporary midwifery practice in a diversity of settings.
- Recognise the importance of the role of the midwife as clinical leader and manager in providing quality care to others in contemporary maternity healthcare contexts.

Graduate Attributes

The Federation University (FedUni) graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate
attribute attainment typically follows an incremental development process mapped through program progression. One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program.

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<td><strong>GA 2 Innovators</strong></td>
<td>Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.</td>
<td>Life-long researcher Socially and culturally aware agent for change K2, S1, S3, A1 B AT1, AT2, AT3</td>
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<td>Socially and culturally aware agent for change Woman-centred, caring, safe professional practitioner K1, S5, A3 A AT1, AT2, AT3</td>
</tr>
<tr>
<td><strong>GA 4 Communicators</strong></td>
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<td>Skilled therapeutic communicator Safe, competent, and skilled practitioner K1, S2, S3, S4, A2, A3 A AT1, AT2, AT3</td>
</tr>
<tr>
<td><strong>GA 5 Leaders</strong></td>
<td>Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.</td>
<td>Collaborative Maternity Team Member Politically astute, situational leader and citizen K2, S1, S3, S6, A1, A3 A AT1, AT2, AT3</td>
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</tbody>
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Learning Task and Assessment:

<table>
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<tr>
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</tr>
</tbody>
</table>

Version: 2, Version Date: 06/03/2020
1. **K1, S3, A1, A2, A3**
   - Self-determined learning needs and development of feedback skills
   - **Written Online Activity:**
     - Online written submissions
     - Online peer review and feedback activities
   - **Percentage:** 40-60%

2. **K2, S5, A1, A2, A3**
   - Collaborative midwifery care
   - **Written assessment:**
     - Critical reflection.
     - Reflective case study
   - **Percentage:** 20-40%

3. **K1, K2, S1-6, A1-3**
   - Satisfactory achievement of identified NMBA Midwife Standards for Practice in midwifery practice experiences.
   - Assessment of Midwifery Practice (Compulsory PASS required).
   - Continuity of Care experience.
   - **Midwifery Practice Portfolio**
     1. Completion of five (5) Clinical Assessment Tools (CAT) and summative assessment to an ‘independent’ level.
     2. Completion of 160 midwifery practice hours. Submit completed AMSAT, and midwifery practice portfolio.
     3. Finalise continuity of care experiences.
   - **Percentage:** 10%
   - **Hurdle:** Satisfactory/unsatisfactory

---

**Adopted Reference Style:**

- [ ] APA
- [ ] Australian
- [ ] MLA
- [ ] Chicago
- [ ] Other (please specify)

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