

# Unit Outline (Higher Education)

**Institute / School:** Institute of Health and Wellbeing

**Unit Title:** Perinatal Mental Health A

**Unit ID:** HEALP6204

**Credit Points:** 30.00

**Prerequisite(s):** (HEALP6201 and HEALP6202)

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 060303

**Description of the Unit:**

This is the introductory unit in the Gidget Foundation Australia workforce development program. It is designed to provide students with foundational theoretical and practical knowledge as well as obtain the clinical skills to support entry into the perinatal and infant mental health clinical space. The content will explore physiology of childbearing, fetal development, normal adjustments to parenting as well as address broad biosocial issues contributing or diminishing resilience. Students will be introduced to comprehensive psychological assessment of the mother-infant dyad, case formation, implementation, and evaluation of therapeutic treatment of common clinical presentations. Effective family-centred, strengths based, and culturally sensitive care will be explored together with clinical reasoning, critical thinking, and reflective practice for safe, quality evidence-based care.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee.).

**Placement Component:** Yes

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

On successful completion of the course the students are expected to be able to:

#### Knowledge:

- K1.** Examine common mental health presentations during the perinatal period.
- K2.** Describe the enablers and barriers to perinatal mental health and healthy adjustment to parenting.
- K3.** Demonstrate knowledge regarding comprehensive assessment of the family unit including the mother, father/non birthing parent, infant and the parent infant dyad.
- K4.** Analyse evidence-based treatment options for perinatal mental health conditions, including pharmacological management and its implications.
- K5.** Identify key theoretical frameworks influential in facilitating diagnosis and management of perinatal and infant mental health disorders.
- K6.** Discuss the legal and ethical frameworks surrounding mental health care.

#### Skills:

- S1.** Undertake and evaluate comprehensive assessment appropriate to the clinical presentation.
- S2.** Foster partnerships in care with women and their families and advocate for their right to choice and self-determination, and their inherent capacity for recovery
- S3.** Work collaboratively as a perinatal and infant mental health worker in a multidisciplinary team with a professional approach to treatment and recovery.
- S4.** Implement strategies to support the family's need for privacy, dignity, and respect as well as their right to be informed and make decisions regarding their care.

#### Application of knowledge and skills:

- A1.** Demonstrate advanced interpersonal and therapeutic communication skills when working with women experiencing emotional or psychological challenges.
- A2.** Conduct and interpret mental health assessment and risk in addition to psychosocial screening tools commonly used in the perinatal period.
- A3.** Initiate, plan, implement, and evaluate skilled, safe, and competent clinical practice in the perinatal setting.
- A4.** Apply reflective thinking and critical analysis to perinatal and infant mental health contexts and demonstrate a sound understanding of the evidence base underpinning professional practice.

#### Unit Content:

Topics may include:

Topics may include:

- Physiology of childbearing and fetal development.
- Parent-infant attachment, attachment styles, and adjustment to parenting.
- Fathers or non-birth partner and their evolving roles, adjustments and relationships.
- Psychosocial screening and prevention
- Protective and risk factors for optimum perinatal mental health, e.g., social capital, family strengths,

individual, social, and environmental risk, vulnerable groups including birth trauma, grief and loss, family violence, assisted reproduction, migrant/refugee health, drug, and alcohol use.

- Common presentations of compromised mental health in the perinatal period including anxiety, depression, and trauma.
- Women presenting with pre-existing or chronic mental health conditions.
- Initial mental health assessment, diagnostics, and management, including core competencies, e.g., CBT.
- Psychodynamic approaches to working with families.
- Indications for pharmacotherapy, medication options, GP/psychiatrist referral, medication side-effects, implications for pregnant and lactating women on fetal and child development
- Legal, ethical, and professional practice standards/frameworks, child protection considerations
- Working collaboratively in a multidisciplinary team including consultation and referral pathways
- Principles of infant mental health; infant development, normal neurobiology of infant brain development, factors which can impact upon this: sleep quality, settling, infant communication, infant feeding, social and physical development or milestones.
- Infant feeding needs including early feeding, supporting lactation, introduction of solids, common issues, and allergies.
- Self-care and reflective practice
- Embedding evidence-based practice
- Theoretical frameworks for therapeutic psychological practice
- Cultural perception of mental health

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups. Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	K2,K6,S1,S3,A1,	AT1,AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	Students will demonstrate the ability to apply leadership skills and behaviours. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	K2,S2,S3,A3	AT3,AT4
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	K3,K4,S4,A4	AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display high-level skills in: <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	K1,K2,K5,S1,A3	AT2
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable,ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	K2,K3,K6,S1,A2,A4	AT4

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, K5, S1, S4, A1	Case Presentation	Oral Task	40-60%
K1, K2, K3, K4, K5, K6, S1, S2, S4, A1.A2, A4.	Case Study	Written Task	40-60%
K1, K2, K3, K4, K5. S1, S2. S3, S4, A1, A2, A3, A4	Practicum and portfolio. Completion of 70 hours clinical practice. Submit formative and summative reports, clinical practice documented in portfolio and signed off by supervisor. Include supervision observation.	Practicum	S/U
K1, K3, K5, K6, S3, S4, A4	Attendance at 80% of individual supervision, group supervision, and virtual classes	Attendance	Hurdle

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)