Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	Perinatal Mental Health B
Unit ID:	HEALP6205
Credit Points:	30.00
Prerequisite(s):	(HEALP6204)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060303

Description of the Unit:

This is the second unit for students in the Gidget Foundation Australia workforce development course. The unit is designed to further develop students theoretical and practical knowledge in perinatal mental health care. Students will deepen their understanding of more complex mental health conditions and skills to support women and their families. Learning content includes presentation and management of complex perinatal disorders including post-traumatic stress syndrome/disorder, complex trauma, alcohol and drug use, personality, psychotic and mood disorders. Evidence-based therapeutic interventions for recovery focussed care, consolidate theoretical and practical skills, and demonstrate safe and competent care expected of a beginning level independent clinician providing perinatal mental health care. Working collaboratively in an emerging multidisciplinary team and advancing knowledge in the field.

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

Work Experience:

No work experience

Placement Component: Yes - 10 days

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						
Intermediate						
Advanced				✔		

Learning Outcomes:

Knowledge:

K1. Examine complex maternal mental health conditions, parental adjustment disorders, and drug and alcohol use during the perinatal period.

K2. Demonstrate advanced knowledge regarding comprehensive assessment of the family unit including the mother, father/non birthing parent, infant, and the parent infant dyad.

K3. Understand the principles of infant mental health, and infant attachment disorders.

K4. Identify appropriate diagnosis, psychological therapies, case formulation, implementation, evaluation, and indications for pharmacological management.

K5. Relate the legal and ethical frameworks underpinning situations of complex perinatal mental health.

Skills:

S1. Conduct comprehensive initial and ongoing maternal-infant assessments and treatment appropriate to the clinical presentation.

S2. Work collaboratively in a multidisciplinary team with a multidisciplinary approach to treatment and recovery or management.

S3. Demonstrate effective family-centred principles of care.

Application of knowledge and skills:

A1. Utilise critical thinking, problem solving and reflective practice skills to provide culturally safe care to women and their families experiencing low prevalence (serious) mental health conditions in the perinatal period.

A2. Application and evaluation of psychodynamic approaches used in perinatal mental health care.

A3. Integrate research evidence with professional psychological practice.

Unit Content:

Topics may include:

1. Complex maternal perinatal mental health conditions, e.g., post-traumatic stress syndrome/disorder, complex trauma, personality, psychotic and mood disorders, eating disorders, OCD, insomnia.

2. Alcohol and other drug use

3. Ongoing mental health assessment, diagnostics, management, and complex discharge planning.

4. Principles of infant mental health, infant attachment disorders, and parental adjustment disorders

5. Age related infant assessment and care; regulatory issues, sleep, settling, feeding, language development, communication.

6.Fathers or non-birth partner and their evolving roles, adjustments and relationships.

7.Infant social and emotional development

8.Self-care and reflective practice

9.Legal, ethical, and professional practice standards

10.Culturally safe care for women and their families experiencing low prevalence (serious) mental health conditions.

11.Psychological therapies, e.g., circle of security

12.Continual assessment of pharmacotherapy

13.Role of the PIMH psychologist in the multidisciplinary team

14.Importance of advancing research in the PIMH field

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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: • Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods • Active listening for meaning and influencing • High-level empathy for others • Negotiating and demonstrating extended conflict resolution skills • Working respectfully in cross-cultural and diverse teams	K3,S2,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: • Creating, contributing to, and enabling collegial environments • Showing self-awareness and the ability to self-reflect for personal growth • Inspiring and enabling others • Making informed and evidence-based decisions through consultation with others • Displaying initiative and ability to solve problems	K1,K2,S1,S2,A1	AT1,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: • Reflecting critically on complex problems • Synthesising, evaluating ideas, concepts and information • Proposing alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts through deep inquiry • Proposing creative solutions in problem solving	K1,K2,K5,S1,A3	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: • Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level • Receiving and responding to messages in a range of digital media • Using digital tools appropriately to conduct research • Contributing proficiently to digital teams and working groups • Participating in and utilising digital learning opportunities	K4,S1,A2	AT1, AT4
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: • The responsible conduct of research • Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts • Demonstrating commitment to social responsibility as a professional and a citizen • Generating research solutions which are sustainable,ethical, socially responsible and/or sustainable • Extending lifelong, life-wide and life-deep learning to be open to diverse others • Demonstrate extended actions to foster sustainability in their professional and personal life.	K2,K5,S1,S3,A3	AT1,AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, S1, S3, A2, A3	Case presentation (complex)	Oral	40-60%
K2, K3, K4, S1, S3, A2, A3	Case study (evidence informed)	Written	40-60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K4, S1, S2, A2	Practicum and portfolio. Completion of 70 hours clinical practice. Submit formative and summative reports, clinical practice documented in portfolio and signed off by supervisor. Undertake supervision observation.	Practicum	S/U
K3, K5, S2, S3, A1, A3	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