Course Outline (Higher Education)

:	School of Health
Course Title:	MIDWIFERY: EVIDENCE BASED PRACTICE
Course ID:	MIDGD6005
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060303

Description of the Course :

This course consolidates learning and addresses the use of research and contemporary theory to inform 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 their workplace. 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 (HD, D, C, etc.)
Placement Component:	No

Supplementary Assessment: Yes

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:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	☐	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Advanced				✔		

Learning Outcomes:

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;

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 ANMAC decision making framework to midwifery.

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.

Modules	Midwifery theory
1: Evidence based knowledge in midwifery practice	• Evaluating evidence • Best practice principles • Research skills • Page's five steps of evidence-based midwifery
2: Midwifery inquiry	• Midwifery inquiry • Becoming a life-long learner
3: Reflective practitioner	• Principles of reflective practice

4: Critical thinking, problem solving and decision making	• Clinical decision-making framework and skills ◦ Based on evidence ◦ Experience ◦ Collaboration ◦ Consultation
5: Safety and quality	• Applying the systematic review in informing clinical practice • Occupational health and safety • Quality audits • Victorian Perinatal Data Collection

Values:

V1.   Understand the application of research to improving evidence-based midwifery practice.

V2.   Appreciate the relationship of research, evidence and outcomes of best practice midwifery care.

V3.   Appreciate midwifery inquiry, and higher order cognitive skills to provide workplace safety and safe quality midwifery service.

Graduate Attributes

The Federation University 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**

Students will be equipped with advanced level knowledge of the determinants of health health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning outcomes (KSA)	Code A: Direct B: Indirect N/A: Not Assessed	Assessment task (AT#)	Code: A: Certain B: Likely C: Possible N/A: Not
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.	K1, K3, K5, S2, A1	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.	K2, K4, S1, S2	B	AT1	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.	K2, K5, S1, A1	A	AT1	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.	K1, K2, K5, S2, A1, A2	A	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.	K1, K2, K4, S1, A1, A3	B	AT1, AT2	B

Learning Task and Assessment:

A 15 credit point course will involve a minimum of 150 hours of learning. For every one hour of teacher directed learning there will be a minimum of two hours of student/learner directed learning. The *Teacher-directed* hours of student learning in this course will be experienced primarily through teaching innovations such as interactive technology enhanced lectures, class discussions, audiovisual presentations, flexible blended and on-line learning, low and high fidelity simulations, exploration of case studies and inquiry-based learning. Active participation is encouraged during class sessions. Attendance at all clinical placement hours and classes is compulsory.

Learner-directed hours will include focused self-directed learning activities, simulated laboratory learning, practice and reflection on practice, and role modelling. Students are expected to access electronic research databases and use computers to facilitate learning.

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A2	Reviewing the evidence base for practice; clinical decision-making	Written assessment: Literature review – summative assessment	25-40%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K3, K4, K5, S1, S2, A1, A2, A3	Midwifery inquiry - Identifying current midwifery practices; applying the evidence; and presenting the research.	Written and oral assessment: Midwifery practice quality audit project, written report and oral presentation (summative assessment)	60-75%

Adopted Reference Style:

APA