

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	MIDWIFERY PARTNERSHIPS WITH FIRST NATIONS FAMILIES
Unit ID:	MIDGD6207
Credit Points:	15.00
Prerequisite(s):	(HEAPH6001)
Co-requisite(s):	(MIDGD6205)
Exclusion(s):	Nil
ASCED:	060303

Description of the Unit:

This unit explores the safe and effective provision of health care in partnership with women and families identifying as Australian First Nations Peoples. The central focus is an exploration of the experience of motherhood, family development, and perinatal health of First Nations Peoples. Building a depth of understanding of the historical and contemporary influences on the social determinants of health including cultural and political factors and their impact on shaping Australian First Nations diverse communities will also be examined. This unit is underpinned by a strengths-based, family centred approach, as a fundamental principle of care. Students will apply principles of culturally safe practice of Aboriginal & Torres Strait Islander People, based on a foundation of respect for diversity and difference, addressing individual needs of the family.

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

Work Experience:

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

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.** Discuss Aboriginal and Torres Strait Islander people's history, health and culture identifying strategies for delivery of effective care;
- K2.** Critically examine and evaluate historical, political, cultural and social influences that have led to Aboriginal & Torres Strait Islander People health outcomes
- K3.** Examine and reflect on how one's own culture and dominant cultural paradigms, influence perceptions of and interactions with Aboriginal and Torres Strait Islander peoples
- K4.** Examine the basis of Aboriginal & Torres Strait Islander People's identities including cultural diversity, cultural vulnerability, resilience and place in contemporary Australia
- K5.** Recognise the impact of different cultural perspectives and suggest how an individual's understandings can influence engagement with Aboriginal and Torres Strait Islander individuals, families, organisations, and communities

Skills:

- S1.** Employ advanced interpersonal and therapeutic communication skills when working with First Nation's women, families, and communities.
- S2.** Demonstrate theoretical understanding and skills development in education and counselling for health promotion in relation to the childbearing continuum.
- S3.** Analyse the rationale for the development of health policies that affect Australian Aboriginal and Torres Strait Islander communities
- S4.** Critically evaluate factors relating to health inequity between Indigenous and non-Indigenous families. Explore the current efforts in closing the gap in perinatal outcomes and consider future interventions to address inequalities.
- S5.** Demonstrate culturally safe practice in the care of Aboriginal & Torres Strait Islander People, based on a foundation of respect for diversity and difference and practice of cultural safety

Application of knowledge and skills:

- A1.** Provide woman and family focused care of women and their babies and apply appropriate individualised strategies and care to promote recovery and well-being
- A2.** Utilise critical thinking, problem solving and reflective practice skills to provide culturally safe woman/family centred care throughout the perinatal period
- A3.** Critique the role of midwives in the broader context of public and primary health care provision and the impact on long term maternal and infant health
- A4.** Demonstrate competence in the provision of discerning, discriminating, safe midwifery care in a variety of contexts and complexity of environment based upon the Nursing and Midwifery Board of Australia (NMBA) Midwife Standards for Practice (2018) and the National Safety and Quality Standards (2017).

Unit Content:

The CATSINaM Health Curriculum Framework (2014); ANMAC Midwife Accreditation Standards (2021); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for Midwives (2018); Code of Ethics for Midwives (2014); NMBA Decision-making framework for nursing and midwifery (2020); NMBA Decision-making framework summary - midwifery (2020); National Digital Health Strategy (2021); National Safety and Quality Health Services Standards (2019) and Federation University Stretch Reconciliation Plan have substantially informed the syllabus/content of this unit.

MODULES		MIDWIFERY THEORY
1.	Overview of Aboriginal and Torres Strait Islander peoples' history and culture	<ul style="list-style-type: none"> • First Nations culture prior to settlement • European settlement of Australia and its impact on culture, identity and health • Terra Nullius • Colonisation • Clarification of differences in central concepts such as 'holism' and 'family' • The effect of the Stolen Generations
2.	Contemporary and traditional Australian Indigenous culture and identity	<ul style="list-style-type: none"> • Cultural practices • Meanings of family, community, country, values • Community decision making processes; • Loss of country • Cultural loss • Assimilation • Reconciliation
3.	Cultural safety in midwifery care	<ul style="list-style-type: none"> • Identify one's own cultural identity and dominant cultural paradigms, and critically examine how these influence perceptions of and interactions with Aboriginal and Torres Strait Islander peoples. • Concepts, theories relating to issues of social justice and cultural safety and its meaning, difference and diversity. • Discernment of Culturally safe practices in health with Indigenous communities • Cross cultural communication • Communication strategies for providing effective health and maternity care for Aboriginal and Torres Strait Islander families • Cultural safety issues for Aboriginal and Torres Strait Islander peoples
4.	Health and wellbeing	<ul style="list-style-type: none"> • Identify the dominant cultural paradigms of the Australian Health Care system with particular emphasis on maternity services, and critically examine how these influence perceptions of and interactions with Aboriginal and Torres Strait Islander peoples. • Contemporary Aboriginal & Torres Strait Islander health issues; • Social determinants of Aboriginal and Torres Strait Islander peoples' health • Perinatal outcomes for Aboriginal and Torres Strait Islander people • Maternity and primary health care for Aboriginal and Torres Strait Islander childbearing families • Strengths-based approaches

5.	Addressing inequities	<ul style="list-style-type: none"> • Aboriginal & Torres Strait Islander health policies (national and state): evolution of policies from 1930's to present; • National Safety and Quality Health Service (NSQHS) Standards; Aged Care Quality Standards 1-6; Paediatric Quality Standards for Aboriginal and Torres Strait Islander people • Social and economic circumstances • Cultural Capability model <ul style="list-style-type: none"> ◦ Respect ◦ Communication ◦ Safety and quality ◦ Reflection ◦ Advocacy
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Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S5	Exploration and analysis of important concepts of historical and contemporary social privileges and the potential influence on Aboriginal and Torres Strait Islander health outcomes in the context of Australian maternity care.	Audio visual presentation	40-60%
K1, K2, K3, K4, K5, S2, S3, S4, A2,	Application of theoretical concepts to the context of midwifery care for Aboriginal and Torres Strait Islander women and families.	Written assessment	40-60%
S1, S2, S3, A1, A2, A3, A4	Satisfactory achievement of identified NMBA Midwife Standards for Practice in midwifery practice experiences. (Compulsory PASS required)	Midwifery practice portfolio 1. Completion of five (5) Clinical Assessment Tools (CAT) to 'proficient' level. 2. Completion of 160 midwifery practice hours. Submit completed AMSAT.	S/U

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit

No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)