



Course Outline (Higher Education)

School:	School of Health
Course Title:	VULNERABLE POPULATIONS IN MIDWIFERY PRACTICE
Course ID:	MIDGD6206
Credit Points:	15.00
Prerequisite(s):	(HEAPH6001)
Co-requisite(s):	(MIDGD6205)
Exclusion(s):	Nil
ASCED:	060303

Description of the Course :

This course consolidates midwifery knowledge, skills and application for practice in the context of social, cultural and political factors shaping women’s health, particularly those relating to reproduction, childbirth and family development in multicultural Australia. The course focuses upon the experience of motherhood in diverse cultural groups, maternal and perinatal health of Aboriginal and Torres Strait Islander people, vulnerable populations and contemporary reproductive health issues. The central focus is the interrelationship of midwifery practice as primary health, maternity care and public health as well as the diverse role of midwifery practice in improving perinatal and infant outcomes within the context of individual and social determinants of health.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

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:

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

Knowledge:

- K1.** Critically examine screening and other public health activities during the perinatal period and the implications of these activities upon maternal and infant health;
- K2.** Describe the issues impacting upon perinatal mental health, healthy adjustment to parenting and common perinatal mental health problems
- K3.** Discuss Aboriginal and Torres Strait Islander people's history, health and culture identifying strategies for delivery of effective care;
- K4.** Identify and explore issues related to various vulnerable populations including women from culturally and linguistically diverse backgrounds, women who have experienced trauma or abuse or substance misuse;
- K5.** Demonstrate an understanding of family violence and child protection legislation including mandatory reporting requirements

Skills:

- S1.** Employ advanced interpersonal and therapeutic communication skills when working with diverse families and communities;
- S2.** Show theoretical understanding and skills development in education and counselling for health promotion in relation to the childbearing continuum.
- S3.** Demonstrate an understanding of the use and applications of psychosocial screening tools in the perinatal period

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).

Course Content:

The ANMAC National Accreditation Standards for the Midwife (draft 3 2020); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018), Code of Ethics for the Midwife (2014) and National Safety and Quality Health Services Standards (2019) have substantially informed the syllabus/content of this course.

Modules	Midwifery theory
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1. Public and primary health care in maternity settings	<ul style="list-style-type: none"> • Impact of maternity care on maternal and infant health • NSQHS Communicating for safety standard • Professional communication • The role of the midwife in public health surveillance, health promotion and education including: <ul style="list-style-type: none"> ◦ Sexual health <ul style="list-style-type: none"> ■ Fertility ■ Infertility /sub-fertility ■ Artificial reproductive technologies ■ Family planning ◦ Antenatal screening ◦ Vaccinations ◦ Breast feeding ◦ Childbirth education
2. Vulnerable families	<ul style="list-style-type: none"> • NSQHS Comprehensive Care Standard • NSQHS Partnering with consumers standard • Working with women and families from marginalized groups including: <ul style="list-style-type: none"> ◦ Culturally and linguistically diverse families; ◦ LGBTQ+ and non-binary gender identity families; ◦ Women who have experienced trauma or abuse; ◦ Refugee families; ◦ Families experiencing substance abuse and misuse; • Working with women who have experienced complex or traumatic birth
3. Aboriginal and Torres Strait Islander Peoples	<ul style="list-style-type: none"> • Overview of Aboriginal and Torres Strait Islander peoples history & Culture • Social and economic circumstances • Social determinants of Aboriginal and Torres Strait Islander peoples' health • Perinatal outcomes for Aboriginal and Torres Strait Islander people • Cross cultural communication • Maternity and primary health care for Aboriginal and Torres Strait Islander childbearing families • 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. Perinatal and infant mental health	<ul style="list-style-type: none"> • Transition and adjustment to parenting • Mental health disorders in the perinatal period • Psychosocial screening and assessment • Principles and processes for referral and treatment
5. Family violence and child protection	<ul style="list-style-type: none"> • Definition and prevalence of family violence • Risks to woman and fetus • Impact on child development • Mandatory reporting • Legislation • Strategies for supporting wome • Support organisations and services

Values:

- V1.** Understand the importance of woman-centred care within the promotion of health and wellness including mental health for individuals.
- V2.** Appreciate the importance of teaching and learning in managing self and others to facilitate continuous quality improvement in midwifery care.
- V3.** Appreciate theoretical approaches that aid in the understanding of the development of a cultural identity and how these apply to Aboriginal & Torres Strait Islanders childbearing families and all other cultures, with respect for other values, opinions and backgrounds.

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**

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-K4, S1, A1-A4	A, B	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.	A1-A4	B	AT1 , AT3	B, C
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.	K1-K5, S1, S3, A1, A2, A4	A	AT1, AT2, AT3	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.	K1-5, S1-3 A1-3	A	AT1, AT2, AT3	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.	A4	B	AT1, AT2, AT3	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1-K5,	Theoretical concepts of working with vulnerable women and families	Poster presentation	40-60%
K1-K5, A2, A3	Application of theoretical concepts to the context of midwifery care for vulnerable women and families.	Written assessment	40-60%
S1-S3, A1-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.	Ungraded pass/fail Hurdle requirement

Adopted Reference Style:

APA