

HLT131 Practice Principles for Midwifery

School: School of Health - Midwifery

2025 | Semester 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces you to the discipline of midwifery. You will explore the origins and foundations of the discipline and significant milestones that have shaped the way registered professionals practice in each discipline today. You will examine the theoretical, professional, legal and ethical frameworks that underpin practice. You will participate in experiential learning related to principles of practice and how you use these in beginning practice in communication, collaboration, clinical decision making and preliminary healthcare assessment.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching recording.	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorial.	2hrs	Week 1	8 times
Laboratory 1 – On campus laboratory.	2hrs	Week 9	5 times

1.3. Course Topics

Professional Foundations

Historical influences locally and globally

Legislation, registration and regulation

Professional and ethical practice

[Promoting and protecting women's wellness and health outcomes](#)

Communication – Personal and social

Communication – Interpersonal and interprofessional communication

Reflective Practice Connect Program

Safe Medication administration

Infection control Standard precautions

Maternal and Neonatal observations

[Postnatal care mother](#)

[Supporting the woman to feed her baby](#)

[Care of the neonate](#)

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Demonstrate a range of practices necessary for beginning clinical placement.	Empowered	3, 3.5, 3.7, 3.8, 4, 4.1, 4.2, 4.3, 5, 5.1, 5.4, 6.3
2 Apply professional, ethical and legal codes and standards to practice.	Ethical	2, 2.3, 2.4, 2.5, 2.6, 2.7, 3, 3.2, 3.3
3 Critically self-appraise practice through the use of a reflective model.	Creative and critical thinker	1, 1.4, 1.6, 3.4, 7.2, 7.3
4 Demonstrate appropriate preparation for clinical placement.	Empowered	1, 1.2, 1.4, 1.6, 3, 3.3, 4.4, 7.3
5 Apply principles and practices of academic writing and referencing	Engaged	

* Competencies by Professional Body

1	Standard 1: Promotes health and wellbeing through evidence-based midwifery practice
1.2	The midwife accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality midwifery practice
1.4	The midwife undertakes ongoing processes of reflection to ensure professional judgements acknowledge how personal culture impacts on practice
1.6	The midwife supports the development, implementation and evaluation of evidenced-based health initiatives and programs
2	Standard 2: Engages in professional relationships and respectful partnerships
2.3	The midwife practises ethically, with respect for dignity, privacy, confidentiality, equity and justice
2.4	The midwife practises without the discrimination that may be associated with race, age, disability, sexuality, gender identity, relationship status, power relations and/or social disadvantage
2.5	The midwife practises cultural safety that is holistic, free of bias and exposes racism
2.6	The midwife practises in a way that respects that family and community underpin the health of Aboriginal and/or Torres Strait Islander Peoples
2.7	The midwife develops, maintains and concludes professional relationships in a way that differentiates the boundaries between professional and personal relationships
3	Standard 3: Demonstrates the capability and accountability for midwifery practice
3.2	The midwife practises within relevant legal parameters and professional standards, codes and guidelines
3.3	The midwife participates in own continuing professional development to maintain the required knowledge and skill base for safe and effective practice
3.4	The midwife contributes to a culture that supports learning, teaching, knowledge transfer and critical reflection
3.5	The midwife engages in timely consultation, referral and documentation
3.7	The midwife recognises and responds appropriately where safe and quality practice may be compromised
3.8	The midwife considers and responds in a timely manner to the health and wellbeing of self and others in relation to the capability for practice
4	Standard 4: Undertakes comprehensive assessments
4.1	The midwife works in partnership to determine factors that affect, or potentially affect, the health and wellbeing of women, communities and populations
4.2	The midwife uses assessment techniques to systematically collect relevant and accurate information
4.3	The midwife analyses information and data and communicates assessments and anticipated outcomes as the basis for midwifery practice
4.4	The midwife assesses the resources that are available to inform planning
5	Standard 5: Develops a plan for midwifery practice
5.1	The midwife interprets assessment data and best available evidence to develop a plan for practice
5.4	The midwife documents, evaluates and modifies plans to facilitate the anticipated outcomes
6.3	The midwife is responsible for consultation and referral and/ or escalation in situations that are outside the individual's scope of practice
7.2	The midwife revises plan and actions based on evidence and what is learned from evaluation
7.3	The midwife uses evaluation and reflection to inform future practice and professional development

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program SC393

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In week 4 students will complete Task 1 which will provide early feedback on their progress within the course.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	15%	1 hour	Week 4	Online Test (Quiz)
All	2	Case Study	Individual	40%	1,000 words	Week 7	Online Assignment Submission with plagiarism check
All	3a	Practical / Laboratory Skills	Individual	10%	You will complete your chosen clinical skills in collaboration with your peer assessor within the laboratory class in week 12. 25min time limit.	Week 12	In Class
All	3b	Written Piece	Individual	35%	750 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quizzes

GOAL:	Revise key concepts introduced in the first 4 weeks	
PRODUCT:	Quiz/zes	
FORMAT:	You will complete a timed online quiz via Canvas. The quiz will be open for 24 hours on Week 4. You will enter the quiz area for a maximum of 1 hour and answer multiple choice and short answer questions. The questions will be based on key concepts introduced in weeks 1-4 of the course.	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate foundational knowledge and understanding of the NMBA professional guidelines and practice standards 2
	2	Understand the frameworks that underpin midwifery practice 2 4
GENERIC SKILLS:		

All - Assessment Task 2: Case study

GOAL:	Apply foundational midwifery knowledge to a case study	
PRODUCT:	Case Study	
FORMAT:	You will choose one case study from several options provided to you on Canvas. You will write an assignment using a critical thinking conceptual model to explore your case study. Further information will be provided via Canvas and by your tutor.	
CRITERIA:	No.	Learning Outcome assessed
	1	Interpret and critically analyse literature as a basis to inform clinical practice 2 4
	2	Demonstrate an understanding of the midwife's role in promoting and protecting women's wellness and health outcomes 1 2 4
	3	Demonstrate an understanding of the importance of effective interpersonal communication skills 1 2 3
	4	Apply professional, ethical and legal codes to midwifery care 2
	5	Demonstrate appropriate written expression (academic writing, terminology, referencing, etc) 3 5
GENERIC SKILLS:		

All - Assessment Task 3a: Practical / Laboratory Skills

GOAL:	Implement clinical practices, peer appraisal and reflection										
PRODUCT:	Practical / Laboratory Skills										
FORMAT:	<p>In Week 12 laboratory session you will be required to complete a peer reviewed assessment activity.</p> <p>This task will introduce you to the beginning practices of giving and receiving peer-based feedback on your developing clinical and assessment skills, applying documentation and assessment practices and reflecting on your developing practice.</p> <p>This assessment will be submitted in your Week 12 laboratory class.</p>										
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Reflect on foundational knowledge of assessment and patient safety in clinical practice.</td> <td>1 2 3</td> </tr> <tr> <td>2</td> <td>Evidence of beginning psychomotor skills and accurate documentation practices.</td> <td>1 2 4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Reflect on foundational knowledge of assessment and patient safety in clinical practice.	1 2 3	2	Evidence of beginning psychomotor skills and accurate documentation practices.	1 2 4	
No.		Learning Outcome assessed									
1	Reflect on foundational knowledge of assessment and patient safety in clinical practice.	1 2 3									
2	Evidence of beginning psychomotor skills and accurate documentation practices.	1 2 4									
GENERIC SKILLS:											

All - Assessment Task 3b: Written piece

GOAL:	The purpose of this task is to demonstrate your development of clinical skills and ability to become a reflective practitioner.																			
PRODUCT:	Written Piece																			
FORMAT:	<p>In week 12 during your laboratory session you will be provided with peer feedback on your clinical assessment skills.</p> <p>You will write a 750 word reflection, according to the structure of a Reflective Cycle, which will incorporate self-reflection and the use of relevant literature.</p> <p>This task builds on formative work throughout the semester.</p> <p>The word count does not include your in-text referencing or reference list.</p> <p>Further details will be available on the HLT131 Canvas site.</p>																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Evidence of self-assessment and reflection of interpersonal communication skills and clinical psychomotor skills.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Demonstration of knowledge of interpersonal and therapeutic communication skills</td> <td>1 4</td> </tr> <tr> <td>3</td> <td>Reflection on the correct mechanism of clinical skills, detailing the necessity for correct implementation of clinical skill procedures.</td> <td>1 2 3 4</td> </tr> <tr> <td>4</td> <td>Cohesion and structure in written communication following the reflective essay structure</td> <td>3 5</td> </tr> <tr> <td>5</td> <td>Sources and evidence appropriately used – according to the referencing style used by UniSC including citation in the essay and a reference list</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Evidence of self-assessment and reflection of interpersonal communication skills and clinical psychomotor skills.	3	2	Demonstration of knowledge of interpersonal and therapeutic communication skills	1 4	3	Reflection on the correct mechanism of clinical skills, detailing the necessity for correct implementation of clinical skill procedures.	1 2 3 4	4	Cohesion and structure in written communication following the reflective essay structure	3 5	5	Sources and evidence appropriately used – according to the referencing style used by UniSC including citation in the essay and a reference list	2	
No.		Learning Outcome assessed																		
1	Evidence of self-assessment and reflection of interpersonal communication skills and clinical psychomotor skills.	3																		
2	Demonstration of knowledge of interpersonal and therapeutic communication skills	1 4																		
3	Reflection on the correct mechanism of clinical skills, detailing the necessity for correct implementation of clinical skill procedures.	1 2 3 4																		
4	Cohesion and structure in written communication following the reflective essay structure	3 5																		
5	Sources and evidence appropriately used – according to the referencing style used by UniSC including citation in the essay and a reference list	2																		
GENERIC SKILLS:																				

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Ruth Johnson, Wendy Taylor, Sally de-Vitry Smith, Sara Bayes	2022	Skills for Midwifery Practice Australia and New Zealand 2nd edition.	n/a	Elsevier
Required	Sally Pairman, Sally K. Tracy, Hannah G. Dahlen, Lesley Dixon, PHD, RM	2023	Midwifery Preparation for Practice	5th	Elsevier
Required	Nicky Leap, Billie Hunter	2022	Supporting Women for Labour and Birth	2nd	Routledge
Required	Roslyn Donnellan - Fernandez, Maryam Bazargan, Clare Davison, Michelle Gray, Kirsten Small	2024	Pharmacology in Midwifery	n/a	Elsevier

8.2. Specific requirements

Students are advised that if the laboratory session has any formal assessment item(s) associated with it, these must be completed even if you have an acceptable reason for non-attendance of that class. It is the student's responsibility to seek out the course coordinator, at their earliest convenience, to ascertain how they will meet the learning objectives. Failure to satisfactorily complete the tutorial/laboratory work and any associated assessment items may severely impede your chances of meeting the learning outcomes of this course. You will need to wear closed shoes that comply with the UniSC Health and Safety Policies to any clinical practice laboratory sessions. Your clinical placement may have specific requirements, and information will be provided during your placement orientation. UniSC uniform as outlined on Canvas is to be worn on placement

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- The final mark is in the percentage range 47% to 49.4%; and
- The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10.General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au