

## COURSE OUTLINE

**HLT303 Perinatal and Infant Mental Health****School:** School of Health - Midwifery

2025 | Session 4

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*Please go to [usc.edu.au](http://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 will prepare you to support women and their families experiencing perinatal and infant health mental health challenges within a multidisciplinary team. Complex socioemotional family situations and their impact on perinatal and infant mental health and wellbeing will be explored. Using a strengths-based approach you will develop the skills needed to perform a psychosocial assessment to identify risk and protective factors. You will gain an understanding of the impact of early intervention health promotion activities and evidence-based treatment options.

**1.2. How will this course be delivered?**

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ONLINE</b>			
<b>Online</b> – Online asynchronous learning and teaching materials and options for lecturer and peer to peer collaborations, and lecturer and peer zoom drop ins.	5hrs	Week 1	8 times

**1.3. Course Topics**

- Socioemotional and cultural influences on perinatal and infant health and wellbeing.
- Perinatal mental health promotion.
- Attachment, bonding and infant mental health and wellbeing.
- Psychosocial and mental health assessment in a multidisciplinary context.
- Supporting women with mental health conditions in the perinatal period.
- Trauma in the perinatal period.
- Cultural, diversity and the Aboriginal and Torres Strait Islander perspective.
- Perinatal loss.

**2. What level is this course?**

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 Identify key perinatal and infant mental health conditions that occur during pregnancy and the first year.	Ethical	1.1, 1.2, 1.6, 3.3, 4.1, 5.1
2 Critically reflect on the impact of complex socioemotional family situations on perinatal and infant mental health.	Creative and critical thinker	1.2, 1.4, 1.4, 2.1, 2.5, 3.7, 4.1, 4.2, 6.1, 7.3
3 Discuss the influence of maternal perinatal mental health and attachment on infant wellbeing and development and the impact of health promotion strategies.	Creative and critical thinker	1.3, 1.7, 2.1, 3.4, 4.1, 5.1, 6.1
4 Describe the role of the midwife/nurse in identifying and managing perinatal mental health issues within a multidisciplinary context.	Knowledgeable	1.5, 2.2, 2.7, 2.8, 2.8, 3.1, 3.5, 3.7, 4.1, 5.1, 5.2, 5.5, 6.1, 6.3, 7.1
5 Develop a plan of care for a woman and/or her infant with mental health needs during the perinatal period using a strengths-based approach.	Engaged	1.5, 1.6, 2.1, 2.2, 2.6, 2.7, 4.1, 4.1, 4.2, 4.2, 4.3, 4.4, 5.1, 5.1, 5.2, 5.3, 5.4, 6.1, 7.1
6 Application of the principles and practices of academic writing and referencing.	Ethical	1.2, 1.6

\* Competencies by Professional Body

CODE	COMPETENCY
<b>NURSING AND MIDWIFERY BOARD OF AUSTRALIA</b>	
1.1	The midwife identifies what is important to women as the foundation for using evidence to promote informed decision-making, participation in care, and self-determination
1.2	The midwife accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality midwifery practice
1.3	The RN 1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures
1.4	The midwife undertakes ongoing processes of reflection to ensure professional judgements acknowledge how personal culture impacts on practice
1.5	The midwife supports access to maternity care for the woman
1.6	The midwife supports the development, implementation and evaluation of evidenced-based health initiatives and programs
1.7	The midwife identifies and promotes the role of midwifery practice and the midwifery profession in influencing better health outcomes for women
2.1	The midwife supports the choices of the woman, with respect for families and communities in relation to maternity care
2.2	The midwife partners with women to strengthen women's capabilities and confidence to care for themselves and their families

CODE	COMPETENCY
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
2.8	The midwife participates in and/or leads collaborative practice
3.1	The midwife understands their scope of practice
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
4.1	The RN conducts assessments that are holistic as well as culturally appropriate
4.2	The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice
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
5.1	The RN uses assessment data and best available evidence to develop a plan
5.2	The midwife collaboratively develops plans until options, priorities, goals, actions, anticipated outcomes and timeframes are agreed with the woman, and/or relevant others
5.3	The midwife co-ordinates resources effectively and efficiently for planned actions
5.4	The midwife documents, evaluates and modifies plans to facilitate the anticipated outcomes
5.5	The RN coordinates resources effectively and efficiently for planned actions
6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
6.3	The midwife is responsible for consultation and referral and/ or escalation in situations that are outside the individual's scope of practice
7.1	The RN evaluates and monitors progress towards the expected goals and outcomes
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

HLT301

### 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 3 of the course you will undertake an early assessment that provides feedback on academic progress. This feedback will be applicable to task 3.

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?
Online	1	Quiz/zes	Individual	0%	60 minutes	Week 3	Online Test (Quiz)
Online	2	Written Piece	Individual	50%	2000 words	Week 4	Online Assignment Submission with plagiarism check
Online	3	Written Piece	Individual	50%	2000 words	Week 8	Online Assignment Submission with plagiarism check

**Online - Assessment Task 1:** Online Quiz

<b>GOAL:</b>	The purpose of this task is to assess theoretical knowledge and concepts as they relate to the health and wellbeing of mothers and babies in the perinatal period.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	You will be provided with a range of readings and other learning materials from which 20 multiple choice questions will be developed. These readings and the quiz questions will help inform your Task 2 and Task 3 assessments.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Critical reflection on the impact of complex socioemotional family situations on perinatal and infant mental health	2
	2	Understand the influence of maternal perinatal mental health and attachment on infant wellbeing and development.	3 4
	3	Examination of the impact of health promotion in optimising attachment and infant health and wellbeing.	3
<b>GENERIC SKILLS:</b>	Problem solving		

**Online - Assessment Task 2:** Mental state examination

<b>GOAL:</b>	To assess the mental state of a woman during the perinatal period.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	You will observe a video in which a woman is interviewed by a health professional during the perinatal period. You will use a template and guidance provided on the LMS. You will use the current APA referencing style.	
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>1 Identification of key perinatal and infant mental health conditions that occur during pregnancy and the first year. <span style="float: right;">1</span></p> <p>2 Critical reflection on the impact of complex psychosocial and socioemotional family situations on perinatal and infant mental health <span style="float: right;">2</span></p> <p>3 Description of the role of the midwife/nurse in identifying and managing perinatal mental health issues within a multidisciplinary context <span style="float: right;">4</span></p> <p>4 Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline. <span style="float: right;">6</span></p> <p>5 Ethical use of intellectual property. <span style="float: right;">6</span></p>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Problem solving, Information literacy	

**Online - Assessment Task 3:** Critical exploration of a perinatal mental health disorder.

<b>GOAL:</b>	To apply your knowledge of perinatal mental health care to a case study	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	You will critically explore the perinatal mental health disorder and will plan safe and effective care for the woman, the baby and the family.	
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>1 Critical reflection on the impact of complex psychosocial and socioemotional family situations on perinatal and infant mental health. <span style="float: right;">2</span></p> <p>2 Discussion of the influence of maternal perinatal mental health and attachment on infant wellbeing and development and the impact of health promotion strategies. <span style="float: right;">3</span></p> <p>3 Development of a plan of care for a woman and/ or her infant with mental health needs during the perinatal period using a strengths-based approach. <span style="float: right;">5</span></p> <p>4 Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline. <span style="float: right;">6</span></p> <p>5 Ethical use of intellectual property. <span style="float: right;">6</span></p>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Problem solving, Information literacy	

## 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

There are no required/recommended resources for this course.

## 8.2. Specific requirements

Not applicable

## 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:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) 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](#) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](#) or email [safe@usc.edu.au](mailto: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](#) or email [studentwellbeing@usc.edu.au](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)