

HLT303 Perinatal and Infant Mental Health

School: School of Health - Midwifery

2026 | 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 unisc.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
ONLINE			
Online – 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
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
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
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| 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

5.5. Microcredential Information

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 2 and 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

GOAL:	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.												
PRODUCT:	Quiz/zes												
AUTHORSHIP STATEMENT:													
FORMAT:	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.												
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Critical reflection on the impact of complex socioemotional family situations on perinatal and infant mental health</td> <td>2</td> </tr> <tr> <td>2</td> <td>Understand the influence of maternal perinatal mental health and attachment on infant wellbeing and development.</td> <td>3 4</td> </tr> <tr> <td>3</td> <td>Examination of the impact of health promotion in optimising attachment and infant health and wellbeing.</td> <td>3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	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
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3	Examination of the impact of health promotion in optimising attachment and infant health and wellbeing.	3											
GENERIC SKILLS:	Problem solving												

Online - Assessment Task 2: Mental state examination

GOAL:	To assess the mental state of a woman during the perinatal period.	
PRODUCT:	Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	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.	
CRITERIA:	No.	Learning Outcome assessed
	1	Identification of key perinatal and infant mental health conditions that occur during pregnancy and the first year. ①
	2	Critical reflection on the impact of complex psychosocial and socioemotional family situations on perinatal and infant mental health ②
	3	Description of the role of the midwife/nurse in identifying and managing perinatal mental health issues within a multidisciplinary context ④
	4	Application of the principles and practices of academic writing and referencing in the style appropriate to the discipline. ⑥
	5	Ethical use of intellectual property. ⑥
GENERIC SKILLS:	Problem solving, Information literacy	

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

GOAL:	To apply your knowledge of perinatal mental health care to a case study	
PRODUCT:	Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	You will critically explore the perinatal mental health disorder and will plan safe and effective care for the woman, the baby and the family.	
CRITERIA:	No.	Learning Outcome assessed
	1	Critical reflection on the impact of complex psychosocial and socioemotional family situations on perinatal and infant mental health. ②
	2	Discussion of the influence of maternal perinatal mental health, and attachment on infant wellbeing and development and the impact of health promotion strategies. ③
	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 and trauma-informed approach. ⑤
	4	Application of the principles and practices of academic writing and referencing in the style appropriate to the discipline. ⑥
	5	Ethical use of intellectual property. ⑥
GENERIC SKILLS:	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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)