

MILDURA BASE PUBLIC HOSPITAL

### WELCOME TO MILDURA BASE PUBLIC HOSPITAL

### STUDENT MIDWIFE/PRECEPTOR LOG BOOK

### 2 WEEKS

NAME:	
EDUCATION PROVIDER: _	
YEAR:	
SUBJECT CODE:	
WARD:	
DATES:	

Adapted from AMSAT – Australian Midwifery Standard Assessment Tool Clinical Learning & Development Midwifery – October 2023 – V2.0



### Welcome

Mildura Base Public Hospital values ongoing learning and improvement and is committed to the development of our staff.

Our dedicated Midwifery Clinical and Learning Development Team provide clinical support to midwifery staff and to you during your placement.

We hope you enjoy your placement with us.

### **AMSAT Assessment Tool**

This tool guides preceptors in completing your clinical assessment tool accurately.

<u>Scale</u>	Definition		<u>Examples</u>
1	Expectation behaviours and practices <b>not</b> preformed	• • •	Unsatisfactory or unsafe practice Unable to manage basic midwifery situations Continuous verbal/physical direction required Require constant supervision to ensure safety
2	Expected behaviours and practices performed <b>below</b> satisfactory standard.	• • •	Demonstrates behaviours inconsistently Needs guidance to be safe Continuous verbal &/or physical direction required Requires close supervision and frequent verbal or physical direction – as appropriate for year level.
3 This is the passing standard	Expected behaviours and practices performed at a satisfactory/ passing standard	• • •	This is the passing standard Demonstrates behaviours consistently to a satisfactory and safe standard Occasional supportive cues required Practice performed at a safe standard
4	Expected behaviours and practices performed at a proficient standard	• • •	Is comfortable and performs tasks above the minimum passing standard Practice performed safely Infrequent supportive cues required Performance is reliable, consistent and confident
5	Expected behaviours and practices performed at an excellent standard	•	Most behaviours demonstrated well above minimum passing standard. Demonstrates greater independence in practice with safety a high priority Supervision and supportive cues rarely required Manages a variety of midwifery situations, beyond the minimum acceptable standard. Exhibits a high level of excellence, self-reflection and insight.

\*\*Note: a rating 1 or 2 indicates that the competency statement has NOT been achieved More information available at: <u>www.amsat.com.au</u>

Evaluate the student's performance against the MINIMUM competency level expected for their level of training.

### Expected behaviours and practices:

- 1 = not performed; direct close guidance and immediate feedback required
- 2 = inconsistent or below acceptable standard; continuous cues required, meaning of cues explored and clarified with student
- 3 = consistently performed at a satisfactory/pass level; frequent cues required, cues developed in partnership with student
- 4 = performed at a proficient standard; occasional cues required, based on student's learning goals
- 5 = performed at an excellent standard; minimal cues required, based on student's aspirations

N/A = not assessed.

### PATIENT LOAD

A student having a patient load means, that they are taking the **FULL CARE** of the patient under supervision. This includes performing all vital observations, hygiene, medications, mobility, discussion with treating teams and written notes.

It is important that when recording the number of patients, the student has cared for, that this is taken into consideration. For example, by the end of the 1<sup>st</sup> week of placement a student should be taking full care of at least 2 patients. This number of patients then increases each week.



Level of support	Description	Example
Supportive cues	When the supervisor provides support such as 'that's right' or 'keep going' or the learner is asking questions	Student states: "This is an S8 drug, we need to get that checked out of the cupboard by another midwife, don't we?"
Verbal cues	When the supervisor provides a verbal prompt to the learner	Supervisor states: "There is one more thing we need to check before giving this medication to the woman"
Physical cues	When the supervisor is required to demonstrate how to do a skill or task	Supervisor checks the ID band of the patient if the learner does not respond to the verbal cue

http://www.amsat.com.au/home/assessment-manual

### **Registered midwife standards for practice**

- 1. Promotes health and wellbeing through evidence-based midwifery practice
- 2. Engages in professional relationships and respectful partnerships
- 3. Demonstrates the capability and accountability for midwifery practice
- 4. Undertakes comprehensive assessments
- 5. Develops a plan for midwifery practice.
- 6. Provides safety and quality midwifery practice.
- 7. Evaluates outcomes to improve midwifery practice.

### **GIBBS REFELCTIVE CYCLE**

Gibbs Reflective Cycle was developed to give structure to learning from experiences and is perhaps one of the more commonly used reflective cycles for midwives. We encourage you to document your experience in your role as an undergraduate student midwife, and reflect on your feelings at this time as you start transition in midwifery.



Blogs.glowscotland.org.uk

### \*\*Please see pages 17 & 18 for AMSAT Behavioural Cues to assist in completing feedback



(Please show this list to your preceptors)

Use the following acronym to complete your goals:

- **S** Specific (simple, sensible, significant)
- M Measurable (meaningful, motivating)
- A Achievable (agreed, attainable)
- **R** Relevant (reasonable, realistic and resourced, resource based)
- T Time bound (time based, time limited, timely)

Ove	rall goals – what would you like to get out of this placement?

1 <sup>st</sup> half of placement goals	What are you going to do to meet these?

2 <sup>nd</sup> half of placement goals	What are you going to do to meet these?

Goals sighted and signed by Preceptor/CSM/Educator: \_\_\_\_\_



### **EXAMPLE: DAILY WRITTEN FEEDBACK**

<u>Date:</u> 02/07/2023	Preceptor: T.Smit Sign: T.SMITH	th	<u>Stu</u>	<u>dent</u>				Pre	cept	or		
02/07/2025	No of patients: 2		_									
Standard 1. During		·	1	2	3	1	5	1	2	3	1	5
evidence-based mic Works with wo Reflection on p	man to inform care			2	→	4	5	I	Z	→ →	4	5
	ges in professional rela	tionships and	1	2	3	4	5	1	2	3	4	5
respectful partners		•										
<ul> <li>Collaborates w</li> <li>Advocates wor</li> <li>Promotes equal</li> </ul>	essional boundaries ith the multidisciplinary tea nen's needs ality, respect and cultural se num health outcomes											
Standard 3: Demo	onstrates the capability	and	1	2	3	4	5	1	2	3	4	5
accountability for m Practices withi Maintains stan Demonstrates Committed to Speaks up whe					<b>&gt;</b>				~			
Standard 4: Unde	Standard 4: Undertakes comprehensive assessment				3	4	5	1	2	3	4	5
<ul> <li>Conducts systematic patient assessment</li> <li>Critically interprets and analyses findings</li> <li>Documents accurately and appropriately</li> <li>Assesses physical, social, emotional, cultural and spiritual needs.</li> </ul>					~					~		
<ul> <li>Standard 5: Develops a plan for midwifery practice</li> <li>Collaboratively plans holistic woman-centred care</li> <li>Uses available resources to plan woman-centred care</li> <li>Reviews and modifies planned care in partnership with the</li> </ul>			1	2	3 <b>&gt;</b>	4	5	1	2	3 ~	4	5
woman <u>Standard 6:</u> Provi practice	des safety and quality	in midwifery	1	2	3	4	5	1	2	3	4	5
<ul> <li>Timely manage</li> <li>Recognises and situations</li> <li>Initiates approp</li> </ul>	es complexity to provide saf d escalates emergency/urge priate actions to meet optin eam on and in care to impro	ent or unsafe nal outcomes			~						~	
Standard 7: Evalu	ates Outcomes to impr	rove midwifery	1	2	3	4	5	1	2	3	4	5
<ul><li><b>practice</b></li><li>Responds to fe</li></ul>	edback to enable optimal c ements, reviews, and reflect	are outcomes			~					~		
Unsatisfactory	] Limited	Satisfacto	ory 🗌			Good		]	E	xcell	ent	
Student: what went well         - Success CTG interpretation         - Successful VE         - Discussing pain relief in labour with woman         - Overcame nerves and escalated care to the O&G team			Stude - Abdo - CTG i - Escal - Remo	o palp nterp ation	retatic of care	on e		-		es		
Preceptor: what w	vent well		Prece	ptor	s: are:	as fo	r dev	elon	ment			
<ul> <li>Great initiative</li> <li>Great rapport with v</li> <li>Good systematic ass</li> <li>Ask appropriate que</li> </ul>	<ul> <li>Preceptors: areas for development</li> <li>Building confidence &amp; overcoming nerves</li> <li>Documentation</li> <li>Administration of medication</li> <li>Using midwifery vocabulary</li> </ul>											



Date:	Preceptor:	Student           1         2         3         4					Preceptor					
	<u>Sign:</u> No of patients:											
evidence-based midv	tes health and wellbeing through vifery practice	1	2	3	4	5	1	2	3	4	5	
<ul> <li>Reflection on pra</li> </ul>	aan to inform care actice ty. Empowers women to make informed											
Standard 2: Engager respectful partnershi	es in professional relationships and p	1	2	3	4	5	1	2	3	4	5	
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<ul> <li>Standard 4: Undertakes comprehensive assessment</li> <li>Conducts systematic patient assessment</li> <li>Critically interprets and analyses findings</li> <li>Documents accurately and appropriately</li> <li>Assesses physical, social, emotional, cultural and spiritual needs.</li> </ul> Standard 5: Develops a plan for midwifery practice		1	2	3	4	5	1	2	3	4	5	
	ops a plan for midwifery practice	1	2	3	4	5	1	2	3	4	5	
<ul> <li>Collaboratively plans holistic woman-centred care</li> <li>Uses available resources to plan woman-centred care</li> <li>Reviews and modifies planned care in partnership with the woman</li> </ul>												
Standard 6: Provid	es safety and quality in midwifery	1	2	3	4	5	1	2	3	4	5	
<ul> <li>Timely manages</li> <li>Recognises and situations</li> <li>Initiates appropri</li> </ul>	complexity to provide safe, quality care escalates emergency/urgent or unsafe iate actions to meet optimal outcomes m on and in care to improve midwifery											
Standard 7: Evalua practice	tes Outcomes to improve midwifery	1	2	3	4	5	1	2	3	4	5	
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<ul> <li>Practices within own midwifery scope</li> <li>Maintains standards, legislation and local policy</li> <li>Demonstrates knowledge and accountability</li> <li>Committed to life-long learning</li> <li>Speaks up when there are concerns</li> </ul> Standard 4: Undertakes comprehensive assessment											
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Standard 6: Provide	es safety and quality in midwifery	1	2	3	4	5	1	2	3	4	5
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• Promote optimu <u>Standard 3:</u> Demon accountability for mic	ty, respect and cultural sensitivity im health outcomes strates the capability and dwifery practice own midwifery scope	1	2	3	4	5	1	2	3	4	5
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	n professional relationships and	1	2	3	4	5	1	2	3	4	5			
<ul> <li>Advocates women's</li> </ul>	e multidisciplinary team needs espect and cultural sensitivity													
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<ul><li>Collaboratively plans</li><li>Uses available resour</li></ul>	<b>a plan for midwifery practice</b> holistic woman-centred care ces to plan woman-centred care s planned care in partnership with the	1	2	3	4	5	1	2	3	4	5			
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**New skills/ consolidation of skills achieved: Eg:** Abdominal palpation, Assisting anaesthetist during epidural insertion, Assisting in LUSCS

The above documentation is reflective of the current student's progress mid-placement. This information has been used to complete the student's interim appraisal. This has been discussed between Education Team and the student.



### AMSAT – Australian Midwifery Standards Assessment Tool



Feedback								
	Student self-assessment	Assessor Comments						
How have previous learning goals been addressed?								
What was done well?								
What needs to be improved?								
Plan for learning and time frames for achievement								
Spoken English proficie	ency: 🔲 unsatisfactory 🔲 needs developme	nt satisfactory						
DISCUSSED: DYE	S INO ADDITIONAL PAPERWOP	RK: DYES DNO						
DATE:								
ASSESSOR'S NAME	<u> </u>							
ASSESSOR'S SIGNA	ATURE:							
STUDENT SIGNATU	JRF:							



Date:	Preceptor:	Student Preceptor									
	<u>Sign:</u> No of patients:										
Standard 1: Drama	tes health and wellbeing through	1	2	3	4	5	1	2	3	4	5
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	ty. Empowers women to make informed										
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<u>Standard 2:</u> Engage respectful partnershi	es in professional relationships and p	1	2	3	4	5	1	2	3	4	5
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<ul> <li>Collaborates with</li> <li>Advocates wome</li> </ul>	n the multidisciplinary team en's needs										
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	own midwifery scope ards, legislation and local policy										
Demonstrates kr	nowledge and accountability										
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<ul> <li>Reflects with tea</li> </ul>	m on and in care to improve midwifery										
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Preceptor:	Student Preceptor									
tes health and wellbeing through vifery practice an to inform care actice ty. Empowers women to make informed	1	2	3	4	5	1	2	3	4	5
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woman         Standard 6: Provides safety and quality in midwifery practice         • Timely manages complexity to provide safe, quality care         • Recognises and escalates emergency/urgent or unsafe situations         • Initiates appropriate actions to meet optimal outcomes         • Reflects with team on and in care to improve midwifery practice			3	4	5	1	2	3	4	5
tes Outcomes to improve midwifery back to enable optimal care outcomes nents, reviews, and reflects on personal accordingly	1	2	3	4	5	1	2	3	4	5
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improve midwifery         tes Outcomes to improve midwifery         tback to enable optimal care outcomes nents, reviews, and reflects on personal accordingly         Limited       Satisfactor	Sign:       No of patients:         tes health and wellbeing through vifery practice an to inform care ctice by Empowers women to make informed       1         an to inform care ctice by Empowers women to make informed       1         ass in professional relationships and or sheeds ty respect and cultural sensitivity m health outcomes       1         by Empowers women to make informed       1         by respect and cultural sensitivity m health outcomes       1         strates the capability and wifery practice own midwifery scope and accountability e-long learning there are concerns       1         akes comprehensive assessment ats and analyses findings rately and appropriately I, social, emotional, cultural and spiritual       1         ops a plan for midwifery practice lans holistic 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Date:	Preceptor:	Student Preceptor									
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<ul> <li>evidence-based midv</li> <li>Works with work</li> <li>Reflection on practice</li> </ul>	tes health and wellbeing through vifery practice nan to inform care	1	2	3	4	5	1	2	3	4	5
Standard 2: Engage respectful partnershi Maintains profes	sional boundaries	1	2	3	4	5	1	2	3	4	5
<ul> <li>Advocates wome</li> <li>Promotes equali</li> <li>Promote optimu</li> </ul>	ty, respect and cultural sensitivity m health outcomes	1									
Standard 3: Demonstrates the capability and         accountability for midwifery practice         • Practices within own midwifery scope         • Maintains standards, legislation and local policy         • Demonstrates knowledge and accountability         • Committed to life-long learning         • Speaks up when there are concerns			2	3	4	5	1	2	3	4	5
Standard 4: Undertakes comprehensive assessment         • Conducts systematic patient assessment         • Critically interprets and analyses findings         • Documents accurately and appropriately         • Assesses physical, social, emotional, cultural and spiritual needs.			2	3	4	5	1	2	3	4	5
<ul> <li>Standard 5: Develops a plan for midwifery practice</li> <li>Collaboratively plans holistic woman-centred care</li> <li>Uses available resources to plan woman-centred care</li> <li>Reviews and modifies planned care in partnership with the woman</li> </ul>			2	3	4	5	1	2	3	4	5
<ul> <li>Standard 6: Provides safety and quality in midwifery practice</li> <li>Timely manages complexity to provide safe, quality care</li> <li>Recognises and escalates emergency/urgent or unsafe situations</li> <li>Initiates appropriate actions to meet optimal outcomes</li> <li>Reflects with team on and in care to improve midwifery</li> </ul>			2	3	4	5	1	2	3	4	5
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Unsatisfactory 📃	Limited Satisfacto	ory 🗌			Good	3 🗌	]	E	xcell	ent	
Student: what went		Student: areas for development									
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Date:	Preceptor:	Student Preceptor									
	<u>Sign:</u> No of patients:										
<ul> <li>evidence-based midv</li> <li>Works with work</li> <li>Reflection on practice</li> </ul>	tes health and wellbeing through vifery practice nan to inform care	1	2	3	4	5	1	2	3	4	5
choices Standard 2: Engage	es in professional relationships and	1	2	3	4	5	1	2	3	4	5
<ul> <li>Collaborates with</li> <li>Advocates wome</li> <li>Promotes equali</li> </ul>	sional boundaries n the multidisciplinary team										
	strates the capability and Iwifery practice	1	2	3	4	5	1	2	3	4	5
<ul> <li>accountability for midwifery practice</li> <li>Practices within own midwifery scope</li> <li>Maintains standards, legislation and local policy</li> <li>Demonstrates knowledge and accountability</li> <li>Committed to life-long learning</li> <li>Speaks up when there are concerns</li> </ul>											
<ul> <li>Standard 4: Undertakes comprehensive assessment</li> <li>Conducts systematic patient assessment</li> <li>Critically interprets and analyses findings</li> <li>Documents accurately and appropriately</li> <li>Assesses physical, social, emotional, cultural and spiritual needs.</li> </ul>			2	3	4	5	1	2	3	4	5
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Unsatisfactory	Limited Satisfacto	ry 🗌			Good	1 🗌		E	xcell	ent	
Student: what went well Preceptor: what went well			ent: a								



Date:	Preceptor:		Student Preceptor									
Summative Assessment	<u>Sign:</u> No of patients:											
<ul> <li>Standard 1: Promotes health and wellbeing through evidence-based midwifery practice</li> <li>Works with woman to inform care</li> <li>Reflection on practice</li> <li>Promotes equality. Empowers women to make informed</li> </ul>			1	2	3	4	5	1	2	3	4	5
Standard 2: Engages in professional relationships and respectful partnership• Maintains professional boundaries• Collaborates with the multidisciplinary team• Advocates women's needs• Promotes equality, respect and cultural sensitivity• Promote optimum health outcomes			1	2	3	4	5	1	2	3	4	5
<ul> <li><u>Standard 3:</u> Demonstrates the capability and accountability for midwifery practice</li> <li>Practices within own midwifery scope</li> <li>Maintains standards, legislation and local policy</li> <li>Demonstrates knowledge and accountability</li> <li>Committed to life-long learning</li> <li>Speaks up when there are concerns</li> </ul>			1	2	3	4	5	1	2	3	4	5
<ul> <li>Standard 4: Undertakes comprehensive assessment</li> <li>Conducts systematic patient assessment</li> <li>Critically interprets and analyses findings</li> <li>Documents accurately and appropriately</li> <li>Assesses physical, social, emotional, cultural and spiritual needs.</li> </ul>			1	2	3	4	5	1	2	3	4	5
<ul> <li>Standard 5: Develops a plan for midwifery practice</li> <li>Collaboratively plans holistic woman-centred care</li> <li>Uses available resources to plan woman-centred care</li> <li>Reviews and modifies planned care in partnership with the woman</li> </ul>			1	2	3	4	5	1	2	3	4	5
Standard 6: Provides safety and quality in midwifery practice         • Timely manages complexity to provide safe, quality care         • Recognises and escalates emergency/urgent or unsafe situations         • Initiates appropriate actions to meet optimal outcomes         • Reflects with team on and in care to improve midwifery			1	2	3	4	5	1	2	3	4	5
practice         Standard 7: Evaluates Outcomes to improve midwifery practice         • Responds to feedback to enable optimal care outcomes         • Develops, implements, reviews, and reflects on personal learning         • Alters care plans accordingly			1	2	3	4	5	1	2	3	4	5
Unsatisfactory	Limited 📃	Satisfactor	ry Good						E	xcell	ent [	
New skills/consolidation of skills achieved: The above documentation is reflective of the current student's progress throughout their placement. This information has been used to complete the student's interim appraisal. This has been discussed between the Education Team and the student.												





### AMSAT – Australian Midwifery Standards Assessment Tool

Feedback								
	Student self-assessment	Assessor Comments						
How have previous learning goals been addressed?								
What was done well?								
What needs to be improved?								
Plan for learning and time frames for achievement								
Spoken English proficie	ency: 🔲 unsatisfactory 🔲 needs developme	nt satisfactory						
DISCUSSED: DYE		RK: DYES DNO						
DATE:								
ASSESSOR'S NAME	<u>:</u>							
ASSESSOR'S SIGNA	ATURE:							
STUDENT SIGNATU	JRE:							



# AMSAT – Australian Midwifery Standards Assessment Tool Behavioural Cues

## Standard 1: Promotes health and wellbeing through evidence-based midwifery practice

Norks in partnership with the woman to identify what is important to her, inform decision making, and promote self-determination

- er, inform decision making, and promote self-determination Introduces self and develops rapport with woman and family
- Actively listens to and is sensitive to the views of the woman and her family
  - Shares information with the woman to facilitate informed decision making
- Uses appropriate and meaningful language in all communications
   Is respectful to the woman and her family

Sources, critically evaluates and reflects on relevant evidence to

bources, critically evaluates and refrects on relevant evidence inform safe, quality practice

- Locates and uses best evidence to guide practice (e.g. clinical practice guidelines, systematic reviews, databases, texts)
   Able to interpret evidence to guide practice
  - Clarifies understanding and application of evidence with
- colleagues
  Applies clinical practice guidelines and policies to care

Applies primary health care principles to address individual, community, and public health issues

- Educates women and family on public health issues (e.g. immunization)
- Provides health promotion and illness prevention midwifery practice
- Practices evidence-based initiatives (e.g. BFHI, quit smoking, recreational drugs and alcohol minimisation, safe sleeping, raising kids network)
- Protects, promotes and supports breastfeeding
- Promotes equitable access to appropriate midwifery care

   Defines and promotes midwifery continuity of care and its
  benefits
  - Seeks to provide continuity of care for all women
- Informs women about and refers to relevant services (e.g. social worker, ABA)
  - Advocates for women to receive the health care required
    Demonstrates shifthy to initiate health education and provide
- Demonstrates ability to initiate health education and provide resources to enable women to influence their own health outcomes
- Uses a range of learning strategies to inform women about health choices
  - Locates and uses appropriate health education materials
     Coole foodback from the memory to constrain her medications
- Seeks feedback from the woman to ascertain her understanding of health information

### Standard 2: Engages in professional relationships and respectful partmerships

Participates as an active member of the healthcare team to promote optimum health outcomes

- Works collaboratively with all members of the health care team Creates positive and productive working relationships with
  - colleagues Koans autorvising midwiffa informed of care and asks for
- Keeps supervising midwife informed of care and asks for help when needed
  - Uses knowledge of other health care team roles to develop collegial networks

Demonstrates knowledge and understanding of the principles of cultural safety and provides culturally responsive woman-centered care

- Identifies cultural origin of the woman and family
   Respects and accommodates cultural differences of the
- Respects and accommodates cultural differences of the woman and family
- Demonstrates cultural sensitivity across a range of contexts Ensures culturally specific needs are met, e.g. dietary
  - Uses interpreting services when necessary

Practises in a way that respects that family and community underpin the health of Aboriginal and/or Torres Strait Islander women and their families

- Involves family/others appropriately to ensure cultural/spiritual
  - needs are met Accommodates the role of family in Aboriginal and/or Torres Strait Islander decision making
    - Collaborates with Indigenous health workers to optimise
      - woman's experience and outcomes. Facilitates strategies to address culturally specific care n
- Facilitates strategies to address culturally specific care needs are met

Acknowledges and manages personal values, beliefs, and power dynamics in midwifery to ensure equity, justice, non-judgmental, and non-discriminatory practice

- Practices in a non-judgmental way for all women and families Recognises and manages own attitudes and potential power imbalances
  - Acknowledges potential impact of own views on woman and family
- Supports and assists with the woman's choice of care for self and baby
- Uses strengths-based language which encourages the woman and builds confidence in her own abilities



AMSAT-Behavioural-Cues-2.pdf (midwives.org.au)

Practices within professional boundaries and demonstrates ethical conduct to ensure rights, privacy, and confidentiality

- Maintains professional boundaries with woman and colleague: Ensures privacy and confidentiality at all times including in the use of social media
  - Provides dignity and respect for all woman taking individual
     reference dignity consideration
- preferences into consideration
   Appropriately concludes relationships with woman and family
- Standard 3: Demonstrates the capability and accountability for

## midwifery practice

Recognises and practices within own midwifery scope, professional standards, relevant legislation, and local policy

- Declares own limitations
- Recognises and actively seeks collaboration or referral with other health professionals when outside of own scope of practice
  - Practices under appropriate supervision
- Follows policies and procedures of the health service (e.g. practice guidelines, workplace health and safety, and infection control)
  - Demonstrates knowledge of legal frameworks
- Practices according to ethical and professional standards (e.g. Code of Ethics, Code of Professional Conduct)

Demonstrates knowledge and accountability for own midwifery practice

- Has appropriate knowledge base for level of practice
- Advises appropriate persons and in good time of absence from
  - placement
- Arrives punctually, and is fit to practice
- Wears appropriate uniform, identification and personal protective equipment when necessary
  - Organises self to provide effective care
- Writes contemporaneous notes, that are legible and include date, time, author and designation, and have these reviewed and countersigned
  - Demonstrates safe medication management

Consults, refers, documents appropriately and manages complexity in a timely manner to provide safe, quality care

- Uses decision framework tools to guide practice
- Explores woman's/baby's history to identify potential for risk
   Uses subjective and objective data to identify risk and completion
- Uses subjective and objective data to identify risk and complexity, and make appropriate referrals and provide care Responds effectively to rapidly changing situations
- Applies the Australian College of Midwives Guidelines for
  - Consultation and Referral





# AMSAT – Australian Midwifery Standards Assessment Tool Behavioural Cues

Demonstrates commitment to life-long learning of self and others

- Reflects on experiences to identify learning needs to advance knowledge and practice
   Maintains a record of learning in accordance with educational
  - requirements a record of rearming in accordance with equication of the second of the s
    - Is proactive in seeking out and engaging with learning opportunities
- Engages as part of the team and attends workplace-based education sessions
- Keeps supervising midwife informed of own scope of practice and learning objectives

Recognises and responds appropriately when own, or others' quality/capability for practice is impaired

- Adheres to the NMBA requirements where there are concerns about own or others ability to safely practice
- Recognises and reports to supervisor deviations from safe and quality care
- Takes leave of absence when unwell or unfit to practice
   Seeks guidance and assistance when care needs are outside own
- capability
  Aware of own limitations and communicates this responsibly

## Standard 4: Undertakes comprehensive assessments

Completes comprehensive and systematic assessments using appropriate and available resources, and accurately documents findings

- Uses effective questioning techniques to gain required information (e.g. smoking status, social support and cultural preferences)
- Explains to the woman the purpose, nature and extent of the assessments to be performed
- Explains screening procedures and their rationale (e.g. HIV, EPNDS, Domestic Violence, NNST)
  - Identifies health literacy issues and takes action when communicating with women
- Correctly uses assessment tools and equipment (e.g. MEOWS, EPNDS, CTG)

Critically analyses and interprets assessment data to inform and improve midwifery practice in partnership with the woman collocation and intercents of all intercents of all

- Follows up and interprets results of all investigations, and prioritises findings
  - Documents and reports assessment findings
- Performs a comprehensive handover using ISBAR
   Informs the woman of the assessment outcome in suitable
  - language avoiding jargon (e.g. blood tests)

Responds to woman's questions or cues with knowledge and sensitivity

Accurately assesses the physical, social, emotional, cultural and spiritual needs of women, communities, and populations

- Modifies assessment practice in response to the individual situation (e.g. normal or complex episode, primipara or
- multipara, complex social situations, perinatal mental health) Sensitively engages with the woman and family experiencing
- significant stressful event (e.g. fetal anomaly or bereavement)
  Consults with the woman and health care team about care needs and appropriate resources

### Standard 5: Develops a plan for midwifery practice

Collaboratively plans appropriate woman-centred care based on assessment findings to achieve optimal outcomes

- Actively engages the woman and her family to formulate an achievable plan of care
- Advocates for the woman through encouragement to be an active participant in the health care of herself and her baby
  - Interacts with members of the health care team, in a collaborative and respectful way
    - Uses a variety of methods to communicate with other professionals (e.g. written, verbal, digital)

Identifies and accesses appropriate resources, including relevant health professionals or services, for planning woman-centred care

- Applies knowledge of physiology and pathophysiology to interpret data from the history, assessment, and investigations to inform care planning
  - Uses information gathered to prioritise midwifery care including escalation of care, discharge procedures etc.
    - Engages with community supports and agencies relevant to care
- needs Documents planned care for the woman and baby (e.g. on the woman's health record, in clinical notes, on pathways and in
- discharge documentation)
  Clearly and accurately communicates relevant and timely information about the woman to colleagues to inform planning

Appropriately reviews and modifies planned care in partnership with the woman, and documents to facilitate optimal outcomes

- Monitors the course of planned care and modifies where necessary in consultation with the woman and colleagues
- Documents and reports concern of anything compromising the health and safety of the woman receiving care
- Uses evidence-based care pathways and tools (e.g. ISBAR and MEOWS)

## Standard 6: Provides safety and quality in midwifery practice

Recognises and acts on identifying emergency/urgent or unsafe situations, and initiates appropriate actions to meet optimal outcome

- situations, and mittates appropriate actions to meet optimal out.
- Provide clear and timely communication in times of distress
   Recognises situations in which the clinical needs of the woman
- recognises studations in writer the chined meets of the wondiare outside own scope of practice Collaborates with others to escalate care when complications are
  - recognised (e.g. abnormal vital signs, PPH, DVT, mental health concerns, signs of sepsis)
     Follows local processes and procedures to escalate care when
- required Always maintains occupational health and safety (e.g. sharps
  - management, PPE)
     Undertakes risk report of adverse outcomes

Works collaboratively as an effective team member by supporting, reflecting on, and incorporating feedback to improve midwifery

practice

- Uses effective and appropriate communication (e.g. ISBAR) when communicating with team members
- Acts with integrity and in the best interests of women when making referrals, and when providing or arranging treatment or care
- Able to undertake tasks and participate in decision-making as directed
- Assists with data collection where appropriate (e.g. research initiatives, birth outcome audits and breastfeeding statistics) to improve midwifery care
- Acts to eliminate occupational violence including victimisation and bullying

## Standard 7: Evaluates outcomes to improve midwifery practice

Evaluates, monitors, and reflects on practice and responds to feedback for continuing professional development to enable optima outcomes for women and families

- Reviews care outcomes to ensure effective midwifery care
- Actively seeks feedback and incorporates formal and informal feedback from colleagues into their practice
  - Can synthesise plans for, and actions in, clinical practice with evidence, woman's needs and feedback

Develops, implements, reviews, and reflects on personal learning goals for professional growth and development

- Sets personal learning goals for each shift/week and is proactive
- in achieving them Can reflect upon feedback and devise strategies for development
  - of knowledge and skills







### **Student Self-Reflection**

Each day you may use the following spaces to reflect on your placement at Mildura Base Public Hospital.

Tips for structured self-reflection:

- 1. What happened?
- 2. What were you thinking and feeling?
- 3. What was good or bad about the situation?
- 4. If it arose again, what would you do?
- 5. What else could you have done?
- 6. What sense can you make of the situation?



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Please show this to your Midwifery Educator or Clinical Support Midwife at the middle and end of your clinical placement. You can then keep this booklet for your records.

We hope you enjoyed your placement with us.

Please complete the following feedback survey.

