



MILDURA
BASE PUBLIC
HOSPITAL

WELCOME TO MILDURA BASE PUBLIC HOSPITAL

STUDENT MIDWIFE/PRECEPTOR LOG BOOK 3 WEEKS

NAME: _____

EDUCATION PROVIDER: _____

YEAR: _____

SUBJECT CODE: _____

WARD: _____

DATES: _____

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.

<i>Scale</i>	<i>Definition</i>	<i>Examples</i>
1	Expectation behaviours and practices not preformed	<ul style="list-style-type: none"> 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 below satisfactory standard.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: www.amsat.com.au

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 1st 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 REFLECTIVE 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 23 & 24 for AMSAT Behavioural Cues to assist in completing feedback**

Learning Objectives for this Placement

(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)

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

1 st half of placement goals	What are you going to do to meet these?

2 nd half of placement goals	What are you going to do to meet these?

Goals sighted and signed by Preceptor/CSM/Educator: _____ Date: _____

EXAMPLE: DAILY WRITTEN FEEDBACK

Date: 02/07/2023		Preceptor: T.Smith Sign: T.SMITH			Student					Preceptor				
		No of patients: 2			1	2	3	4	5	1	2	3	4	5
Standard 1: Promotes health and wellbeing through evidence-based midwifery practice <ul style="list-style-type: none"> Works with woman to inform care Reflection on practice Promotes equality. Empowers women to make informed choices 							✓					✓		
Standard 2: Engages in professional relationships and respectful partnership <ul style="list-style-type: none"> Maintains professional boundaries Collaborates with the multidisciplinary team Advocates women's needs Promotes equality, respect and cultural sensitivity Promote optimum health outcomes 							✓					✓		
Standard 3: Demonstrates the capability and accountability for midwifery practice <ul style="list-style-type: none"> 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 								✓				✓		
Standard 4: Undertakes comprehensive assessment <ul style="list-style-type: none"> Conducts systematic patient assessment Critically interprets and analyses findings Documents accurately and appropriately Assesses physical, social, emotional, cultural and spiritual needs. 							✓					✓		
Standard 5: Develops a plan for midwifery practice <ul style="list-style-type: none"> Collaboratively plans holistic woman-centred care Uses available resources to plan woman-centred care Reviews and modifies planned care in partnership with the woman 							✓					✓		
Standard 6: Provides safety and quality in midwifery practice <ul style="list-style-type: none"> 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 							✓						✓	
Standard 7: Evaluates Outcomes to improve midwifery practice <ul style="list-style-type: none"> Responds to feedback to enable optimal care outcomes Develops, implements, reviews, and reflects on personal learning Alters care plans accordingly 							✓					✓		
Unsatisfactory <input type="checkbox"/> Limited <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/>														
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					Student: areas for development - Abdo palp - CTG interpretation - Escalation of care - Remember to ask for consent at all times									
Preceptor: what went well - Great initiative - Great rapport with woman - Good systematic assessments and documentation - Ask appropriate questions at appropriate time					Preceptors: areas for development - Building confidence & overcoming nerves - Documentation - Administration of medication - Using midwifery vocabulary									

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New skills/ consolidation of skills achieved: Eg: Abdominal palpation, Assisting anaesthetist during epidural insertion, Assisting in LUSCS												
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Date: Formative Assessment	Preceptor: Sign: No of patients:		Student					Preceptor				
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New skills/ consolidation of skills achieved:												
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 proficiency: unsatisfactory needs development satisfactory

DISCUSSED: YES NO | ADDITIONAL PAPERWORK: YES NO

DATE:

ASSESSOR'S NAME:

ASSESSOR'S SIGNATURE:

STUDENT SIGNATURE:

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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 proficiency: unsatisfactory needs development satisfactory

DISCUSSED: YES NO | ADDITIONAL PAPERWORK: YES NO

DATE:

ASSESSOR'S NAME:

ASSESSOR'S SIGNATURE:

STUDENT SIGNATURE:

AMSAT – Australian Midwifery Standards Assessment Tool Behavioural Cues



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

- Works in partnership with the woman to identify what is important to her, 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 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 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
 - Seeks feedback from the woman to ascertain her understanding of health information

Standard 2: Engages in professional relationships and respectful partnerships

- 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
 - 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 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 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



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

- Maintains professional boundaries with woman and colleagues
- Ensures privacy and confidentiality at all times including in the use of social media
- Provides dignity and respect for all woman taking individual 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 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



<p>Demonstrates commitment to life-long learning of self and others</p> <ul style="list-style-type: none"> Reflects on experiences to identify learning needs to advance knowledge and practice Maintains a record of learning in accordance with educational requirements 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 <p>Recognises and responds appropriately when own, or others', quality/capability for practice is impaired</p> <ul style="list-style-type: none"> 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 	<p>Standard 4: Undertakes comprehensive assessments</p> <p>Completes comprehensive and systematic assessments using appropriate and available resources, and accurately documents findings</p> <ul style="list-style-type: none"> 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) <p>Critically analyses and interprets assessment data to inform and improve midwifery practice in partnership with the woman</p> <ul style="list-style-type: none"> 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)
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<ul style="list-style-type: none"> Responds to woman's questions or cues with knowledge and sensitivity <p>Accurately assesses the physical, social, emotional, cultural and spiritual needs of women, communities, and populations</p> <ul style="list-style-type: none"> 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 <p>Standard 5: Develops a plan for midwifery practice</p> <p>Collaboratively plans appropriate woman-centred care based on assessment findings to achieve optimal outcomes</p> <ul style="list-style-type: none"> 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) <p>Identifies and accesses appropriate resources, including relevant health professionals or services, for planning woman-centred care</p> <ul style="list-style-type: none"> 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) 	<p>Standard 6: Provides safety and quality in midwifery practice</p> <p>Recognises and acts on identifying emergency/urgent or unsafe situations, and initiates appropriate actions to meet optimal outcomes</p> <ul style="list-style-type: none"> Provide clear and timely communication in times of distress Recognises situations in which the clinical needs of the woman are 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 <p>Works collaboratively as an effective team member by supporting, reflecting on, and incorporating feedback to improve midwifery practice</p> <ul style="list-style-type: none"> 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 <p>Standard 7: Evaluates outcomes to improve midwifery practice</p> <p>Evaluates, monitors, and reflects on practice and responds to feedback for continuing professional development to enable optimal outcomes for women and families</p> <ul style="list-style-type: none"> 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 <p>Develops, implements, reviews, and reflects on personal learning goals for professional growth and development</p> <ul style="list-style-type: none"> 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
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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.

