

1. A 3 year Direct Entry Course for non-nurses.
2. A model or framework to be developed which links theory with practice and reflects the educational institute's existing philosophy.

3. Admission and selection requirements to be established.

As motivation is an integral part of any successful course, attention should be paid to maturity and life experience. Academic ability could be tested by a pre-entry exam developed in conjunction with an educational psychologist, rather than school certificates per se.

4. Programme structure to be developed in modular form.

This allows progression through the course to be designed by the student with the assistance of a midwifery tutor supervisor.

The advantages would be -

- a full three year course not curtailed by academic terms.
distance learning packages as and when appropriate.
- maintenance of student motivation.
- attention to student's ease or difficulty of study.
- correlation between theory and practice.
- one-to-one clinical assistance as hospital wards and other organisations would not be overloaded with a variety of students at the same time.
- allows for theory to be shared with other health professionals thus expanding students' horizons and thought while paying attention to cost-effectiveness, in terms of teaching resources.
- a standard course outline could be offered to Polytechnics, approved by the Nursing Council, which each Institute can adapt to meet their particular needs.
- frequent tutorials to help students apply their learning to midwifery practice.

Writers would be invited to contribute to objectives and content of modules, including length and substance of clinical, practical experience.

Each volunteer writer would be sent a protocol and would receive expenses.

Examples of modules

- * Applied Biological Science

- I Anatomy and Physiology

- II Biochemistry

- * Applied Behavioural Science

- I Human Development

- II Normal Psychology

- III Socio-cultural awareness

- IV The Family

- * Research Design

- * Theoretical perspectives related to Health

- * Health Education

- I Historical and sociological perspective

- II Learning and Teaching

- * Epidemiology and Trends

- * Principles of Management and Leadership

- * Quality Assurance

- * Ethics

- * Applied Haematology and Radiology

- * Microbiology

- * Nutrition

- * Pharmacology

- * Communication Skills

- * Antenatal Assessment and Midwifery Practice

- * Intrapartum Assessment and Midwifery Practice

- * Postnatal Assessment and Midwifery Practice

- * Neonatal Assessment and Midwifery Practice

Suggestions

For a Direct Entry Midwifery Course to be accepted

1. A change in the present Nurses' Act is required.

The Midwives' Section of N.Z.N.A., the Midwifery Task Force, the Home Birth Association and individual consumers, including Labour Party members at the 1987 Conference, are lobbying for this.

2. A course accreditation proposal should be submitted to all interested parties e.g.

Minister of Health

Dept of Health

Dept of Education

N.Z.N.A.

Nursing Council

Polytechnics are constitutionally allowed to provide "innovative programmes" if there is a clear consumer demand and need.

Questionnaires are being analysed to substantiate the need.

The midwifery shortage nationwide and particularly in Northland has been well documented.

Proposal

That Northland Polytechnic offers to promote a Direct Entry Midwifery Course and work in liaison with members of the Midwifery Task Force to monitor the development of an appropriate 3 year curriculum.

The funds for this project have been awarded by the McKenzie Trust Foundation and, as such, the obligations of Northland Polytechnic are not financial. The request is for professional and educational consultation in the expectation of providing a mutually prepared Direct Entry course in the near future.

- * Recognition of Complications and the Midwife's Responsibility
 - I Maternal complications
 - II Neonatal complications
 - III Family and social complications
- * Methods of pain relief - through pregnancy, labour, delivery and postnatal care, including emotional "pain"
- * Professional Responsibility - including International affairs and the Law

Decisions would be made if some modules are to be pre-requisites for others and whether any cross-credits could be given to students.

Clinical Practice

Clinical practice will be designed to support each theoretical module.

Basic nursing skills are an essential base-line to clinical practice.

Midwifery theorists would be referred to.

Clinical experience should be gained on General wards so that students gain an understanding about asepsis, homeostasis, circulatory and respiratory disorders, conditions affecting all the body systems, emergency management etc. as well as about psych-emotional disturbances.

E.G. medical, surgical, gynaecological, special care baby units, plus an observatory experience of intensive care and operating theatre/recovery skills.