

Indigenous Midwifery Knowledge and Skills: A FRAMEWORK OF COMPETENCIES

Created by The National Council of Indigenous Midwives



PREAMBLE

Welcome to Indigenous Midwifery Knowledge and Skills: A Framework of Competencies. This Framework is a tool created by the National Council of Indigenous Midwives (NCIM) with the support of Save the Children Canada (SCC) and the Canadian Association of Midwives (CAM). Funding for this project was provided by Johnson and Johnson Canada. This tool was made with the specific intention of better understanding and meaningfully growing Indigenous midwifery. As a national organization that has grown to represent over 140 diverse Indigenous midwives and has become a leading voice for Indigenous midwifery both domestically and globally, NCIM often receives the same threads of questions:

-  What makes Indigenous midwives different from non-Indigenous midwives?
-  How do we revitalize and bring the practice of Indigenous midwifery back to our community, by our own people?
-  How can we better support Indigenous midwifery students to learn their cultural midwifery knowledge?



Warm thanks to: Cherylee Bourgeois (Project Lead); Claire Dion Fletcher (Committee Chair); Evelyn George (Partnership Development Coordinator); Nathalie Pambrun (Committee Member); Melanie Laquerre (Designer).

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Save the Children

Johnson & Johnson



CAM ACSF

Canadian Association of Midwives
Association canadienne des sages-femmes

In response to these types of questions, NCIM undertook a process to articulate what distinguishes Indigenous midwifery and developed a tool to use this information. The goals are to support the return of birth and Indigenous midwifery to Indigenous communities through local education options and to support Indigenous midwifery students and midwives to strengthen their Indigenous midwifery skills, knowledge, and abilities.

The process took place over a nine-month period and involved an initial workshop with diverse, experienced, and Elder Indigenous midwives from coast to coast to coast. Lists of core competency areas were created and expanded to develop skills, subskills, knowledge and abilities for each of these competencies. These were reviewed and validated one at a time by groups of NCIM midwives. The document was further reviewed and validated by NCIM Core Leadership, Expert Committee and the Project Lead involving more than 30 Indigenous midwives.

The intent of this document is to provide a competency framework from which to start growing and teaching Indigenous midwifery. This document will grow as communities and Nations input their own knowledge, traditions and ways. The document purposefully does not include any traditional teachings. Rather it was made broad enough to be adjusted for the teachings, roles and practices of Indigenous midwives in any community or Nation.

NCIM's vision is to see Indigenous Midwives Working in Every Indigenous Community. NCIM is not a governing or regulating body. As such, we invite Indigenous communities to make use of this tool in ways that are most meaningful to their local culture and context and recognize that this document reflects the contributions of midwives within the Council and can be adapted to individual Indigenous community contexts.

We hope you will find this resource helpful in reclaiming and growing Indigenous midwifery in your community!



DEVELOPMENT AND VALIDATION OF THE FRAMEWORK

This Framework was developed and validated by Indigenous Midwives with extensive experience and knowledge in all areas of Indigenous midwifery.

In August 2018, workshop was conducted in Toronto, Ontario. A total of 10 Indigenous midwives participated in this development workshop to create the competency framework. The competency framework was then validated with Indigenous midwives from September to November 2018. Validation activities included: Member-led reviews of each competency area; multiple rounds of review conducted by NCIM Core Leadership, Expert Committee and the Project Lead involving more than 30 Indigenous midwives.

The Indigenous Midwifery Core Competencies Development project is a partnership project between the National Council of Indigenous Midwives (NCIM) and Save the Children Canada (SCC). The intention of this partnership and project is to undertake the job of developing a National Indigenous Midwifery Competency Framework to serve as a National Occupation Standard (NOS) for Indigenous Midwives. This document comprises the resulting Competency Framework and Task Chart for the role of Indigenous Midwives.



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METHODOLOGY

The method chosen for creating the competency framework was The Competency Group's DACUM (Developing A Curriculum) methodology. This process involves highly skilled and experienced job incumbents participating in a facilitated DACUM session. NCIM would like to thank The Competency Group for facilitating this work.

The key components of The Competency Group's methodology include:

- The competency framework results from a structured consultation with expert practitioners;
- Each competency grouping reflects a consensus achieved by the panel of expert practitioners created to perform these analyses;
- The competency framework contains four levels of analysis:
 - Identification of General Areas of Competence;
 - Identification of Skills within each General Area of Competence;
 - Identification of Sub-Skills within each Skill; and
 - Identification of Knowledge and Abilities required for each Skill.

Table of CONTENTS



6	1.0 Indigenous Midwives Task Chart
8	2.0 General Areas of Competence, Skills, Sub-Skills, Knowledge, and Abilities
8	2.1 General Area of Competence A: <i>Provide Culturally Safe Care</i>
14	2.2 General Area of Competence B: <i>Support Rites of Passage</i>
20	2.3 General Area of Competence C: <i>Communicate</i>
24	2.4 General Area of Competence D: <i>Develop the Profession</i>
28	2.5 General Area of Competence E: <i>Support Indigenous Health and Well-Being</i>
36	2.6 General Area of Competence F: <i>Manage Prenatal Care</i>
42	2.7 General Area of Competence G: <i>Manage Labour and Delivery</i>
48	2.8 General Area of Competence H: <i>Provide Postpartum Care</i>
52	2.9 General Area of Competence I: <i>Provide Newborn Care</i>

1.0 | Indigenous Midwives Task Chart

A	Provide Culturally Safe Care	A1	A2	A3	A4	
		Acknowledge Spirit	Form Relationship with Client	Value Diverse Ways of Learning and Knowing	Honour the Relationship with the Land	
		A11	A12	A13		
		Acknowledge and Respect the Power of Dance	Acknowledge and Respect the Power of Prayer and Meditation	Acknowledge and Respect the Power of Dreams		
B	Support Rites of Passage	B1	B2	B3	B4	
		Support Traditional Adoption Practices	Support Puberty Rites of Passage	Support Parenting Rites of Passage	Support Grandparenting Rites of Passage	
C	Communicate	C1	C2	C3	C4	
		Provide Informed Choice	Document Care	Maintain Confidentiality	Use Respectful Nonverbal Communication	
D	Develop the Profession	D1	D2	D3	D4	
		Provide Mentorship for Indigenous Midwifery Students	Educate Healthcare Providers about Indigenous Midwifery	Participate In Professional Development Activities	Participate in Research	
E	Support Indigenous Health and Well-Being	E1	E2	E3	E4	
		Complete Comprehensive Health History	Complete Physical Exam	Conduct Pelvic Exams	Provide Education and Conduct Breast/Chest Care	
		E11	E12	E13	E14	
		Educate about Good Health Practices	Provide Education and Screening About Substance Use	Provide Education and Screening about Intimate Partner Violence	Recognize and Respond to Mental Health Concerns	
F	Manage Prenatal Care	F1	F2	F3	F4	
		Discuss and Facilitate Pregnancy Options	Manage Early Pregnancy Loss	Complete Baseline Pregnancy Assessment	Establish Estimated Date of Birth	
		F11	F12	F13	F14	
		Correct Fetal Malposition	Navigate the Child Protection System	Educate Pregnant Person about Coping Techniques for Labour and Delivery	Educate Pregnant Person about Labour Process	
G	Manage Labour and Delivery	G1	G2	G3	G4	
		Facilitate Onset of Labour	Facilitate Emergency Transport	Set Up Birthing Space	Monitor Labour Progress	
		G11	G12	G13	G14	
		Protect Integrity of Pelvic Floor	Manage Third Stage of Labour	Facilitate Cultural Practices for Labour and Birth	Manage Later Pregnancy Loss or Stillbirth	
H	Manage Postpartum Care	H1	H2	H3	H4	
		Manage Postpartum Care	Monitor Well-Being of Birth Parent	Assess and Repair Pelvic Floor	Provide Education and Advice about Common Complications of Postpartum	
I	Provide Newborn Care	I1	I2	I3	I4	
		Acknowledge the Newborn	Facilitate Community-Based Cultural Practices for the Newborn	Promote Birthing Parent-Baby Bonding	Support Newborn Transition	
		I11				
		Support Baby with Needs for Follow-Up Care				

	A5	A6	A7	A8	A9	A10
	Provide Care in a Variety of Settings	Respect and Acknowledge the Power of Stories	Acknowledge Indigeneity	Respect and Acknowledge the Power of Indigenous Languages	Contribute to the Healing of Families and Communities Through the Practice of Midwifery	Acknowledge and Respect the Power of Song
	B5	B6	B7	B8	B9	B10
	Support Childhood Rites of Passage	Support Death Rites of Passage	Support Healthy Grieving	Support Rites of Passage for Choice of Life Partner	Support Pregnancy Rites of Passage	Support Birth Rites of Passage
	C5	C6	C7	C8		
	Consult and Refer as Indicated	Be an Effective Team Member	Lead Case Management	Represent Indigenous Midwifery	Use Various Methods for Health Promotion	Advocate for Clients
	D5	D6	D7			
	Recruit Indigenous Midwives	Develop Protocols and Policies	Participate in Peer Reviews			
	E5	E6	E7	E8	E9	E10
	Prescribe and Administer Medications	Provide Preconception Counselling	Provide Education about Healthy Sexuality	Screen and Test for Sexually Transmitted Infections	Provide Contraception Services	Counsel and Screen for Infertility
	E15	E16	E17	E18		
	Attend Community Functions	Facilitate Community-Based Food Security	Contribute to the Retrieval and Growth of Indigenous Knowledge	Facilitate Family Bonding		
	F5	F6	F7	F8	F9	F10
	Provide Education to Promote Healthy Pregnancy	Offer Prenatal Genetic Screening	Conduct and Interpret Routine Prenatal Diagnostic Testing	Support Healthy Nutritional Status of Pregnant Person	Monitor Fetal Growth and Well-Being	Identify, Manage, and Refer for Complications of Pregnancy
	F15	F16				
	Assess Labour Readiness	Provide Routine Clinical Assessments of Pregnant Person				
	G5	G6	G7	G8	G9	G10
	Facilitate Labour Progress	Monitor Fetal Well-Being	Monitor Pregnant Person's Well-Being	Manage Labour and Birth Emergencies	Facilitate Vaginal Delivery	Protect the Birth Environment
	H5	H6				
	Recognize and Respond to Postpartum Mood Disorders	Facilitate Cultural Practices for Postpartum				
	I5	I6	I7	I8	I9	I10
	Resuscitate Newborn	Conduct Newborn Physical Assessment and Screening	Support Infant Feeding	Monitor Well-Being of Newborn	Educate in Newborn Care and Development	Manage Newborn Acute Care

2.0 | General Areas of Competence, Skills, Sub-Skills, Knowledge, and Abilities

2.1 | General Area of Competence A: Provide Culturally Safe Care

SKILLS	SUB-SKILLS	KNOWLEDGE & ABILITIES
A1. Acknowledge Spirit	I.1 Act with kindness toward client I.2 Include cultural practices and traditions in midwifery practice I.3 Facilitate cultural practices and traditions in care provision I.4 Honour the family and community traditions and requests I.5 Advocate for acknowledgements in a variety of settings I.6 Validate peoples' lived experience	Knowledge of: - Cultural practices (making offerings, smudging) - Land base - Medicines - Local food - Protocols - History - Language - Community resources - Family - Elders - Knowledge keepers - Midwives' role in cultural practice - How to honour the sacredness of the spirit Ability to: - Communicate practices to others - Consult with Elders and knowledge keepers - Make space for diverse spiritual beliefs, traditions and religious practices - Form trusting relationships - Navigate systems to facilitate practice - Be self-reflective and aware of values, beliefs and behaviours
A2. Form Relationship with Client	2.1 Meet client where they are at 2.2 Respect the dignity of your client 2.3 Provide judgement-free care 2.4 Listen and believe your client 2.5 Recognize the impact of your influence 2.6 Acknowledge Indigeneity 2.7 Engage in behaviour that supports self-determination 2.8 Actively find a connection with client 2.9 Support continuity of care 2.10 Be consistent and reliable in behaviour	Knowledge of: - Power differential in health care - Historical and current relationships between Indigenous people and the health care system - Colonial impacts and systemic racism - Local community and cultural practices and norms around establishing relationships - Self-awareness of own behaviours and communication style Ability to: - Engage in critical self reflection - Create a safe environment - Effectively and clearly communicate - Actively listen

A3. Value Diverse Ways of Learning and Knowing	3.1 Include Elders and knowledge keepers as teachers, counselors, and advisors 3.2 Support clients' learning in ways that meet their needs 3.3 Respect the lived experiences of clients 3.4 Consider educational, cultural and linguistic influences	Knowledge of: - Principles of adult education - Different ways that people learn - Community resources, Elders and knowledge keepers - Local community knowledge - Local community practices and protocols Ability to: - Value experiential learning - Consult with Elders and knowledge keepers - Create opportunities to include Elders in care provision - Share information in multiple formats and modalities
A4. Honour the Relationship with the Land	4.1 Recognize the importance of and support access to country foods 4.2 Recognize the importance of and support access to medicines and herbs 4.3 Recognize the importance of and support access to clean water 4.4 Acknowledge the existence of sacred places and their importance to the community 4.5 Recognize the connection between the body and the earth as life givers 4.6 Acknowledge the way water connects our bodies to the earth 4.7 Advocate for land-based Indigenous rights	Knowledge of: - Sacred places - Local country foods and their nutritional and spiritual value - Seasonal food cycle - Local protocols around food and pregnancy and breast feeding - Land base - Medicines - Local food - Protocols - History - Language - Community resources - Elders - Knowledge keepers - Local community cultural practices and protocols Ability to: - Love and take care of Mother Earth - Work with others
A5. Provide Care in a Variety of Settings	5.1 Understand significance of birthing on territory 5.2 Respect clients' choices about where to receive clinical care 5.3 Conduct client visits in community, institutional and clinical settings 5.4 Conduct births in accordance with clients' choice of birthplace 5.5 Improve access to care 5.6 Advocate to remove barriers to care	Knowledge of: - Local land-base - Sacred places - Birth history of local community - Principles of community-based care - Research relating to choice of birthplace and homebirth - Disruption to birthing traditions Ability to: - Be resourceful and flexible in care provision - Travel to client - Advocate effectively
A6. Respect and Acknowledge the Power of Stories	6.1 Invite clients to share their stories 6.2 Seek out traditional and creation stories as they relate to pregnancy, birth and postpartum 6.3 Incorporate the learning from those stories into the provision of care 6.4 Validate personal stories	Knowledge of: - Importance of storytelling - Incorporating storytelling into care - Traditional and cultural stories - Non-directive facilitation of change Ability to: - Create space for storytelling - Listen actively - Consult with Elders and knowledge keepers - Discern credible sources of cultural and traditional stories

A7. Acknowledge Indigeneity	7.1 Demonstrate self-awareness of personal Indigeneity and self-determination 7.2 Work to dismantle the historical and current colonial structures that impact the individual, family and community 7.3 Work actively to retrieve and grow Indigenous knowledge 7.4 Value client's expression of Indigenous identity 7.5 Respect the cultural identity and traditional practices of the community that you work in 7.6 Explore and contribute to Indigenous futurism and identities 7.7 Support and uphold Indigenous genders and sexual expression 7.8 Facilitate the emergence and resurgence of Indigenous life and visioning 7.9 Value Two-Spirit people, practices and understandings 7.10 Acknowledge the learning and guidance of our ancestors and the spirit world	Knowledge of: • Cultural ceremonies or practices in local community • Your personal and local Indigenous history and territory • The effects of colonization on identity formation • The limits of your knowledge and the contribution of client and community Ability to: • Form trusting relationships • Be critically self-reflective • Aware of values, beliefs and behaviours • Express your Indigenous identity comfortably • Be compassionate • Show empathy
A8. Respect and Acknowledge the Power of Indigenous Languages	8.1 Acknowledge the power of Indigenous languages to contribute to the formation of relationship between care giver and client 8.2 Identify opportunities for the inclusion of Indigenous language in the provision of care and act on them 8.3 Use Indigenous languages in the provision of care whenever possible 8.4 Recognize the power of Indigenous language to communicate a world view	Knowledge of: • Local Indigenous languages • Local language preservation efforts Ability to: • Create space and opportunity for inclusion of Indigenous languages • Support efforts of language use in care
A9. Contribute to the Healing of Families and Communities Through the Practice of Midwifery	9.1 Work in partnership with families and community 9.2 Listen to and act on community needs 9.3 Support self-determination of community 9.4 Recognize strength and resources in the community	Knowledge of: • Birth history of community you are serving • Principles of community engagement and development • Examples of community-based Indigenous midwifery models • The effect of colonization on community development Ability to: • Work as a part of a team • Listen to community needs • Engage the family and community in the expression of their needs • Advocate for change and community needs

A10. Acknowledge and Respect the Power of Song	10.1 Seek out opportunities to learn about the songs of the people and the community by attending community events and gatherings, and building relationships with local Elders and knowledge keepers 10.2 Demonstrate an interest in and respect for the songs associated with the life cycle, including puberty, pregnancy, birth, and parenting, and passing 10.3 Welcome and create space for the inclusion of song at whatever time and in whatever way is meaningful for the client e.g., at births, pre and postnatal and newborn events, and in any environment, including home and hospital	Knowledge of: - Local community and cultural music traditions, (e.g., use of drum, other traditional and non-traditional instruments, songs for special occasions or ceremonies, songs within specific families) Ability to: - Consult with local Elders and knowledge keepers - Create space for clients and families to share songs and music
A11. Acknowledge and Respect the Power of Dance	11.1 Seek out opportunities to learn about the dances of the people and community you serve by attending community events and gatherings, and building relationships with local Elders and knowledge keepers 11.2 Demonstrate an interest in and respect for dances associated with the life cycle, including puberty, pregnancy, birth, and parenting, and passing 11.3 Welcome and create space for the inclusion of dance at whatever time and in whatever ways are meaningful for the client, e.g., at births, pre and postnatal and newborn events, and in any environment including home and hospital	Knowledge of: - Local community and cultural music and dance traditions, (e.g., use of drum, traditional and non-traditional dances, dances for special occasions or ceremonies, dances within specific families) Ability to: - Consult with local Elders and knowledge keepers - Create space for clients and families to share dances
A12. Acknowledge and Respect the Power of Prayer and Meditation	12.1 Demonstrate self-awareness in relation to the practice of prayer or meditation. 12.2 Demonstrate an interest in and respect for the spiritual practices of the family and community, and in particular those that are associated with the life cycle, including puberty, pregnancy, birth, parenting, and passing.	Knowledge of: - Self and one's personal experience of meditation or prayer - Local community and cultural spiritual practices and religious affiliations Ability to: - Communicate respect and acceptance of the meditation and prayer traditions of others - Create space for others to engage in meditation and prayer

	12.3 Welcome and create space for the inclusion of prayer and meditation at whatever time and in whatever ways are meaningful for the client, e.g., at births, pre and postnatal and newborn events, and in any environment including home and hospital.	
A13. Acknowledge and Respect the Power of Dreams	13.1 Demonstrate self-awareness in relation to guidance and teaching received through dreams 13.2 Demonstrate an interest in and respect for information or guidance received through dreams of the family and community 13.3 Welcome and create space for the inclusion of dreams, discussion and realization thereof, at whatever time and in whatever ways are meaningful for the client	Knowledge of: • The significance of dreams within Indigenous knowledges • Self and one's personal experience of dreams • Local community and cultural resources such as Elders and knowledge keepers to assist with understanding • Physiological and medication influences on dreaming Abilities: • Communicate respect and acceptance of the power of dreams





2.0 | General Areas of Competence, Skills, Sub-Skills, Knowledge, and Abilities

2.2 | General Area of Competence B: Support Rites of Passage

SKILLS	SUB-SKILLS	KNOWLEDGE & ABILITIES
B1. Support Traditional Adoption Practices	1.1 Support family's plans and preferences for adoption 1.2 Gather community resources 1.3 Consult Elders and knowledge keepers 1.4 Take actions to create space for families to conduct practice 1.5 Participate in cultural practices appropriate to your role (e.g., acknowledge birthing parent) 1.6 Provide information to support adoption process, as necessary 1.7 Provide ongoing care and support for families (e.g., birth and adoptive)	Knowledge of: - Land base - History - Medicine - Language - Community resources - Legal customs - Elders - Knowledge keepers - Local community cultural practices and protocols - Your role in cultural practice - Legal requirements for adoption - Different pathways to adoption - Impacts of colonization Ability to: - Communicate practices to others - Consult with Elders and knowledge keepers - Create space for cultural practices - Form trusting relationships - Navigate systems to facilitate practice (e.g., creation of hospital policy) - Critically self reflect
B2. Support Puberty Rites of Passage	2.1 Invite and support families to share practices 2.2 Gather and understand community resources 2.3 Consult Elders and knowledge keepers 2.4 Take actions to create space for families to conduct practice 2.5 Participate in family and community cultural practices appropriate to your role 2.6 Share knowledge about sexual and reproductive health and safety appropriate to your role 2.7 Create opportunities to be accessible to people experiencing puberty	Knowledge of: - Land base - Medicines - Local food - Protocols - History - Language - Community resources - Elders - Knowledge keepers - Local community cultural practices and protocols - Your role in cultural practice - Sexual and reproductive health - Reproductive justice - Cultural significance and role of life stage of puberty - Impacts of colonization

		Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour • Critically self reflect • Maintain confidentiality • Communicate with groups of people
B3. Support Parenting Rites of Passage	3.1 Invite and support families to share practices 3.2 Gather and understand community resources 3.3 Consult Elders and knowledge keepers 3.4 Take actions to create space for families to conduct practice 3.5 Participate in family and community cultural practices appropriate to your role 3.6 Share knowledge about cultural role and responsibilities of parenting appropriate to your role	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Cultural significance and role of life stage of parenting • Impacts of colonization Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate family systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality • Communicate with groups of people
B4. Support Grandparent-ing Rites of Passage	4.1 Invite and support families to share practices 4.2 Gather and understand community resources 4.3 Consult Elders and knowledge keepers 4.4 Take actions to create space for families to conduct practice 4.5 Participate in family and community cultural practices appropriate to your role 4.6 Share knowledge about cultural role and responsibilities of grandparenting (not necessarily reflective of having descendents) appropriate to your role 4.7 Share knowledge about physical, psychological, and lifestyle changes associated with maturing	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Cultural significance and role of life stage of grandparents and extended family • Physiological changes related to menopause • Impacts of colonization Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers

	4.8 Recognize and support individuals assuming leadership within family structure (e.g., women who become matriarchs of families)	• Create space for cultural practices • Form trusting relationships • Navigate family systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality • Communicate with groups of people • Recognize grandparenting as a stage of maturity
B5. Support Childhood Rites of Passage	5.1 Invite and support families to share practices 5.2 Gather community resources 5.3 Consult Elders and knowledge keepers 5.4 Take actions to create space for families to conduct practice 5.5 Participate in family and community cultural practices appropriate to your role	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Impacts of colonization Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour • Communicate with groups of people
B6. Support Death Rites of Passage	6.1 Invite and support families to make decisions and share practices appropriate to their situation, values, and needs 6.2 Gather community resources 6.3 Consult Elders and knowledge keepers 6.4 Take actions to create space for families to conduct practice 6.5 Participate in family and community cultural practices appropriate to your role 6.6 Provide continued support to families	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Local and family values and beliefs about death • Process for moving deceased person • Grieving process Ability to: • Communicate practices to others • Communicate with groups of people • Support family decision making • Consult with Elders and knowledge keepers • Create space for cultural practices

		• Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour
B7. Support Healthy Grieving	7.1 Invite and support families to make decisions and share practices appropriate to their situation, values, and needs 7.2 Gather community resources 7.3 Consult Elders and knowledge keepers 7.4 Take actions to create space for families to conduct practice 7.5 Participate in family and community cultural practices appropriate to your role 7.6 Provide continued support to families	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Local and family values and beliefs about death and grief • Grieving process • Impacts of colonization Ability to: • Communicate practices to others • Communicate with groups of people • Support family decision making • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour
B8. Support Rites of Passage for Choice of Life Partner	8.1 Invite and support families to share practices 8.2 Gather and understand community resources 8.3 Consult Elders and knowledge keepers 8.4 Take actions to create space for families to conduct practice 8.5 Participate in family and community cultural practices appropriate to your role 8.6 Share knowledge about cultural role and responsibilities of choosing a life partner appropriate to your role	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Cultural significance and role of life stage of choosing a partner • Impacts of colonization Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Support couple to adapt to changing role within the family • Create space for cultural practices • Form trusting relationships • Navigate family systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality

B9. Support Pregnancy Rites of Passage	9.1 Invite and support families to share practices 9.2 Gather and understand community resources 9.3 Consult Elders and knowledge keepers 9.4 Take actions to create space for families to conduct practice 9.5 Participate in family and community cultural practices appropriate to your role 9.6 Share knowledge about pregnancy and safety appropriate to your role 9.7 Share knowledge about sacredness of carrying life 9.8 Share cultural knowledge about specific teachings related to conduct during pregnancy 9.9 Create opportunities to be accessible (e.g., be visible, create safe space for conversation, direct access to care)	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Cultural significance and role of life stage of pregnancy • Physical, mental, emotional, and spiritual changes in pregnancy • Transition from pregnancy to parenting roles and responsibilities • Impacts of colonization Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality
B10. Support Birth Rites of Passage	10.1 Honour the family and community traditions and requests 10.2 Demonstrate respect for the pregnancy, labour and moment of birth, and the early postpartum period 10.3 Acknowledge the spirit of the new family 10.4 Advocate for acknowledgements in a variety of settings 10.5 Acknowledge the birthing parent as the giver of life 10.6 Provide care and support to birthing parent 10.7 Treat placenta with respect and care 10.8 Share knowledge about newborn-first environment 10.9 Provide information on care and options for the placenta	Knowledge of: • Community resources • Family • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • How to honour the sacredness of the birth • Physiological significance of placenta Ability to: • Honour the sacredness of the birth • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice (e.g., creation of hospital policy) • Be aware of your behaviour



2.0 | General Areas of Competence, Skills, Sub-Skills, Knowledge, and Abilities

2.3 | General Area of Competence C: Communicate

SKILLS	SUB-SKILLS	KNOWLEDGE & ABILITIES
C1. Provide Informed Choice	1.1 Communicate evidence-based and culturally relevant knowledge and information accessibly 1.2 Explain the risks, benefits, alternatives and anticipated outcomes associated with choices 1.3 Communicate bias, community standard and recommendations 1.4 Understand how client values and beliefs influence choice 1.5 Document the informed choice discussion and decision 1.6 Inform clients that informed choice is a dynamic process that can be revisited at any time	Knowledge of: • Current research evidence • Relevant Indigenous knowledge • Evidence-based options • Principles of client self-determination • Principles of informed choice Ability to: • Be resourceful and flexible • Demonstrate respect for the client's choices • Affirm the client's self-determination • Effectively communicate complex information
C2. Document Care	2.1 Create one file or chart for each client 2.2 Follow local laws and standards regarding client records 2.3 Document all client contact in writing 2.4 Ensure entries are accurate, chronological, legible, dated and as contemporaneous as possible	Knowledge of: • Evidence-informed standards for documentation • Standard forms used for documentation • Principles of medical documentation • Impact of documentation on medical-legal claims • Medical abbreviations Ability to: • Produce clear and concise written communication • Be organized and systematic
C3. Maintain Confidentiality	3.1 Handle all client information in secure manner 3.2 Navigate local issues around confidentiality 3.3 Gain permission from client before sharing information or seeking consultation	Knowledge of: • Relevant laws and policies governing privacy • The specific care providers associated with client Ability to: • Follow respectful cultural protocol when communicating with family and community members
C4. Use Respectful Nonverbal Communication	4.1 Acknowledge presence of people 4.2 Foster a culturally safe environment 4.3 Use a broad range of culturally appropriate communication skills, including: Active listening, and body language	Knowledge of: • Local community cultural practices • Your role and influence in communication • Cultural significance and role of family and extended family • Impacts of colonization

	4.4 Be aware of your angle and proximity to the person 4.5 Demonstrate a neutral or positive (smiling) facial expression as appropriate 4.6 Confirm effectiveness of communication	Ability to: • Practice patience and listen actively • Demonstrate respectful behaviour • Follow respectful cultural protocol when interacting with families, community members, knowledge keepers, and traditional healers • Create safe space • Form trusting relationships • Be aware of your behaviour
C5. Consult and Refer as Indicated	5.1 Discuss indication for consult or referral with client and obtain consent 5.2 Identify appropriate healthcare or traditional practitioner 5.3 Communicate relevant information to consultant 5.4 Anticipate next steps and follow up, within your cultural or clinical judgement 5.5 Create care plan with consultant 5.6 Establish and maintain communication links between the care providers in home community and the referral centre	Knowledge of: • Prevailing myths regarding Indigenous peoples as receivers of health care • Health care systems and social services that pertain to Indigenous Communities • System impact on identity and family relationships, including the influence of systemic racism • Appropriate consultants • Referral and consultation process Ability to: • Demonstrate effective oral and written communication skills • Follow respectful cultural protocol when collaborating with a traditional healer
C6. Be an Effective Team Member	6.1 Contribute midwifery knowledge and skills to the team effort to achieve a common goal 6.2 Communicate effectively 6.3 Demonstrate understanding of midwifery role in relation to others 6.4 Assume team leadership as and when appropriate 6.5 Support other members of the team, providing constructive feedback and participating in reflective practice and team debriefing, especially in relation to critical incidents	Knowledge of: • Roles of interdisciplinary team members • Principles of high reliability organizations • Role and scope of Indigenous midwives Ability to: • Advocate • Communicate effectively • Give and receive feedback • Exercise leadership
C7. Lead Case Management	7.1 Identify complex needs of the client and establish goals of care in partnership with the client and family 7.2 Identify the resources and strategies required in order to meet needs and achieve goals 7.3 Engage others, including client, family, and other members of the healthcare team, in developing and implementing the care plan 7.4 Monitor results and adapt case management strategy as needed to achieve goals of care	Knowledge of: • Case management principles Ability to: • Communicate effectively with clients, family members, and other health professionals

C8. Represent Indigenous Midwifery	8.1 Communicate effectively to others the core values of Indigenous midwifery of NCIM and your community 8.2 Bring the Indigenous midwifery perspective to discussions about maternal-child health needs, priorities, programs and services, and to discussions about the care of individual Indigenous clients 8.3 Advocate for access to and inclusion of Indigenous midwifery in Indigenous communities or client populations	Knowledge of: • Core values of Indigenous midwifery of NCIM and your community • Historic and contemporary context of Indigenous midwifery, both nationally and in the local community and region • Intergenerational impact of colonization and cultural assault on the well-being of individual women, families, and communities • Barriers to equitable health services Ability to: • Communicate effectively • Advocate
C9. Use Various Methods for Health Promotion (e.g., Radio, Facebook, Paper)	9.1 Create effective plain language and graphic print material for use in posters, brochures, and community newspapers 9.2 Compose and deliver effective plain language spoken word material for use on radio or community television 9.3 Compose and design effective plain language and graphic social media posts 9.4 Create effective plain language and graphic PowerPoint presentations for use in small and large group settings	Knowledge of: • Culturally appropriate and effective modes of communication in the local and regional context • Basic public relations principles • Principles of health promotion • Principles of knowledge translation Ability to: • Write effective plain language • Communicate effectively orally • Use basic social media platforms and technology • Use computer programs such as Publisher and PowerPoint for the production of print materials and presentations • Use non-directive approaches to communication appropriately (e.g., storytelling, silence, and speaking from the heart) • Use Indigenous language and non-verbal visual imaging to communicate the message • Engage the community in dialogue about health priorities and values • Follow respectful cultural protocol when collaborating with community members and knowledge keepers
C10. Advocate for Clients	10.1 Work in partnership with clients to identify systemic barriers to services and resources that are needed to support client health and wellness 10.2 Develop strategies for advocacy that reflect the core values of Indigenous midwifery and respect the self-determination and cultural safety of the client 10.3 Engage in advocacy activities such as writing letters, making phone calls, and attending meetings in support of the client that aim to overcome barriers and increase clients' access to required services and resources	Knowledge of: • Socio-economic determinants of Indigenous health • Systems: health, social service, housing, income support, etc • Systemic power imbalances • Systemic racism Ability to: • Communicate effectively • Problem-solve • Facilitate conflict resolution



NACM
NATIONAL ABORIGINAL
COUNCIL OF MIDWIVES

WHY INDIGENOUS MIDWIFERY MATTERS

*Indigenous Midwives are reclaiming our role
within community one birth at a time.*

Indigenous
Midwives are
sexual and
reproductive
health care
providers who:

MAKE BIRTH SAFER FOR INDIGENOUS
FAMILIES AND COMMUNITIES.

RESTORE THE SACREDNESS OF BIRTH.

DISRUPT PATTERNS THAT SEVER
FAMILY AND COMMUNITY BONDS.

DISRUPT ONGOING RACISM IN THE
HEALTH CARE SYSTEM AND THE
MEDICALIZATION OF BIRTH.

In addition to providing clinically **excellent care**, we have **unique practices**
and **competencies** that differ from those of non-Indigenous Midwives.

Support
rites of
passage

Contribute
to healing of
families and
communities

Honour the
relationship
with the
land

Community-
based,
competency-
led education
for Indigenous
Midwifery
students

Acknowledge
Indigeneity

Ensure
culturally safe
care for our
communities
led by our
communities.

Facilitate
community-based
food security

Bring birth
knowledge
back into the
hands of the
community

Reduce birth
evacuations

We are agents of social change who contribute to
increased self-determination for Indigenous Peoples.
Supporting Indigenous Midwifery is an essential
towards reconciliation.

2.0 | General Areas of Competence, Skills, Sub-Skills, Knowledge, and Abilities

2.4 | General Area of Competence D: Develop the Profession

SKILLS	SUB-SKILLS	KNOWLEDGE & ABILITIES
D1. Provide Mentorship for Indigenous Midwifery Students	I.1 Instructing to a diverse group of learners I.2 Honour teacher/student relationship I.3 Share knowledge of local community culture and language I.4 Honour personal experience of instructors and students I.5 Share knowledge of traditional skills I.6 Approach learning from a community, experience-based approach (e.g., observe, assist, perform process) I.7 Foster a supportive learning environment (group accountability) I.8 Create a culturally safe space for learning I.9 Involve Elders, knowledge keepers and other community resources as teachers I.10 Respect the existing body of midwifery knowledge and practice	Knowledge of: - Land base - Medicines - Local food - Protocols - History - Language - Community resources - Elders - Knowledge keepers - Local community cultural practices - Your role in cultural practice - Cultural significance and role of Indigenous midwives within the community - Impacts of colonization Ability to: - Maintain confidentiality - Effectively communicate, demonstrate and supervise training of students - Consult with Elders and knowledge keepers - Create space for cultural practices - Form trusting relationships - Navigate systems to facilitate practice - Be aware of your behaviour - Practice quality assurance
D2. Educate Healthcare Providers About Indigenous Midwifery	2.1 Understand vision, mission and core values of Indigenous midwifery of NCIM and your community 2.2 Explain Indigenous midwifery approaches 2.3 Explain community-based midwifery 2.4 Explain Indigenous concepts of self-determination	Knowledge of: - Land base - Medicines - Local food - Protocols - History - Language - Community resources - Elders - Knowledge keepers - Local community cultural practices and protocols - Your role in cultural practice - Impacts of colonization - Indigenous concepts of health and well-being

		• Registered and exemption midwifery practice • Indigenous concepts of self-determination Ability to: • Clearly self-locate Indigenous identity • Hold difficult conversations • Be patient and clear in communications • Work with community-led initiatives • Consult with Elders and knowledge keepers • Be aware of your behaviour
D3. Participate in Professional Development Activities	3.1 Maintain required certifications for quality assurance 3.2 Recognize value of on-going learning 3.3 Seek out and complete professional development activities regularly 3.4 Demonstrate commitment to ongoing skills development as a midwife 3.5 Demonstrate commitment to on-going development as Indigenous community member 3.6 Identify areas for improvement and skill growth	Knowledge of: • Community-based learning relationships and opportunities • Recognized, certified providers of Continued Professional Development Ability to: • Critically self-reflect
D4. Participate in Research	4.1 Understand the practice of Indigenous midwifery 4.2 Understand participatory- and community-led research 4.3 Understand motivation and intent of researcher and project 4.4 Ability to critically think about culture, community and practice 4.5 Understand how research impacts policy	Knowledge of: • Community-based research ethics and standards • Understand OCAP (Ownership, Control, Access and Possession), or other Indigenous research principles • Beginning understanding of statistics or epidemiology Ability to: • Confidently communicate about Indigenous midwifery • Listen and question critically • Be curious and self reflective
D5. Recruit Indigenous Midwives	5.1 Develop mentorship relationships with aspiring midwives 5.2 Demystify the pursuit of midwifery education and apprenticeship 5.3 Create supportive opportunities for aspiring midwives to approach Indigenous midwives and ask questions 5.4 Build relationships with communities interested in bringing birth home via midwifery 5.5 Work to develop more and create access in existing education pathways 5.6 Create bridging opportunities from other health professions	Knowledge of: • Indigenous midwifery practice • Pathways to education • Multiple routes of entry to midwifery • Local resources and support people Ability to: • Form trusting mentorship relationships • Be honest about challenges in a supportive manner • Demonstrate problem solving and resourcefulness

	5.7 Make referrals to support services, local resources	
D6. Develop Protocols and Policies	6.1 Understand clinical midwifery practice 6.2 Understand community context, resources and interprofessional relationships 6.3 Research, organize and communicate effectively 6.4 Collaborate with colleagues, stakeholders and community	Knowledge of: - Principles and role of policy - Clinical midwifery practice Ability to: - Write and communicate effectively - Give and receive feedback - Think systematically - Integrate culture and clinical thinking
D7. Participate in Peer Reviews	7.1 Provide clear, concise case review highlighting relevant information 7.2 Maintain confidentiality of client 7.3 Discuss histories, management, observations and feedback in an educational and respectful manner 7.4 Elicit feedback, experiences, recommendations that are relevant to the case or questions brought forward	Knowledge of: - Professional standards, if applicable - Colleagues that will contribute to your learning and professional development Ability to: - Receive feedback - Present cases





2.0 | General Areas of Competence, Skills, Sub-Skills, Knowledge, and Abilities

2.5 | General Area of Competence E: Support Indigenous Health and Well-Being

SKILLS	SUB-SKILLS	KNOWLEDGE & ABILITIES
E1. Complete Comprehensive Health History	1.1 Gather information using techniques that promote trust and self-determination 1.2 Centre client-led storytelling 1.3 Organize information systematically 1.4 Demonstrate compassion and empathy 1.5 Identify indications for further investigation or follow-up 1.6 Use evidence-based screening tools 1.7 Share clinical and cultural knowledge and resources as indicated 1.8 Include Indigenous knowledge and approaches throughout 1.9 Document findings	Knowledge of: • Local or regional cultural concepts of health • Elements of health history • Family • Medical • Reproductive • Obstetric • Impacts of colonization • Trauma-informed approaches • Indigenous determinants of health • Impact of systemic racism Ability to: • Establish culturally safe space • Ask questions with compassion • Elicit relevant clinical and cultural information • Validate client experience • Recognize role in health assessment • Develop healthy relationships • Maintain confidentiality
E2. Complete Physical Exam	2.1 Be systematic in approach 2.2 Communicate assessments and findings contemporaneously 2.3 Perform exam in a respectful manner 2.4 Conduct palpation exam: musculoskeletal system, organs, pulse 2.5 Conduct auscultation exam: heart, lung, bowel sounds 2.6 Conduct visual exam: symmetry, skin, injuries, genitalia, spine 2.7 Perform neurological assessment 2.8 Using tools and equipment to get information you need 2.9 Document findings	Knowledge of: • Local concepts of health and well-being • Anatomy and physiology • Principles and ethics of physical exam • Normal limits and variations thereof Ability to: • Communicate respectfully and effectively • Identify indications for further investigation, referral or consultation

E3. Conduct Pelvic Exams	3.1 Conduct bi-manual exam 3.2 Conduct pap smear screening 3.3 Visualize vulva, vaginal tissue and cervix 3.4 Use evidence-based cancer screening methods 3.5 Assess need for follow-up	Knowledge of: • How to conduct bi-manual exam • How to conduct a pap smear • Reproductive anatomy and structures • Principles of cancer screening Ability to: • Use a trauma-informed approach • Communicate effectively and supportively • Detect findings indicative of follow-up • Consult as indicated
E4. Provide Education and Conduct Breast/Chest Care	4.1 Offer instruction on self-breast exams 4.2 Discuss hormonal changes of breast tissue 4.3 Visually examine breasts for changes or differences in physical appearance 4.4 Palpate breast tissue 4.5 Refer to appropriate resources	Knowledge of: • Normal and abnormal variations in breast tissue • Effects of hormones on breast tissue • Principles of cancer screening Ability to: • Use a trauma-informed approach • Communicate effectively • Identify abnormal findings • Refer as indicated
E5. Prescribe and Administer Medications	5.1 Identify indication for medication use 5.2 Discuss recommendation with client 5.3 Review any medication allergies and sensitivities 5.4 Determine most appropriate medication, dose, route and regimen 5.5 Facilitate access with prescription, as indicated 5.6 Follow safe administration steps, confirming all information prior to administering 5.7 Use universal precautions for injection or IV admin 5.8 Monitor client for anaphylaxis or adverse effects, and treat as necessary	Knowledge of: • Midwifery pharmacopeia • Appropriate medications and related equipment to use in antenatal care • Risks and benefits of medication use • Proper dosage and usage of medications • Contraindications • Sterile technique for injection Ability to: • Recognize and manage anaphylaxis or adverse events • Communicate in a clear and concise manner • Address questions or concerns of the client regarding medication
E6. Provide Preconception Counselling	6.1 Explain phases of menstrual cycle 6.2 Discuss recognizing signs and symptoms of ovulation 6.3 Discuss cervical mucous changes 6.4 Discuss basal body temperature 6.5 Discuss options for tracking menstrual cycle 6.6 Discuss factors which may interfere with conception 6.7 Discuss current circumstances of birthing parents (e.g., relationship of community, supports, housing, finances)	Knowledge of: • Menstrual cycle physiology • Conditions which influence fertility • Traditional or cultural knowledge • Cultural significance of becoming parents • Roles and responsibilities of becoming a parent • Impacts of colonization Ability to: • Demonstrate compassion • Maintain confidentiality • Respect experience of family • Create space for cultural practices • Be aware of your behaviour • Communicate effectively

	6.8 Assist families to understand priorities and impacts of becoming parents	
E7. Provide Education about Healthy Sexuality	7.1 Review and assess health and reproductive history 7.2 Contextualize sexual health teachings throughout life stages 7.3 Support self-determination in relationships 7.4 Foster an environment of dignity and safety 7.5 Address any questions or concerns 7.6 Discuss concepts of consent 7.7 Discuss intimate partner relationships 7.8 Discuss safety, harm reduction and risk planning 7.9 Discuss pregnancy, fertility and conception 7.10 Offer contraception options 7.11 Discuss STI screening 7.12 Refer to appropriate resources	Knowledge of: • Healthy sexuality • Healthy relationships • Contraception • Human anatomy • Normal and abnormal variations of human anatomy • Appropriate resources • Trauma-informed approaches Ability to: • Establish trusting relationship • Create culturally safe space • Communicate in a non-judgmental and unassuming way • Ask open ended questions • Validate client experience
E8. Screen and Test for Sexually Transmitted Infections (STIs)	8.1 Perform health history 8.2 Conduct pelvic exams 8.3 Visualize tissues 8.4 Collecting specimens: swabs, blood, urine 8.5 Educate on STIs: prevention and transmission	Knowledge of: • Sexually transmitted diseases and infections • Safe sex practices • Public health protocols • Trauma-informed approach Ability to: • Discuss sexual history and practices in a non-judgmental and unassuming way • Screen for coexisting issues: abuse, violence, risk • Determine follow-up • Consult as indicated
E9. Provide Contraception Services	9.1 Review and assess health and sexual history 9.2 Discuss risks, benefits and effectiveness of contraception use 9.3 Identify and recommend most effective and appropriate contraceptive in partnership with client 9.4 Conduct physical assessment, as indicated 9.5 Discuss effect of breast/chest feeding on fertility 9.6 Refer to appropriate resources	Knowledge of: • Contraception methods • Anatomy and physiology of reproductive systems • Normal variations of the reproductive system Ability to: • Make client feel safe • Discuss in a non-judgemental and unassuming way • Confidently discuss contraception methods

E10. Counsel and Screen for Infertility	10.1 Review and assess health, sexual and reproductive history 10.2 Discuss how long person has been trying to conceive 10.3 Discuss menstrual history and cycle tracking 10.4 Discuss quality of periods ie: flow, clots, pain and management 10.5 Identify signs and symptoms of hormonal imbalance 10.6 Identify and address any risk factors of infertility 10.7 Refer or consult as indicated	Knowledge of: • Physiology of menstrual cycle including hormones and phases • Indications, signs and symptoms of hormonal imbalance • Parameters for referrals i.e.:> 35yrs, after 6 mos., < 35yrs after 1 year • Types of fertility treatments • Ways to support conception • The reproductive system • Risk factors of infertility Ability to: • Demonstrate compassion • Understand the importance of timely access to referral • Maintain confidentiality • Respect experience of family • Create space for cultural practices • Navigate systems to facilitate practice • Be aware of your behaviour
E11. Educate about Good Health Practices	11.1 Discuss healthful living practices 11.2 Discuss nutrition and country foods 11.3 Discuss exercise and activity 11.4 Facilitate access to community resources and programs	Knowledge of: • Good health maintenance practices • Food security and nutrition • Safe levels of activity • Community resources and programs • Principles of public health Ability to: • Communicate in a non-judgmental way • Refer as indicated
E12. Provide Education and Screening About Substance Use	12.1 Speak openly about substance use 12.2 Ask directly about what substances clients are using 12.3 Speak to client alone, if possible 12.4 Ask when the last time client used was 12.5 Ask what substance(s) were used 12.6 Ask how often substances are used (e.g., daily, weekly) 12.7 Ask for explanation of terms if not understood 12.8 Explore options for safer use and harm reduction 12.9 Referral to appropriate care provider 12.10 Navigate resources and facilitate care through accompaniment	Knowledge of: • History of colonization • Trauma-informed care approaches • Community resources on call • Substances and effects on pregnancy (basic) Ability to: • Communicate respectfully and non-judgmentally • Foster a community of responsive, committed care providers • Critically self-reflect • Understand limits of your own knowledge and experience • Clearly communicate parameters of confidentiality
E13. Provide Education and Screening about Intimate Partner Violence (IPV)	13.1 Gather information using techniques that promote trust and self-determination 13.2 Use evidence-based screening tools: LIVES algorithm (Listen, Inquire, Validate, Enhance safety, Support)	Knowledge of: • Impact of IPV on short- and long-term health and well-being • Impacts of colonization on well-being of individual women, families, and communities • Impact of systemic racism • Indigenous determinants of health

	13.3 Identify potential indicators of IPV and respond accordingly 13.4 Assess immediate safety and participate in creation of safety plans 13.5 Identify need for child protection services involvement 13.6 Provide counseling appropriate to your role, experience and skills 13.7 Refer to evidence-based treatments as indicated 13.8 Collaborate with other health and social service professionals including Elders, knowledge keepers and traditional healers 13.9 Document findings and actions	• Evidence for responding to IPV • The role of prevention in IPV • Principles of trauma and violence-informed care • Principles of equity • Understand evidence-based referral pathways and community application Ability to: • Communicate with compassion and respect • Cultivate relationships with local and referral women's shelters, material support, informational and system navigation, advocacy, education and counselling • Recognize personal and professional boundaries and limitations • Follow respectful cultural protocol when interacting with families, community members, knowledge keepers, and traditional healers. • Establish and maintain communication links between the caregivers in home community and the referral centre.
E14. Recognize and Respond to Mental Health Concerns	14.1 Speak openly about mental health 14.2 Recognize effects of mental health concerns within birthing families 14.3 Use evidence-based screening tools to identify mental health concerns 14.4 Gather community resources and treatment options 14.5 Educate pregnant person about risks to self and fetus 14.6 Facilitate treatment and referrals 14.7 Identify need to involve child protection services 14.8 Navigate resources and facilitate care through accompaniment	Knowledge of: • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Coexisting conditions (e.g., addictions, trauma history) • Currently accessible and funded resources and referrals for Indigenous people • Treatment options • Impacts of colonization Ability to: • Hold difficult conversations • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality
E15. Attend Community Functions	15.1 Identify functions to attend relevant to your role as an Indigenous midwife 15.2 Attend and participate in function as appropriate for your role 15.3 Demonstrate knowledge of community protocols at community function 15.4 Advise others appropriately regarding community participation and protocols at events	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Impacts of colonization

		Ability to: • Have discreet conversations • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Be aware of your behaviour • Maintain confidentiality
E16. Facilitate Community-Based Food Security	I6.1 Gather and understand community resources to increase food security for the pregnant family (e.g., food coupons, food banks) I6.2 Consult Elders and knowledge keepers I6.3 Take actions to create space for food security activities and feasts I6.4 Participate in family and community cultural practices appropriate to your role I6.5 Share knowledge about food gathering, harvesting, safety, preparation, preservation, and sharing I6.6 Create opportunities to gather, share food, and participate in cultural practices	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Cultural significance of food gathering • Intergenerational roles and responsibilities • Nutritional value of traditional foods and other foods • Impacts of colonization • Local environmental issues of health and safety or contaminants Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality
E17. Contribute to the Retrieval and Growth of Indigenous Knowledge	I7.1 Identify ways to contribute to the retrieval and growth of Indigenous knowledge (e.g., learn language, acknowledge history, acknowledge traditional midwives in communities) I7.2 Speak with Elders, knowledge and language keepers I7.3 Share knowledge of Indigenous midwifery within Indigenous communities I7.4 Encourage communities to research midwifery within their history I7.5 Integrate Indigenous knowledge in midwifery practice I7.6 Explore and contribute to Indigenous futurism and identities	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Impacts of colonization Ability to: • Consult with Elders and knowledge keepers • Maintain curiosity to broaden your knowledge and understanding • Create space for cultural practices

	17.7 Support and uphold Indigenous genders and sexual expression 17.8 Facilitate the emergence and resurgence of Indigenous life and visioning 17.9 Value Two-Spirit people, practices and understandings 17.10 Acknowledge the learning and guidance of our ancestors and the spirit world	• Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality
E18. Facilitate Family Bonding	18.1 Acknowledge self determined and imposed family structures 18.2 Role model good communication 18.3 Encourage shared responsibilities to support each other 18.4 Support and facilitate quality family time 18.5 Facilitate and support communication and bonding during times of separation	Knowledge of: • History and impacts of colonialism • Impact of child welfare system • Traditional parenting practices • Family dynamic and history • Needs and wants of the family • Community programming and local activities for families Ability to: • Speak in a non-judgmental and unassuming way • Actively listen and be encouraging • Offer ideas and community resources and programming





2.0 | General Areas of Competence, Skills, Sub-Skills, Knowledge, and Abilities

2.6 | General Area of Competence F: Manage Prenatal Care

SKILLS	SUB-SKILLS	KNOWLEDGE & ABILITIES
F1. Discuss and Facilitate Pregnancy Options	1.1 Assess and review comprehensive health history 1.2 Establish an estimated date of birth (EDB) 1.3 Discuss pregnancy options with objectivity and compassion 1.4 Determine if the client wants information on termination and adoption 1.5 Perform social assessment 1.6 Discuss options for provision of care (e.g., OBGYN, GP, NP, RM, Indigenous Midwives) 1.7 Assess whether a referral is indicated (e.g., social services, cultural support, OBGYN, etc.)	Knowledge of: - Gynecological history - Uterine sizing Ability to: - Ask questions tactfully and in a culturally safe manner - A clear understanding of the scope of practice of midwifery and ability to explain this to clients - Provide informed choice
F2. Manage Early Pregnancy Loss	2.1 Explain signs and symptoms of early pregnancy loss 2.2 Offer confirmation ultrasound 2.3 Explain what to anticipate 2.4 Explain to seek urgent care 2.5 Discuss and facilitate, if wanted, keeping remains for ceremony 2.6 Acknowledge what is happening 2.7 Acknowledge grief, fear and sadness 2.8 Encourage seeking support in their circle 2.9 Discuss follow-up 2.10 Provide documentation as requested or as appropriate 2.11 Provide referrals to support networks, as appropriate	Knowledge of: - Land base - Medicines - Local food - Protocols - History - Language - Community resources - Elders - Knowledge keepers - Local community cultural practices - Your role in cultural practice - Cultural significance and role of family and extended family - Physical, psychological transitions associated with early pregnancy loss Ability to: - Demonstrate compassion - Maintain confidentiality - Communicate practices to others - Create space for cultural practices - Navigate systems to facilitate practice - Be aware of your behaviour

F3. Complete Baseline Pregnancy Assessment	3.1 Establish estimated date of birth 3.2 Review and assess comprehensive health history 3.3 Review and assess physical exam 3.4 Discuss and offer routine screening labs, paps and ultrasound 3.5 Discuss and offer genetic screening 3.6 Discuss common complaints and provide guidance and support 3.7 Discuss when to seek urgent care or call the midwife 3.8 Share routine schedule of prenatal visit(s) 3.9 Prescribe prenatal supplements including over the counter and traditional medicines 3.10 Identify indications for referral, consult or follow-up 3.11 Document assessment results	Knowledge of: • Normal physiology of pregnancy • Common complaints of pregnancy • Routine pregnancy care Ability to: • Determine need for assessments • Provide informed choice • Provide supportive health information • Work with other care providers to facilitate referrals
F4. Establish Estimated Date of Birth (EDB)	4.1 Determine last normal menstrual period and accuracy of the data 4.2 Determine the date of a positive pregnancy test using serum or urine 4.3 Determine date of conception 4.4 Determine date of quickening 4.5 What contraceptives were used recently and when it was discontinued 4.6 Offer dating ultrasound	Knowledge of: • Normal physiology of pregnancy • Naegele's rule to determine EDB • How the length of the menstrual cycle affects the EDB Ability to: • Calculate EDB using multiple pieces of information
F5. Provide Education to Promote Healthy Pregnancy	5.1 Invite and support families to share practices 5.2 Gather and understand community resources 5.3 Consult Elders and knowledge keepers 5.4 Participate in family and community cultural practices appropriate to your role 5.5 Share knowledge about pregnancy and safety appropriate to your role (e.g., harm reduction approach) 5.6 Share knowledge about sacredness of carrying life 5.7 Share cultural knowledge about specific teachings related to conduct during pregnancy 5.8 Create opportunities to be accessible (e.g., be visible, create safe space for conversation, direct access to care)	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Regional and provincial resources and referral routes • Your role in cultural practice • Cultural significance and role of life stage of pregnancy • Physical, mental, emotional, and spiritual changes in pregnancy • Transition from pregnancy to parenting roles and responsibilities • Impacts of colonization • Prevailing myths of Indigenous people as receivers of healthcare • Differences in access to resources • Racial bias in health care

		Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality
F6. Offer Prenatal Genetic Screening	6.1 Determine EDB 6.2 Review and assess comprehensive health history 6.3 Identify indications for genetic screening 6.4 Discuss and offer genetic screening appropriate to gestational age 6.5 Collect specimens and/or order tests 6.6 Receive, interpret and communicate results 6.7 Identify indication for referral or consult 6.8 Support client through testing process 6.9 Support pregnancy options	Knowledge of: • Indications for genetic screening • Pregnancy options • Sequence of testing • How to support a client with termination of pregnancy • Various congenital diseases and how they can affect fetuses Ability to: • Perform informed choice • Respect and support clients' decisions • Perform venipuncture • Refer to other care providers as necessary
F7. Conduct and Interpret Routine Prenatal Diagnostic Testing	7.1 Have informed choice discussion regarding diagnostic testing 7.2 Collect specimens: venipuncture, pelvic exam, urine, swabs 7.3 Receive, interpret and communicate results 7.4 Identify indications for referral, consult or follow-up	Knowledge of: • Normal ranges for routine screening • Universal precautions • Limits of scope of practice • Teratogenic risks • Impacts of family history and congenital disorders • Client's general health and medical history (e.g., obstetric, gynecologic, social, etc.) Ability to: • Provide supportive health information • Work with other care providers to facilitate referrals • Provide informed choice
F8. Support Healthy Nutritional Status of Pregnant Person	8.1 Assess nutritional status of pregnant person 8.2 Identify variations of normal in diet and relationship with food 8.3 Educate and recommend regarding healthy diets and food intake 8.4 Monitor clinical changes related to nutrition 8.5 Make referral to dietician as appropriate 8.6 Provide resources	Knowledge of: • Basic nutrition • Diet restrictions and effect on pregnancy • Eating disorders • Normal range of weight gain in pregnancy • Community resources • Land based food resources Ability to: • Effectively communicate • Provide informed choice • Provide information in a non- judgemental way

F9. Monitor Fetal Growth and Well-Being	9.1 Establish EDB 9.2 Measure fundal height to measure growth 9.3 Auscultate the fetal heartrate 9.4 Palpate fetal position 9.5 Monitor client report of fetal movement 9.6 Discuss common complaints and provide guidance and support 9.7 Discuss when to seek urgent care or call the midwife 9.8 Identify conditions that warrant increased fetal surveillance 9.9 Encourage attendance at routine prenatal appointment schedule 9.10 Document fetal growth and well-being	Knowledge of: • Pregnancy anatomy and physiology • Normal parameters of uterine and fetal growth and well-being • Routine pregnancy lab and ultrasound investigations Ability to: • Provide informed choice • Conduct physical assessments • Refer appropriately • Interpret findings and results and follow up appropriately • Effectively communicate
F10. Identify, Manage, and Refer for Complications of Pregnancy	10.1 Identify variations of normal in pregnancy 10.2 Address complications and make recommendations 10.3 Monitor and follow up as indicated 10.4 Order labs and ultrasound as indicated 10.5 Discuss when to seek urgent care or call the midwife 10.6 Consult with specialist provider when indicated 10.7 Provide information and resources 10.8 Refer to appropriate health care provider	Knowledge of: • Complications of pregnancy • Variations of normal in pregnancy and indications for intervention • Relevant labs and monitoring for complications in pregnancy • Referral processes to appropriate health care providers Ability to: • Communicate clearly • Provide information about anticipated follow-up • Work collaboratively with other health care providers
F11. Correct Fetal Malposition	11.1 Identify fetal malposition with palpation 11.2 Determine most effective approach of repositioning 11.3 Discuss research, risks and benefits of procedures 11.4 Perform external cephalic version (ECV), if indicated 11.5 Provide appropriate monitoring and assessment during and after the procedure	Knowledge of: • Assessing fetal lie • Various methods of communicating and encouraging optimal fetal positioning, including traditional and cultural methods • Mechanics of ECV • Evidence of effectiveness of ECV • Recommended monitoring and fetal assessment Ability to: • Provide informed choice • Collaborate with other health care providers as necessary
F12. Navigate the Child Protection System	12.1 Determine if child and family services needs to be involved 12.2 Understand your duty to report 12.3 Discuss with client 12.4 Liaise with child services to coordinate care	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language

	12.5 Inform birthing family of positive behaviours (e.g., attending prenatal visits, mandatory courses) 12.6 Contribute to case conference to plan for care, as indicated 12.7 identify indication for referral to additional support services and traditional people 12.8 Provide support and tools to support situation: birth plan, prepare client's home 12.9 In cases of apprehension, honour requests of family (e.g., obtain footprints, lock of hair, photos, naming ceremony) 12.10 Follow the path of the baby with adoptive family, when possible and when requested by birthing parent	• Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Child protection system • Grieving process • Legal system • Ongoing manifestation of colonization Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality
F13. Educate Pregnant Person about Coping Techniques for Labour and Delivery	13.1 Invite and support families to share practices 13.2 Encourage client to cultivate a circle of support (e.g., identifying traditional aunties, doulas) 13.3 Consult Elders and knowledge keepers 13.4 Take actions to create space for families to conduct practice 13.5 Participate in family and community cultural practices appropriate to your role 13.6 Educate pregnant person about labour process 13.7 Share knowledge about coping techniques for labour and birth appropriate to your role 13.8 Share knowledge about sacredness of carrying life and giving birth 13.9 Share cultural knowledge about specific teachings related to conduct during pregnancy and how that affects labour and birth 13.10 Create opportunities to be accessible (e.g., be visible, create safe space for conversation, direct access to care)	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Effects of trauma and abuse on birthing parent and family • Cultural significance and role of life stage of pregnancy • Normal and abnormal physiological process of labour and birth • Physical, mental, emotional, and spiritual changes in pregnancy • Transition from pregnancy to parenting roles and responsibilities • Impacts of colonization Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality • Teach family to assist with labour support work • Perform healthy touch technique

F14. Educate Pregnant Person about Labour Process	14.1 Describe possible experiences and sensations leading up to labour 14.2 Discuss signs and symptoms of early labour 14.3 Discuss signs and symptoms of active labour	Knowledge of: • Cultural context of labour and birth • Stages of labour • Physiology of labour • Labour support • Management of normal labour
	14.4 Discuss what to expect in transition 14.5 Discuss what to expect at delivery 14.6 Discuss coping mechanisms and strategies for each stage of labour 14.7 Discuss midwife role and management in different stages of labour 14.8 Discuss assessment of progress in labour 14.9 Discuss local and regional cultural understandings of labour and birth 14.10 Provide resourcesv	Ability to: • Explain concepts clearly • Be calm and comforting to client • Provide advice and direction
F15. Assess Labour Readiness	15.1 Assess contractions for timing, strength and length 15.2 Perform vaginal exams to determine dilation 15.3 Assess rupture of membranes 15.4 Assess vaginal loss 15.5 Assess fetal well-being 15.6 Perform telephone labour assessments	Knowledge of: • Stages of labour • Normal and variations of normal labour presentation • Normal and variations of normal labour progression Ability to: • Communicate calmly • Provide comfort and reassurance • Provide direction, advice and coping strategies • Understand uniqueness of labour presentation and coping strategies of individuals
F16. Provide Routine Clinical Assessments of Pregnant Person	16.1 Review and assess health history 16.2 Take blood pressure 16.3 Determine weight 16.4 Collect specimens as indicated 16.5 Establishing interval history 16.6 Elicit information to support care provision 16.7 Review test results 16.8 Discuss when to seek urgent care or call the midwife 16.9 Address common complaints of pregnancy and offer guidance and support 16.10 Identify indications for referral, consult or follow-up 16.11 Review care plan with client 16.12 Encourage attendance at routine prenatal visits 16.13 Document assessment results	Knowledge of: • Normal physiology of pregnancy • What to expect at various weeks of gestation • Variations of normal and to refer appropriately • Normal psychological changes in family Ability to: • Manage common complaints of pregnancy • Explain and elaborate on routine clinical assessments • Provide informed choice • Interpret tests in pregnancy

2.0 | General Areas of Competence, Skills, Sub-Skills, Knowledge, and Abilities

2.7 | General Area of Competence G: Manage Labour and Delivery

SKILLS	SUB-SKILLS	KNOWLEDGE & ABILITIES
G1. Facilitate Onset of Labour	1.1 Discuss and offer non-pharmacological cervical ripening methods, as indicated 1.2 Facilitate medical cervical ripening methods, as indicated 1.3 Identify indications for induction of labour 1.4 Initiate induction of labour, as indicated and within scope 1.5 Identify indications for consultation or transfer of care 1.6 Create space for cultural practices 1.7 Monitor well-being of birthing person, as indicated 1.8 Provide fetal surveillance, as indicated 1.9 Document appropriately	Knowledge of: • Non-pharmacological ripening and induction methods • Medical ripening and induction methods • Duration of pregnancy- psychosocial and physical impacts • Postdates and postterm implications for the dyad • Factors that impact pregnancy duration (e.g., AMA) • Physiology of birth • Induction methods • Scope of the midwife Ability to: • Appropriately date pregnancy • Communicate in a respectful and factual manner • Respect choices made by client regarding their birth • Connect client with knowledge keeper
G2. Facilitate Emergency Transport	2.1 Identify risk factors particular to the pregnant person 2.2 Provide preventative care for the pregnant person 2.3 Diagnose urgent situations or concerning findings 2.4 Coordinate transport as per local protocols 2.5 Manage transport as part of a team, appropriate to your role 2.6 Transfer care, if needed 2.7 Provide report to other health care providers 2.8 Inform client and support people of situation and debrief transport when possible 2.9 Identify the most responsible provider 2.10 Know what equipment to bring 2.11 Document transportation	Knowledge of: • Physiology and complications related to pregnancy • Emergency Skills for midwives • Local transport protocols Ability to: • Be resourceful and flexible in care • Communicate contemporaneously • Document

G3. Set Up Birthing Space	3.1 Ensure all required equipment is present and in working order 3.2 Follow safe practices in setup of equipment: infection control and prevention (IPAC), accessibility 3.3 Orient birthing person to the birth space and amenities to support birth wishes 3.4 Invite the family to create or modify the space (e.g., music, support people) 3.5 Recognize the power of your influence as the care provider 3.6 Document appropriately	Knowledge of: • Equipment required for birth • Documentation required for birth • Transport and available consultants in case of complication Ability to: • Communicate calmly, concisely and clearly • Give space to the birthing person • Know when to reassure with words and touch
G4. Monitor Labour Progress	4.1 Physiology of labour and birth 4.2 Assess contraction pattern 4.3 Watch client for behavioural cues of progress 4.4 Assess cervical dilation, position, station with vaginal exams 4.5 Monitor intake and output 4.6 Monitor for common complaints or complications and take action to correct 4.7 Identify indications for consult or transfer of care	Knowledge of: • Pregnant person's birth preferences • Fetal positioning and labour • Cervical dilatation • Uterine contraction patterns and their significance • Infection prevention Ability to: • Assess birthing person's energy
G5. Facilitate Labour Progress	5.1 Counsel on comfort measures: ambulation, hydration, nutrition 5.2 Create space for cultural practices 5.3 Awareness and management of the basic needs of the labouring person and their family 5.4 Identify indications for augmentation of labour 5.5 Discuss and offer non-pharmacological augmentation methods, as indicated 5.6 Facilitate medical augmentation methods, as indicated 5.7 Initiate induction of labour, as indicated and within scope 5.8 Identify indications for consultation or transfer of care 5.9 Pain relief options in labour, as indicated 5.10 Document progress	Knowledge of: • Awareness of effects of self and environment on labouring person • Physiologic birth and complications • Options for pain management • Evidence-based tools to measure progress in labour Ability to: • Be discrete • Provide reassuring space • Be aware of the birthing person's energy

G6. Monitor Fetal Well-Being	6.1 Auscultate the fetal heart as indicated by stage of labour 6.2 Conduct and interpret fetal health surveillance (IA, CEFM) as indicated 6.3 Monitor health and well-being of pregnant person 6.4 Assess fetal well-being in relation to progress of labour 6.5 Identify indications for intervention and take action: intrauterine resuscitation 6.6 Identify indications for consultation or transfer of care 6.7 Document fetal well-being	Knowledge of: • Normal and abnormal fetal heart rate patterns • Indications for CEFM • Interpretation of IA and CEFM Ability to: • Communicate with parents and support people • Collaborate with other health care providers as necessary
G7. Monitor Pregnant Person's Well-Being	7.1 Address concerns of birthing parent 7.2 Share information of progress of labour with parents and support people 7.3 Evaluate vitals 7.4 Assess needs and provide labour support and comfort measures 7.5 Manage common complaints and complications: take corrective action as indicated 7.6 Assess bladder function 7.7 Assess bleeding or vaginal loss 7.8 Encourage and monitor hydration and nourishment 7.9 Identify indications for consult or transfer of care	Knowledge of: • Normal vital sign ranges • Normal and abnormal labour patterns • Physical and emotional responses to labour at different stages • Normal physiological changes Ability to: • Communicate effectively • Offer informed choice • Work as part of a team
G8. Manage Labour and Birth Emergencies	8.1 Identify emergency 8.2 Follow procedures to manage emergency 8.3 Call for help as appropriate to situation 8.4 Manage emergency as part of a team, appropriate to your role - Coordinate emergency response - Transfer care if needed - Provide report to other health care providers - Inform client and support people of situation and debrief emergency when possible 8.5 Facilitate transport as indicated	Knowledge of: • Emergency management • How to call for help in various locations • Level of skill and scope of other health care providers Ability to: • Communicate effectively • Provide informed choice • Work as part of a team • Identify most responsible provider (MRP)

G9. Facilitate Vaginal Delivery	9.1 Recognize signs of imminent birth 9.2 Provide encouragement and contemporaneous updates to client 9.3 Coach pushing, as indicated 9.4 Provide counterpressure or touch to direct pushing, as indicated and with consent 9.5 Encourage client to reach down and touch the baby as it emerges 9.6 Identify indications for consult or transfer of care without delay	• Knowledge of: • • Normal physiology of birth • Ability to: • • Be patient
G10. Protect the Birth Environment	10.1 Take actions to create safe space for families to birth 10.2 Advocate and respect the birthing person's needs 10.3 Support families to birth in a culturally and physically safe environment 10.4 Work respectfully with others involved in care (e.g., medical consultants or family members) 10.5 Participate in family and community cultural practices appropriate to your role	• Knowledge of: • • Land base • • Medicines • • Protocols • • History • • Language • • Community resources • • Elders • • Knowledge keepers • • Local community cultural practices • • Protocols and practices of birth setting (e.g., hospital policies) • • Your role in cultural practice • • Cultural significance and role of family and extended family • • Physical, psychological, and lifestyle transitions associated with birth • • Impacts of colonization • Ability to: • • Maintain confidentiality • • Communicate practices to others • • Consult with Elders and knowledge keepers • • Create space for cultural practices • • Form trusting relationships • • Navigate systems to facilitate practice • • Be aware of your behaviour
G11. Protect Integrity of Pelvic Floor	11.1 Coach client to push slowly 11.2 Help to flex infant head as indicated 11.3 Provide perineal support and counterpressure, as indicated, with permission 11.4 Identify signs of imminent 3rd or 4th degree tear and consider episiotomy 11.5 Counsel to rest and relax immediately after birth 11.6 Discuss exercises 11.7 Document integrity	Knowledge of: • Anatomy of pelvic floor • Stress of childbirth on pelvic floor muscles • Episiotomy Ability to: • Be patient • Communicate clearly

G12. Manage Third Stage of Labour	12.1 Recognize signs of separation 12.2 Palpate for contraction 12.3 Provide controlled cord traction while guarding the uterus 12.4 Recognize indications for active management 12.5 Administer uterotonic agents as indicated 12.6 Identify indication of common complaints and complications and manage within your scope. 12.7 Recognize emergencies and call for help as indicated	Knowledge of: • Physiology of third stage • Normal times between birth of baby and placenta • Controlled cord traction & guarding the uterus Ability to: • Be patient • Communicate clearly
G13. Facilitate Cultural Practices for Labour and Birth	13.1 Take actions to create space for families to conduct practice 13.2 Advocate and respect the birthing person's needs 13.3 Support families to birth in a culturally and physically safe environment 13.4 Participate in family and community cultural practices appropriate to your role 13.5 Share knowledge with birthing person and family about physical, psychological changes associated with labour and birth 13.6 Consult Elders and knowledge keepers and other community resources 13.7 Recognize and support the cultural roles and responsibilities of those attending the birth (e.g., cutting the cord)	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices • Protocols and practices of birth setting (e.g., hospital policies) • Your role in cultural practice • Cultural significance and role of family and extended family • Physical, psychological transitions associated with labour and birth • Impacts of colonization Ability to: • Maintain confidentiality • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour
G14. Manage Later Pregnancy Loss or Stillbirth	14.1 Provide access to ultrasound to confirm intrauterine demise 14.2 Consult with appropriate health care provider 14.3 Perform monitoring as directed or required 14.4 Explain what to anticipate 14.5 Acknowledge what is happening 14.6 Acknowledge grief, fear and sadness	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices

	14.7 Encourage and facilitate access to support 14.8 Manage labour and delivery as appropriate 14.9 Encourage family to spend as much time as they want with their baby 14.10 Facilitate creation of mementos: pictures, footprints 14.11 Discuss follow-up 14.12 Provide documentation as requested or as appropriate 14.13 Provide resources and referrals to support networks	• Your role in cultural practice • Cultural significance and role of family and extended family • Physical, psychological transitions associated with stillbirth • Facility bereavement procedures Ability to: • Demonstrate compassion • Honour the baby and family • Maintain confidentiality • Communicate practices to others • Create space for cultural practices • Navigate systems to facilitate practice • Be aware of your behaviour
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2.0 | General Areas of Competence, Skills, Sub-Skills, Knowledge, and Abilities

2.8 | General Area of Competence H: Manage Postpartum Care

SKILLS	SUB-SKILLS	KNOWLEDGE & ABILITIES
H1. Manage Postpartum Care	1.1 Identify emergency 1.2 Follow procedures to manage emergency 1.3 Call for help as appropriate to situation 1.4 Manage emergency as part of a team, appropriate to your role - Coordinate emergency response - Transfer care if needed - Provide report to other health care providers - Inform client and support people of situation and debrief emergency when possible 1.5 Facilitate transport, if indicated	Knowledge of: - Obstetrical emergency management - Equipment required to manage emergencies - Local emergency transport and transfer procedures Ability to: - Calmly manage emergency situations - Communicate clearly and concisely in a stressful situation - Identify and acknowledge most responsible provider - Adapt to shifting responsibilities
H2. Monitor Well-Being of Birth Parent	2.1 Actively listen to birth parent 2.2 Educate regarding normal variations of postpartum adaptations and recovery 2.3 Review when to seek urgent care 2.4 Evaluate vitals 2.5 Assess fundal height and monitor involution 2.6 Monitor postpartum bleeding 2.7 Address common complaints of pregnancy and offer guidance and support 2.8 Identify indications for referral, consult or follow-up 2.9 Screen and discuss postpartum mental health 2.10 Evaluate postpartum adjustment 2.11 Support postpartum healing (e.g., rest, activity, nutrition) 2.12 Debrief birth experience 2.13 Manage postpartum complications and consult as indicated	Knowledge of: - Physiologic and emotional postpartum changes - Postpartum complications - Evidence-based screening tools (e.g., PPD) - Indications for consultation or follow-up Ability to: - Communicate findings respectfully - Provide advice and guidance on practices to support postpartum transition - Support bonding and initiate breast/chest feeding as indicated - Refer to Elder knowledge keeper

H3. Assess and Repair Pelvic Floor	3.1 Assess pelvic region for trauma 3.2 Assess tissue for need of repair (e.g., tears, episiotomy) 3.3 Identify degree of tear (i.e., 1st, 2nd, 3rd, 4th) 3.4 Approximate tissue 3.5 Use universal precautions and IPAC principles in repair 3.6 Suture tears and episiotomy within scope 3.7 Identify complications 3.8 Offer comfort measures 3.9 Discuss alternate and traditional healing practices 3.10 Monitor healing process throughout postpartum	Knowledge of: • Normal pelvic floor structures • Degrees of tearing and proper repair technique • Sterile technique • Universal precautions • Where to access alternate or traditional resources • Tools, equipment and medication most appropriate for repair Ability to: • Communicate findings respectfully • Provide advice and guidance on practices to support healing • Discuss the short- and long-term stages of healing and effects • Provide informed choice
H4. Provide Education and Advice about Common Complications of Postpartum	4.1 Review with birthing parent and family the normal adaptations in the postpartum period 4.2 Review the warning signs and symptoms of complications in the postpartum, including abdominal and perineal pain, excessive bleeding, fever, Deep Vein Thrombosis (DVT), headache and visual disturbances, dyspnea, mastitis, postpartum depression, etc. 4.3 Provide information about appropriate self-care in the postpartum and clear instructions about when and how to access help in the presence of complications.	Knowledge of: • Normal postpartum adaptations and warning signs and symptoms of complications • Land base • Medicines • Local food • Protocols • History • Language • Medical management of postpartum issues Ability to: • Communicate information clearly to client and family • Choose and use appropriate multi-media resources related to postpartum health and well-being
H5. Recognize and Respond to Postpartum Mood Disorders	8.1 Discuss postpartum mood disorders prenatally 8.2 Speak openly and recognize mental health issues without judgment 8.3 Educate birthing parent and support people about signs and symptoms, when to seek urgent care 8.4 Use evidence-based screening tools to identify postpartum mood disorders 8.5 Identify supports, in family and community 8.6 Evaluate need for child protective services, if necessary 8.7 Gather community resources and treatment options	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Addictions and coexisting conditions (e.g., depression, anxiety) • Treatment options • Impacts of colonization • Signs and symptoms of postpartum mood disorders

	8.8 Facilitate treatment and referrals 8.9 Recognize difference between postpartum adaptation and postpartum mood disorders	Ability to: • Hold difficult conversations • Consult with Elders and knowledge keepers • Identify treatment options • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour • Maintain confidentiality
H6. Facilitate Cultural Practices for Postpartum	6.1 Take actions to create space for families to experience the postpartum transition in a culturally safe environment 6.2 Advocate and respect the birthing person's needs 6.3 Participate in family and community cultural practices appropriate to your role 6.4 Consult Elders and knowledge keepers and other community resources 6.5 Recognize and support the cultural roles and responsibilities of those present in the postpartum period (e.g., welcoming speech, first dressing by "sanaji") 6.6 Honour the family and community traditions and requests 6.7 Welcome the newborn as a new person in the local context (e.g., uninterrupted skin to skin, speak with them in their Indigenous language, shake their hand) 6.8 Demonstrate respect for central role of birthing parent	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices • Your role in cultural practice • Cultural significance and role of family and extended family • Physical, psychological transitions associated with postpartum • Impacts of colonization Ability to: • Maintain confidentiality • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour





2.0 | General Areas of Competence, Skills, Sub-Skills, Knowledge, and Abilities

2.9 | General Area of Competence I: Manage Newborn Acute Care

SKILLS	SUB-SKILLS	KNOWLEDGE & ABILITIES
11. Acknowledge the Newborn	1.1 Honour the family and community traditions and requests 1.2 Demonstrate respect for the moment of birth 1.3 Acknowledge the spirit of the newborn 1.4 Welcome the newborn as a new person in the local context (e.g., speak with them in their Indigenous language, shake their hand) 1.5 Advocate for acknowledgements in a variety of settings	Knowledge of: • Community resources • Family • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • How to honour the sacredness of the newborn • Impacts of colonization Ability to: • Honour the sacredness of the newborn • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice (e.g., creation of hospital policy) • Be aware of your behaviour
12. Facilitate Community-Based Cultural Practices for the Newborn	2.1 Invite and support families to share practices 2.2 Gather community resources 2.3 Consult Elders and knowledge keepers 2.4 Take actions to create space for families to conduct practice 2.5 Participate in cultural newborn practices appropriate to your role	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Impacts of colonization Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice (e.g., creation of hospital policy) • Be aware of your behaviour

13. Promote Birthing Parent-Baby Bonding	3.1 Initiate skin to skin as soon as possible 3.2 Keep the baby warm 3.3 Preserve the uninterrupted first hour 3.4 Limit extraneous distractions 3.5 Demonstrate respect for central role of birthing parent 3.6 Encourage access to the breast/chest	Knowledge of: • Physiological transition of newborn • Birthing parent's preferences Ability to: • Assess well-being of baby with little or no intervention • Be aware of your behaviour • Navigate systems to facilitate practice • Advocate for clients • Communicate practices to others • Create space for cultural practices
14. Support Newborn Transition	4.1 Keep baby warm 4.2 Keep baby's airway clear 4.3 Monitor vitals 4.4 Recognize indications for intervention	Knowledge of: • Effective ways to physiologically regulate temperature • Normal newborn transition • Effective interventions and tools to support normal transition Ability to: • Assess well-being of baby with little or no intervention • Intervene as indicated
15. Resuscitate Newborn	5.1 Keep baby warm 5.2 Keep baby's airway clear 5.3 Use oxygen when needed 5.4 Ensure baby's breathing and circulation is adequate 5.5 Use suction machine when needed 5.6 Use alternative airways when needed 5.7 Use chest compressions when needed 5.8 Use intubation when needed 5.9 Use medications as indicated 5.10 Monitor oxygen saturation	Knowledge of: • Newborn resuscitation steps • Appropriate equipment and application • Intubation equipment • Alternative airways • Medications • Use of pulse oximeter Ability to: • Communicate effectively • Work as a team • Demonstrate appropriate use of equipment and medications
16. Conduct Newborn Physical Assessment and Screening	6.1 Be systematic in approach 6.2 Communicate assessments and findings contemporaneously 6.3 Perform exam in a respectful manner 6.4 Palpation: Musculoskeletal system, organs, pulse 6.5 Auscultation: Heart, lung, bowel sounds 6.6 Visualization: symmetry, skin, injuries, genitalia, spine 6.7 Perform neurological assessment 6.8 Using tools and equipment to get information you need 6.9 Document findings	Knowledge of: • Elements of a complete newborn exam • Normal and abnormal newborn findings • Effective interventions and tools to support normal examination • Significant prenatal findings (e.g., U/S or genetic screening results) Ability to: • Maintain dyad through exam • Keep baby warm through exam • Communicate effectively and tactfully • Detect variations of normal findings • Follow up as indicated
17. Support Infant Feeding	7.1 Create opportunity for breast/chest feeding 7.2 Discuss feeding choices 7.3 Support feeding choice	Knowledge of: • Physiology of breast/chest feeding • Effective latch and feeding positions • Effect of medications on breast/chest feeding • Galactagogues, ways of maintaining and increasing milk supply

	7.4 Offer instruction on breast/chest feeding: latches and positions 7.5 Discuss appropriate formula choices, if indicated 7.6 Discuss safe use of equipment for infant feeding 7.7 Discuss traditional and cultural understandings and practices of breast/chest feeding 7.8 Manage complications of breast/chest feeding	• Nutritional needs • Indications for intervention, consultation or follow-up • Trauma-informed approaches • Relationship of breast/chest feeding on fertility Ability to: • Communicate clearly and respectfully • Create space for self-determined feeding relationship • Discuss feeding choices in a non-judgmental way • Use trauma informed approach
18. Monitor Well-Being of Newborn	8.1 Check newborn vitals 8.2 Assess newborn feeding and output 8.3 Assess for appropriate weight loss or gain 8.4 Assess for appropriate growth 8.5 Revise the infant feeding frequency and amount as required 8.6 Consult as indicated	Knowledge of: • Normal newborn vitals • Normal newborn growth and development • Practice of differential diagnosis • Preventative and corrective health promoting practices Ability to: • Communicate effectively and supportively • Recognize and intervene using a preventative approach • Detect abnormalities in growth and development • Consult as indicated
19. Educate in Newborn Care and Development (e.g., Traditional, Safety)	9.1 Advise caregivers of what to expect in first 24 hours and ongoing 9.2 Advise of signs of urgent concern and when to call 9.3 Discuss safe and traditional sleeping practices 9.4 Discuss safe and traditional carrying practices 9.5 Discuss feeding in first year of life including introduction of appropriate first local foods 9.6 Discuss cultural milestones celebrated within community 9.7 Discuss cultural understanding of the care of baby - body, spirit, mind, and heart 9.8 Discuss family role in promoting normal growth and development 9.9 Support development of parent's confidence and competence in caring for baby (e.g., discerning good information from bad, trust parental instincts, responding to baby's cues)	Knowledge of: • Land base • Medicines • Local food • Protocols • History • Language • Community resources • Elders • Knowledge keepers • Local community cultural practices and protocols • Your role in cultural practice • Normal growth and development of the newborn • How to stimulate normal growth and development of newborn • Safe baby care (e.g., SIDS prevention) Ability to: • Communicate practices to others • Consult with Elders and knowledge keepers • Create space for cultural practices • Form trusting relationships • Navigate systems to facilitate practice • Be aware of your behaviour
110. Manage Newborn Acute Care	10.1 Identify the unwell newborn requiring stabilization and medical care 10.2 Initiate emergency or acute care of the newborn while preparing to transfer to an appropriate pediatric service	Knowledge of: • Abnormal conditions of the newborn • Principles of initial management of the unstable or unwell newborn • Local and regional resources for care of the newborn requiring medical attention • Local transfer protocols

	10.3 Communicate with parent(s) the baby's condition, care required, and plans for referral and transfer with parental consent 10.4 Initiate referral and transfer to appropriate pediatric or neonatal care 10.5 Monitor the infant's response to treatment and adapt interventions accordingly, in consultation with pediatric or neonatal consultant 10.6 Document assessments, care provided, and infant's response to care and provide record of treatment to the receiving centre	Ability to: • Recognize complications in the newborn • Provide care to stabilize the newborn while referring or transferring to appropriate medical service • Communicate clearly when initiating referral or transfer of the newborn • Facilitate family involvement and contemporaneous communication
III. Support Baby with Needs for Follow-Up Care	11.1 Identify the baby requiring ongoing monitoring and follow-up for medical conditions 11.2 Document goals of care and care plan for baby, in consultation with medical care providers and family 11.3 Clarify the role of the midwife in the provision of follow-up care, e.g., periodic assessments, teaching, and supportive care to family 11.4 Document assessments, supportive care provided, and baby's and family's adaptation 11.5 Maintain ongoing and effective communication with family and other members of baby's care team for as long as provision of supportive care is required or appropriate 11.6 Ensure clear plan for transition to other appropriate resources in the community for ongoing support as needed beyond the scope of midwifery care	Knowledge of: • Common newborn conditions requiring medical management • Principles of supportive care Ability to: • Support baby's care and treatment within midwifery scope of practice • Support the family of a child with medical or special care needs • Communicate inter-professionally

CONCLUSION

NCIM's vision to see Indigenous midwives working in every Indigenous community. We know that this can be accomplished with advocacy and supportive tools, resources and relationships. We hope *Growing Indigenous Midwifery Knowledge and Skills: A Competency Framework* will provide a strong starting point to grow and teach Indigenous midwifery in diverse contexts from coast to coast to coast. Thank you to all who participated in the development of this tool and to everyone who strives to see Indigenous midwives working in their community.



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