

# Fundamentals of **Midwifery** A Textbook for Students

EDITED BY  
**LOUISE LEWIS**



Available on

**CourseSmart**  
Learn Smart. Choose Smart.

**Wiley E-Text**  
Powered by VitalSource®

WILEY Blackwell

# Table of Contents

[Titles of Related Interest](#)

[Website](#)

[Title page](#)

[Copyright page](#)

[About the Series](#)

[Contributors](#)

[Foreword](#)

[Preface](#)

[Acknowledgements](#)

[How to Use Your Textbook](#)

[Features Contained within Your Textbook](#)

[The Anytime, Anywhere Textbook](#)

[About the Companion Website](#)

[Chapter 1: To Be a Midwife](#)

[Introduction](#)

[The Professional Status and Regulation of Midwifery](#)

[The NMC](#)

[European Union](#)

[The International Confederation of Midwives](#)

[Key Midwifery Concepts](#)

[Interpersonal Skills and Attributes](#)

[Professional Expectations](#)

[Life as a Student Midwife](#)

[The Programme](#)

[The Statutory Supervision of Midwives](#)

[Raising and Escalating Concerns](#)

[Quality Assurance](#)

[Student Support](#)

[Health Screening](#)

[Criminal Record](#)

[Life as a Midwife](#)

[Career Routes](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

## [Chapter 2: Team Working](#)

[Introduction](#)

[Woman-Centred Care](#)

[Effective Team Working](#)

[What Is a Team?](#)

[Leadership](#)

[Management](#)

[Communication](#)

[Collaboration](#)

[Power Dynamics](#)

[Regulation](#)

[Escalating Concerns](#)

[Team Player](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

## [Chapter 3: Sociology Applied to Maternity Care](#)

[Introduction](#)

[Overview of Sociological Perspectives](#)

[Definition of Society](#)

[Domestic Abuse](#)

[Poverty](#)

[Gender and Sexuality](#)

[Ethnicity and Race](#)

[Disability](#)

[Health and Wellbeing](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

[Chapter 4: Psychology Applied to Maternity Care](#)

[Introduction](#)

[Defining Psychology](#)

[Theories of Psychology](#)

[Psychology and Public Health in Maternity Care](#)

[Health Beliefs and Behaviours](#)

[Social Cognition Models](#)

[Emotions across the Childbearing Experience](#)

[Birth](#)

[Postnatal Considerations](#)

[Women and Midwives: Relationships and Communication](#)

[Initiating, Building and Maintaining Relationships](#)

[Bonding and Attachment](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)



## Chapter 5: Parenthood

Introduction

Parenthood

Genetic, Biological and Social Parents

Conception across the Lifespan

Disability and Parenting

Parenting Styles and Expert Advice

Conclusion

End of Chapter Activities

References

## Chapter 6: Antenatal midwifery care

Introduction

National Policy on Care Provision in the United Kingdom

Individualised Care of a Woman

Being Pregnant

Booking for Care

Fetal Health Screening and Monitoring

Inherited Factors and Disorders

Routine Care for All Pregnant Women

Body Changes

Deviations from Normality

Wellbeing

Women's Self-Identity and Decision-Making about Care

Midwife-Woman Relationship for Decision-Making

Influencing Women in Their Decision-Making

Birth Preparation and Parent Education

Conclusion

[End of Chapter Activities](#)

[References](#)

## [Chapter 7: Intrapartum Midwifery Care](#)

[Introduction](#)

[Facilitating and Maintaining Normality in Childbirth](#)

[Place of Birth](#)

[Birth Preparation for Coping with Labour](#)

[Onset, Process and Progress of Labour](#)

[Care and Compassion](#)

[Birth Partners](#)

[Assisting the Normal Physiological Process](#)

[Outside the Parameters of Normality](#)

[Pain Management in Labour](#)

[Midwifery Craftsmanship](#)

[Medical Intervention](#)

[Meeting the Baby](#)

[Third Stage Management](#)

[Perineal Care](#)

[Decision-Making](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

## [Chapter 8: Postnatal Midwifery Care](#)

[Introduction](#)

[The History of Postnatal Care](#)

[Anatomy and Physiology of the Puerperium](#)

[Immediate Postnatal Period](#)

[Venous Thromboembolism](#)

[Changes to Postnatal Care](#)

[Physiological Maternal Morbidity](#)

[Quality Standards Influencing Postnatal Care Provision](#)

[A Time-Honoured Tradition or a Dying Art?](#)

[Care and Compassion: Promoting a Healthy Psychological Adaptation to Motherhood](#)

[Engaging Fathers](#)

[Safeguarding Vulnerable Adults and Babies](#)

[Where to Get Help](#)

[Reducing the Risk of Sudden Infant Death Syndrome](#)

[Postnatal Exercise Advice for New Mothers](#)

[Other Responsibilities of the Midwife in the Postnatal Period](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

## [Chapter 9: Care of the Newborn](#)

[Introduction](#)

[Transition to Extra-Uterine Life](#)

[Fetal Circulation](#)

[Apgar Scoring](#)

[Basic Resuscitation of the Newborn](#)

[Immediate Care of the Newborn](#)

[Maintaining Health in the First Few Days of Life](#)

[Skin Care and Hygiene of the Newborn](#)

[Jaundice](#)

[Neonatal Screening](#)

[Advice for Parents](#)

[Detailed Neonatal Examination by the Midwife](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

## [Chapter 10: Infant Feeding](#)

[Introduction](#)

[Why Breastfeeding Is Important](#)

[The Way Breastfeeding Works](#)

[Supporting Effective Infant Feeding](#)

[Biological Nurturing – a Different Breastfeeding Approach](#)

[Getting Enough Milk](#)

[Reasons for Expressing Breastmilk](#)

[Identifying and Managing Common Breastfeeding Problems](#)

[When Breastfeeding Is Not Recommended](#)

[Supporting Mothers to Formula Feed](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

## [Chapter 11: Public Health and Health Promotion](#)

[Introduction](#)

[The Concept and Definition of Health](#)

[Epidemiology](#)

[Demography](#)

[Conception Rates](#)

[Fertility Rates](#)

[Birth and Death Statistics](#)

[Domains of Public Health](#)

[Health Improvement: the Midwife and Health Promotion](#)

[Health Surveillance](#)

[Improving Health Services through Clinical Audit: Confidential Enquiries into Maternal and Child Health](#)

[Health Inequalities](#)

[Determinants of health](#)

[Guidance for Public Health](#)

[Revisiting the Midwife's Role in Public Health](#)

[Domestic Abuse](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

[Chapter 12: Contraception and Family Planning](#)

[Introduction](#)

[What Is Meant by 'Family Planning'?](#)

[Appropriate Timing of Advice](#)

[Psychosexual Issues](#)

[Cultural Aspects](#)

[Providing Advice](#)

[Methods of Contraception](#)

[Further Advice and Treatment](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

[Chapter 13: Perinatal Mental Health](#)

[Introduction](#)

[The Importance of Mental Health in a Maternity Context](#)

[Putting PMI into Perspective](#)

[Identification and Assessment](#)

[Identifying Risk Factors](#)

[Antenatal, Postnatal or a Continuum](#)

[Prevalence and Incidence](#)

[Categories of PMI](#)

[Serious Mental Illness \(SMI\)](#)

[Care Provision](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

[Chapter 14: Complementary and Alternative Medicines Applied to Maternity Care](#)

[Introduction](#)

[Definition of Complementary and Alternative Medicines \(CAM\)](#)

[The Field of CAM](#)

[Why Is CAM Important to Know About?](#)

[The CAM Philosophy](#)

[The Growth of Interest in CAM](#)

[CAM and Patient Satisfaction](#)

[Women, Midwifery and CAM](#)

[Promoting Normality and Reducing Unnecessary Intervention](#)

[Evidence for the Safety and Efficacy of CAM](#)

[The role of the Midwife in CAM Administration](#)

[Regulation](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

## [Chapter 15: Pharmacology and Medicines Management](#)

[Introduction](#)

[Medicines Management](#)

[Pharmacology](#)

[Monographs](#)

[Numeracy](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

## [Chapter 16: Emergencies in Midwifery](#)

[Introduction](#)

[Assessment](#)

[Shock](#)

[Maternal Resuscitation](#)

[Basic Life Support](#)

[Antepartum Haemorrhage](#)

[Postpartum Haemorrhage](#)

[Obstetric Interventions](#)

[Pre-Eclampsia and Eclampsia](#)

[Shoulder Dystocia](#)

[Thromboembolism](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

## [Chapter 17: Bereavement and Loss](#)



[Introduction](#)

[Terminology](#)

[Theories](#)

[Communication](#)

[Culture and Religion](#)

[Care around the Time of Death](#)

[Care Following Loss](#)

[Midwifery Care](#)

[Maternal Death](#)

[Peer Support for Midwives](#)

[Support Groups](#)

[Conclusion](#)

[End of Chapter Activities](#)

[References](#)

[Answers](#)

[Chapter 1 To be a Midwife](#)

[Chapter 2 Teamworking](#)

[Chapter 3](#)

[Chapter 4](#)

[Chapter 5](#)

[Chapter 6](#)

[Chapter 7](#)

[Chapter 8](#)

[Chapter 9](#)

[Chapter 10](#)

[Chapter 11](#)

[Chapter 12](#)

[Chapter 13](#)

[Chapter 14](#)

[Chapter 15](#)

[Chapter 16](#)

[Index](#)

[End User License Agreement](#)

## **List of Tables**

[Table 4.1 Summary of the stages of change model](#)

[Table 4.2 Differences between baby blues and postnatal depression](#)

[Table 5.1 Marital status of women aged 16 or over in England and Wales 2011 \(ONS 2013a\)](#)

[Table 5.2 Teenage pregnancies: health outcomes for women and babies](#)

[Table 5.3 Risk for teenage pregnancy \(Sloggett and Joshi 1998; McCulloch 2001; WHO 2004; Allen et al. 2007; Smith 2010\)](#)

[Table 5.4 Advanced maternal age: definitions](#)

[Table 5.5 Relative risk of babies with chromosomal abnormalities according to maternal age \(Heffner, 2004\)](#)

[Table 6.1 The schedule of appointments for routine antenatal care for women \(adapted from NICE 2008; 2010 Guidelines\)](#)

[Table 7.1 The bio-physical mechanism by which the fetus undertakes the journey through the birth canal](#)

[Table 9.1 Apgar scoring](#)

[Table 9.2 Examining the newborn infant](#)

[Table 9.3 Mechanisms of heat loss in newborn infants](#)

[Table 11.1 Maternal and infant deaths](#)

[Table 11.2 Social class definitions used in the Black Report \(1980\)](#)

[Table 11.3 NICE guidelines for the care of childbearing women and babies](#)

[Table 11.4 The scale of domestic abuse](#)

[Table 12.1 Mainstream religious attitudes to contraception](#)

[Table 13.1 Causes of death in the perinatal period, due to, or associated with, a psychiatric disorder](#)

[Table 13.2 Categories of PMI](#)

[Table 13.3 Symptoms of the different levels of depression](#)

[Table 14.1 Western and Eastern approaches to healing \(Adapted from 'Eastern Medicine versus Western Medicine' Vaxa \[online\] Available: <http://www.vaxa.com/eastern-medicine-vs-western-medicine.cfm>\)](#)

[Table 14.2 Short and simplified descriptions of CAM disciplines: Science and Technology Committee of the House of Lords](#)

[Table 14.3 United States Department of Health and Human Services suggest these useful categorisations of CAM \(US Department of Health and Human Services 2008\)](#)

[Table 15.1 Different routes for medication administration](#)

[Table 15.2 Conversion table for weight \(g, mg and mcg\)](#)

[Table 15.3 Conversion table for volume \(L and mL\)](#)

[Table 16.1 Signs and symptoms of shock](#)

[Table 16.2 Categorisation of postpartum haemorrhage](#)

[Table 16.3 Causes of postpartum haemorrhage](#)  
(Anderson and Etches 2007).

## **List of Illustrations**

[Figure 1.1 Conflicting commitments faced by midwifery students.](#)

[Figure 2.1 The woman as the owner of a boat with different crew members to support her journey. Source: Reproduced with permission from J. Green.](#)

[Figure 2.2 Unequal power and hierarchy. Source: Reproduced with permission from J. Green.](#)

[Figure 2.3 Team of people committed to a common goal. Source: Reproduced with permission from J. Green.](#)

[Figure 2.4 \(a\) Key principles of good team working and \(b\) key characteristics of a good team player.](#)

[Figure 3.1 Variations in family structures.](#)

[Figure 3.2 The impact of poverty on health.](#)

[Figure 3.3 The impact of poverty on social exclusion.](#)

[Figure 4.1 An adaptive coping response.](#)

[Figure 4.2 Some women may mask their true feelings in motherhood. Source: Reproduced with permission from P. Alexander.](#)

[Figure 5.1 Marriage was the foundation of the 'traditional' nuclear family in the Western world.](#)

[Figure 5.2 A traditional, nuclear family unit, consisting of father, mother and child.](#)

Figure 5.3 A traditional nuclear family: husband, wife and baby.

Figure 5.4 Venn diagram illustrating the division of social and biological mothering in gestational surrogacy (Ber 2000; Erin & Harris 1991; FIGO Committee for the Ethical Aspects of Human Reproduction and Women's Health 2008).

Figure 5.5 Venn diagram illustrating the social and biological roles of traditional mothers (Ber 2000; Erin & Harris 1991; FIGO Committee for the Ethical Aspects of Human Reproduction and Women's Health 2008).

Figure 5.6 Venn diagram illustrating the division of social and biological mothering in traditional surrogacy (Ber 2000; Erin & Harris 1991; FIGO Committee for the Ethical Aspects of Human Reproduction and Women's Health 2008).

Figure 5.7 Venn diagram illustrating the division of social and biological mothering in gestational surrogacy where the social mother is also the genetic mother (Ber 2000; Erin & Harris 1991; FIGO Committee for the Ethical Aspects of Human Reproduction and Women's Health 2008).

Figure 5.8 Venn diagram illustrating the division of social and biological mothering in gestational surrogacy where the social mother is not the genetic mother (Ber 2000; Erin & Harris 1991; FIGO Committee for the Ethical Aspects of Human Reproduction and Women's Health 2008).

Figure 5.9 Venn diagram illustrating the social and gestational mother intersection, when a woman conceives by ovum or embryo donation (Ber 2000; Erin & Harris 1991; FIGO Committee for the Ethical Aspects of Human Reproduction and Women's Health 2008).

Figure 5.10 Venn diagram illustrating the nature of biological and social fatherhood (Ber 2000; Erin & Harris 1991; FIGO Committee for the Ethical Aspects of Human Reproduction and Women's Health 2008).

Figure 5.11 A surrogacy arrangement with heterosexual commissioning parents who are not genetically related to the baby.

Figure 5.12 A surrogacy arrangement with same-sex commissioning parents, neither of whom is genetically related to the baby.

Figure 5.13 Annual conception rates (conceptions per 1000 women in age group (ONS 2013d).

Figure 5.14 Context of teenage pregnancy.

Figure 5.15 Graph showing the variation in relative fertility rate for wives and husbands, who are not using contraceptive measures, with age where the wives were born between the years 1840–1859 (data taken from Menken et al. 1986).

Figure 5.16 Risks attendant with older age conception (Didly et al. 1996; Callaway et al. 2005; Chan and Lao 2008; Mbuga Gitau et al. 2009; CMACE 2011; SOGC Genetics Committee 2012).

Figure 5.17 Examples of choices faced by new parents.

Figure 6.1 (a) First trimester of pregnancy: a hidden but dramatic influence; (b) second trimester of pregnancy: body shape changing; (c) third trimester of pregnancy: now obviously pregnant. Source: Reproduced with permission from J. Green.

Figure 6.2 Factors influencing maternal choices in pregnancy.

Figure 7.1 Pathways of care during the intrapartum period.

Figure 7.2 Cervix not effaced and cervix effaced.  
Source: Cruickshank and Shetty 2009, Figure H, p. 11.  
Reproduced with permission of Cruickshank and Shetty.

Figure 7.3 Progressive dilation of the cervix in the first stage of labour. Source: Cruickshank and Shetty 2009, Figure I, p. 11. Reproduced with permission of Cruickshank and Shetty.

Figure 7.4 Mobilising in labour with support from partner. Source: Reproduced with permission from J. Green.

Figure 7.5 Different positions for labour. Source: Reproduced with permission from J. Green.

Figure 7.6 Use of a pinard to auscultate the fetal heart. Source: Copyright University of Hull.

Figure 7.7 Woman using water for relaxation in labour. Source: Reproduced with permission from J. Green.

Figure 7.8 Woman on a birthing ball receiving medical intervention. Source: Reproduced with permission from J. Green.

Figure 7.9 Concept map guideline for decision-making in normal labour.

Figure 8.1 Women at risk of venous thromboembolism.

Figure 8.2 Community midwife visiting a woman at home in the postnatal period.

Figure 8.3 The positive elements and challenges of fatherhood.

Figure 9.1 Fetal circulation. Source: Sinha et al. 2012, Figure 1.2, p. 3. Reproduced with permission of John Wiley & Sons.



[Figure 9.2 Transition to extra-uterine life.](#)

[Figure 9.3 Basic care and resuscitation of the newborn.](#)

[Figure 9.4 Illustrates finger insertion to examine for cleft palate. Source: Chapman and Charles 2013, Figure 5.3, p. 94. Reproduced with permission of John Wiley & Sons.](#)

[Figure 9.5 Newborn being weighed. Source: Chapman and Charles 2013, Figure 5.2, p. 90. Reproduced with permission of John Wiley & Sons.](#)

[Figure 9.6 The relationship between temperature, blood sugar and respiratory function.](#)

[Figure 9.7 Neonatal bilirubin metabolism.](#)

[Figure 9.8 Baby receiving a hearing screen in the hospital, note the ear piece.](#)

[Figure 10.1 Anatomy of the breast. Source: Adapted from Tortora and Derrickson 2009, Figure 28.6, p. 1088, with permission of John Wiley and Sons, Inc.](#)

[Figure 10.2 Recognising \(a\) optimal and \(b\) suboptimal hormonal responses and effect on milk production during breastfeeding.](#)

[Figure 10.3 Summary of the neuroendocrine reflexes involved in effective lactation. Source: Reproduced with permission from J. Green.](#)

[Figure 10.4 Skin-to-skin contact in the postnatal period. Source: Reproduced with permission from Philip Batty, \[www.ibreastfeed.co.uk\]\(http://www.ibreastfeed.co.uk\).](#)

[Figure 10.5 Demonstrates key principles of effective positioning as outlined in Box 10.1. Source: Reproduced with permission from Philip Batty, \[www.ibreastfeed.co.uk\]\(http://www.ibreastfeed.co.uk\).](#)

Figure 10.6 Demonstrates key signs of effective attachment as outlined in Box 10.2. Source: Reproduced with permission from Philip Batty, [www.ibreastfeed.co.uk](http://www.ibreastfeed.co.uk).

Figure 10.7 Underarm hold. Source: Reproduced with permission from Philip Batty, [www.ibreastfeed.co.uk](http://www.ibreastfeed.co.uk).

Figure 10.8 Cross cradle hold. Source: Reproduced with permission from Philip Batty, [www.ibreastfeed.co.uk](http://www.ibreastfeed.co.uk).

Figure 11.1 Differing Concepts of Health adapted from Bowden (2006).

Figure 11.2 Diagram representing how different Concepts of Health contribute to the overall concept (adapted from Bowden, 2006).

Figure 11.3 Venn diagram showing health as the intersection between the three concepts (adapted from Bowden, 2006).

Figure 11.4 Graph showing number of live births in the England and Wales over a 50-year period (between 1961 and 2011) (ONS, 2012c).

Figure 11.5 Diagram illustrating the three domains of public health and the scope of public health practice.

Figure 11.6 Diagram displaying the difference between models of health promotion (Piper 2005).

Figure 11.7 The relationship between occupation and prevalence of smoking, in women 2011 and 2012 (ONS, 2013).

Figure 11.8 Diagram illustrating the relationship between poverty and ill health.

Figure 11.9 Diagram illustrating the possible relationships between poverty, ill-health and

employment.

Figure 11.10 Additional burden of illness and complications associated with maternal obesity in pregnancy (Lewis 2007).

Figure 11.11 Sample clinical pathway for weight management in pregnancy (courtesy of de Angelis and Robinson 2010 with permission).

Figure 11.12 Noxious substances, consumed by the mother, such as alcohol, may cross from the maternal to fetal circulation causing conditions like fetal alcohol syndrome.

Figure 11.13 Toxins found in cigarette smoke.

Figure 11.14 Diagram listing the characteristics associated with fetal alcohol spectrum disorders.

Figure 11.15 Referral pathway for women with complex social needs.

Figure 12.1 Priorities for family planning discussions.

Figure 12.2 Male condoms.

Figure 12.3 Female condom.

Figure 12.4 Diaphragms/caps.

Figure 12.5 Different types of contraceptive pill.

Figure 12.6 Contraceptive patch.

Figure 12.7 Contraceptive ring.

Figure 12.8 Contraceptive injection.

Figure 12.9 IUS and introducer.

Figure 13.1 Key symptoms of depression.

Figure 13.2 Symptoms of generalised anxiety disorder (Hadwin 2007).

[Figure 14.1 Hierarchy of evidence. Source: Akobeng 2005, Figure 1, p. 841. Reproduced with permission of the BMJ Publishing Group.](#)

[Figure 15.1 Medication for oral administration in the form of tablets and liquid.](#)

[Figure 16.1 Modified Early Obstetric Warning Scoring System chart. Source: Reproduced with permission of NHS Forth Valley.](#)

[Figure 16.2 Head tilt, chin lift, jaw thrust. Source: Blundell and Harrison 2013, Chapter 13, Station 30, p. 38. Reproduced with permission of John Wiley & Sons.](#)

[Figure 16.3 Basic life support. Source: Based on Resuscitation Council \(UK\) 2010.](#)

[Figure 16.4 Grades of placenta praevia. Source: Cruickshank and Shetty 2009, Figure 17.1, p. 117. Reproduced with permission of Cruickshank and Shetty.](#)

[Figure 16.5 Management of postpartum haemorrhage \(PPH\).](#)

[Figure 16.6 McRoberts' manoeuvre. Source: Simkin and Ancheta 2011, Figure 8.7, p. 263. Reproduced with permission of John Wiley & Sons.](#)

[Figure 16.7 Suprapubic pressure. Source: Simkin and Ancheta 2011, Figure 8.8, p. 264. Reproduced with permission of John Wiley & Sons.](#)

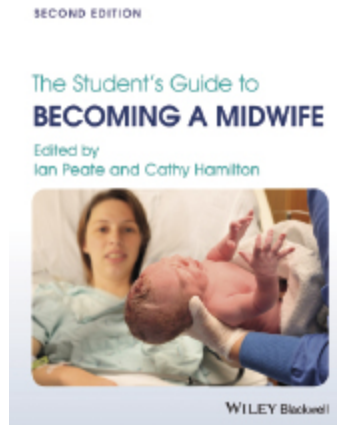
[Figure 16.8 Enter manoeuvres for shoulder dystocia.](#)

[Figure 17.1 Summary of stages of grief models.](#)

[Figure 17.2 A private comfortable environment on a labour ward for parents who have experienced loss. Source: Women and Children's Hospital Hull and East Yorkshire NHS Trust, reproduced with permission of Janet Cairns, Head of Midwifery.](#)

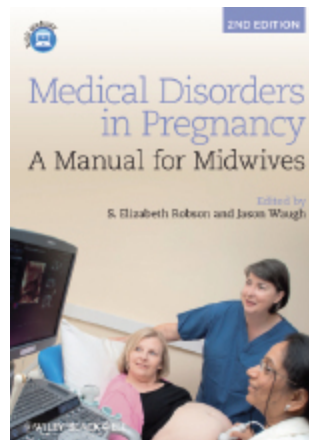
Figure 17.3 Abbie's Fund box with permission from Abbiesfund. Access the websites for more information about the charity [available online] [www.abbiesfund.co.uk](http://www.abbiesfund.co.uk); [www.facebook.com/abbiesfund](https://www.facebook.com/abbiesfund). Source: [abbiesfund.co.uk](http://abbiesfund.co.uk). Reproduced with permission of Katy Cowell.

# Titles of Related Interest



[ISBN: 978-1-118-41093-6](#)

“The Student's Guide to Becoming a Midwife is an excellent all-round book to accompany any midwifery student throughout their training ... I would recommend it to students in direct entry and shortened programmes of study as well as any practitioners returning to practice or wishing to update their study skills.” (British Journal of Midwifery)



[ISBN: 978-1-4443-3748-8](#)

Praise for the 1st edition:

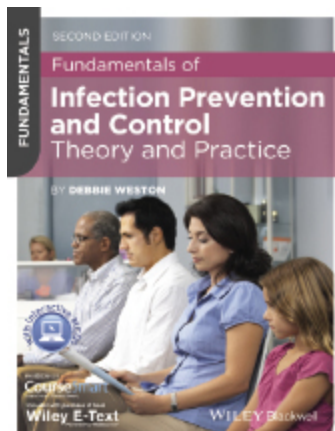
“This book is a must have for any midwife, particularly those working in the community, clinics and in high-risk areas... This book is an extremely useful reference tool.”  
(MIDIRS Midwifery Digest)



[ISBN: 978-0-470-65513-9](#)

Praise for previous editions:

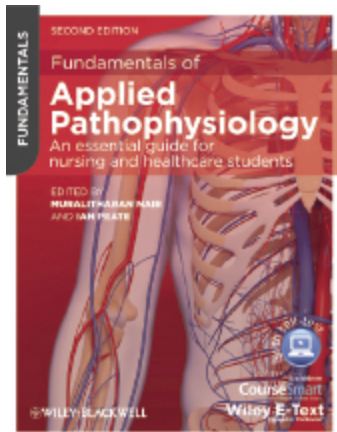
“An excellent resource for both student midwives and qualified staff alike.” (Alison James, Midwifery Lecturer, Plymouth University)



[ISBN : 978-1-118-30665-9](#)

“This book would also serve as an excellent quick reference to any healthcare practitioner exploring issues related to everyday practice in infection control and prevention.”  
(Journal of Perioperative Practice)

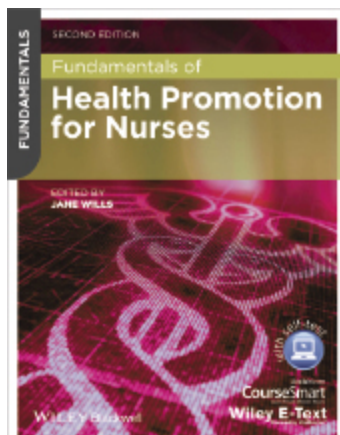




[ISBN : 978-0-470-67062-0](https://doi.org/10.1002/9780470670620)

Reviews from 1st edition:

“An exceptional book looking at the anatomy and physiology of the human body which would be an invaluable addition to any nursing students' studies ... It was a pleasure to read and will be a valuable resource for my studies.” (1<sup>st</sup> year student nurse, Glyndwr University)



[ISBN: 978-1-118-51577-8](https://doi.org/10.1002/9781118515778)

Reviews from 1st edition:

“This is a really useful text. Health promotion, an essential aspect of the nurse's role, has not previously been given sufficient prominence. The chapters are written by notable authors and despite their diversity, there is continuity to it,

giving it an overall coherence and sense of whole. This is a thoroughly useful text.” (Nursing Times)

This title is also available as an e-book. For more details,  
please see

[www.wiley.com/buy/9781118528020](http://www.wiley.com/buy/9781118528020)

or scan this QR code:



Fundamentals of

# Midwifery

A Textbook for Students

EDITED BY

**LOUISE LEWIS** RGN, RM, BSc(Hons), MSc, PGCE

Lecturer in Midwifery

Faculty of Health and Social Care

University of Hull

Hull, United Kingdom

**WILEY** Blackwell

This edition first published 2015 © 2015 by John Wiley & Sons, Ltd

*Registered Office*

John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex,  
PO19 8SQ, UK

*Editorial Offices*

350 Main Street, Malden, MA 02148-5020, USA

9600 Garsington Road, Oxford, OX4 2DQ, UK

The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

For details of our global editorial offices, for customer services, and for information about how to apply for permission to reuse the copyright material in this book please see our website at [www.wiley.com/wiley-blackwell](http://www.wiley.com/wiley-blackwell).

The rights of Louise Lewis to be identified as the author of the editorial material in this work has been asserted in accordance with the UK Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by the UK Copyright, Designs and Patents Act 1988, without the prior permission of the publisher.

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Designations used by companies to distinguish their products are often claimed as trademarks. All brand names and product names used in this book are trade names, service marks, trademarks or registered trademarks of their respective owners. The publisher is not associated with any product or vendor mentioned in this book.

**Limit of Liability/Disclaimer of Warranty:** While the publisher and author(s) have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. It is sold on the understanding that the publisher is not engaged in rendering professional services and neither the publisher nor the author shall be liable for damages arising herefrom. If professional advice or other expert assistance is required, the services of a competent professional should be sought.

*Library of Congress Cataloging-in-Publication Data*

Fundamentals of midwifery : a textbook for students / edited by Louise Lewis.

p. ; cm.