



Canadian Midwifery Regulators Council | Conseil canadien des ordres de sages-femmes

# Midwife Self-Assessment Tool

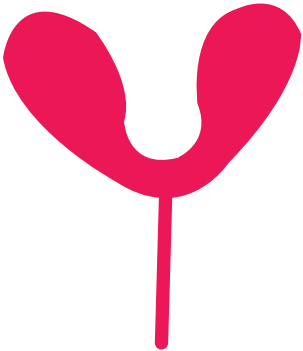
September 2024



CMRC gives permission to midwifery regulatory authorities in Canada to use part or all of this midwife self-assessment tool, or to adapt it to their needs. Please recognize CMRC ([www.cmrc-ccosf.ca](http://www.cmrc-ccosf.ca)).

# Table of Contents

■	ABOUT THIS TOOL	3
■	CMRC MIDWIFE SELF-ASSESSMENT TOOL	5
▶	Advocate	5
▶	Collaborator	15
▶	Communicator	18
▶	Learner	24
▶	Professional	30
■	GLOSSARY OF TERMS	43
■	BIBLIOGRAPHY	45



# About this tool

This is the second version (2024) of the Midwife Self-Assessment Tool that was originally developed in 2021-22 by the Professional Practice Committee of the Canadian Midwifery Regulators Council (CMRC). The tool is intended to facilitate self-assessment and reflection by registered midwives across the following non-clinical roles: Professional, Advocate, Communicator, Collaborator and Learner.<sup>1</sup> CMRC recognizes there are other existing mechanisms to assess clinical competency.

Using this tool, midwives are asked to reflect on the 38 self-assessment items using the rating scales provided. Below each item are reflection-enhancing questions that are designed to assist in the self-assessment process. Midwives are encouraged to capture their thoughts on what they already do well and where they may like to improve in the area titled Notes/Strengths/Areas for development. The bottom space called Learning Opportunity/Learning Plan enables midwives to outline their plan to enhance their learning or experience on a particular issue or topic. This may include ideas for resources/ knowledge/ skills/experiences needed to enhance competency for that item. These notes or learning plan can be used to guide future professional development.

## Process to revise the Self-Assessment Tool

CMRC re-engaged Dr. Kathrin Stoll, a senior consultant with a background in midwifery research and instrument development, to help revise the self-assessment tool. Dr. Stoll had led the development of the original instrument, which was based on a literature review, jurisdictional reviews of midwifery self-assessment tools, consensus building discussions and prioritization exercises, and two phases of pilot-testing. The tool was revised in 2024 based on feedback from midwives and regulators. Key informant interviews, a survey of midwives and focus groups were also completed to determine the necessary changes and

<sup>1</sup> These are five of the seven roles outlined in the CMRC Canadian Competencies for Midwives (2020). [CMRC competencies Dec 2020 FINAL\\_3-e\\_Jan 2022.pdf \(cmrc-ccosf.ca\)](#)

<sup>2</sup> College of Midwives of Manitoba, 2021.

improvements. The tool was streamlined somewhat, some items were removed, some were changed, items were grouped by role, reflection-enhancing questions were added, and space was created for midwives to identify learning opportunities and plans.

## Reflective practice

The purpose of reflective practice is to promote life-long learning. Reflective practice models may include debriefing with colleagues, thoughtful self-assessment, case study and peer review. Reflective practice is different from recounting or summarizing an experience because it focuses on thinking about and analyzing the case or experience, identifying strengths and areas for change, applying research and evidence, and making a plan for future practice through learning plans or goal setting.<sup>2</sup>

Midwives may encounter challenges during practice that are out of their control and might impact the care they provide. These challenges include scope of practice restrictions, hospital policies, high workload, burnout, racism and discrimination, inter- and intra-professional conflict and more. A midwife's internal perception of what a good midwife is also has an impact on midwifery practice. Please consider these factors when completing the self-assessment.

## Cultural safety & humility

Midwives have a responsibility to address racism and bias at the individual and system levels. Midwives are expected to provide culturally safe care and embrace cultural humility, and they are called upon to identify and address power imbalances in the health care system. Adopting reflective practice allows midwives to understand personal and systemic biases and acknowledge the experiences of others.

Midwives are encouraged to seek feedback from Indigenous clients and other clients who have been historically marginalized to better understand whether clients feel welcome and safe in their care, and how midwives can better serve them.

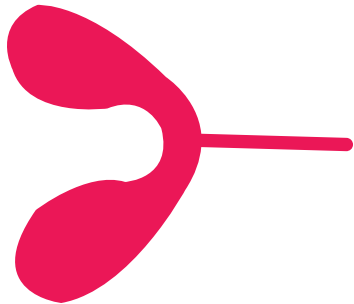
## How to use this tool

Please review each of the 38 statements starting on the next page and reflect on your current midwifery practice and how you meet the competencies. The reflection-enhancing questions can help you think about past, current and future experiences. **Choose a rating using the corresponding 7-point rating scale and make a note of your strengths/experiences/areas for development in the space below each item.** You may also find it useful to identify the knowledge, skills or experiences you need to become more

confident. If you have difficulty using the 7-point rating scale provided, consider using: 1) *I am confident in this area* or 2) *I need to work on this*. If you cannot rate one or more items, please reflect on why you were unable to do so and what you can do to address this.

**Use the bottom space to identify learning opportunities or to begin creating a focused learning plan.** Learning plans should have clear goals, specific activities needed to meet the goals, and a realistic timeline for meeting the goals. Keep your learning plan achievable. (See the Bibliography for a sample learning plan template from Island Health.)

Completing this self-assessment will likely take 1-2 hours. Bolded words/terms are defined in the Glossary at the end of this document.



**Comments and feedback on this  
self-assessment tool are most welcome.  
Please email [admin@cmrc-ccosf.ca](mailto:admin@cmrc-ccosf.ca)**



# CMRC Midwife Self-Assessment Tool: Number 1

ADVOCATE	
SELF-ASSESSMENT ITEM	I provide <b>client-centred care</b> , always considering the <b>client's</b> identity, distinct circumstances, and physical, emotional, spiritual and cultural needs.
REFLECTION-ENHANCING QUESTIONS	How do you show respect for a <b>client's</b> individual needs? How do you provide a welcoming and supportive environment for clients who face unique challenges due to <b>intersecting circumstances</b> /characteristics?
RATING	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT	
LEARNING OPPORTUNITY/ LEARNING PLAN	

# CMRC Midwife Self-Assessment Tool: Number 2

ADVOCATE	
<b>SELF-ASSESSMENT ITEM</b>	I provide <b>clients</b> with accurate and complete information to support their right to informed choice and consent.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How do you support and document a <b>client's</b> right to accept or decline care and treatment? How do you encourage and facilitate the <b>client's</b> own research and knowledge gathering?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 3

ADVOCATE	
<b>SELF-ASSESSMENT ITEM</b>	I advocate for the <b>client</b> as primary decision maker in care, even if their decisions are not aligned with my recommendations.
<b>REFLECTION-ENHANCING QUESTIONS</b>	What actions do you take to advocate for your <b>clients</b> to help them make decisions? How do you feel when clients go against your recommendations? What helps you remain respectful and supportive in these situations? What could you do to improve your practice in this area?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 4

ADVOCATE	
<b>SELF-ASSESSMENT ITEM</b>	I recognize policies or procedures that may be unsafe or are inconsistent with <b>evidence-informed practice</b> , and take action to address these.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Have you encountered a policy or procedure in the past 12 months that you felt was unsafe or contrary to <b>evidence-informed practice</b> ? What did you do in that situation? Would you do anything differently if this happened again? What do you need (e.g. resources, skills) to better address these issues in the future?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	



# CMRC Midwife Self-Assessment Tool: Number 5

ADVOCATE	
<b>SELF-ASSESSMENT ITEM</b>	When there is a risk to <b>client safety</b> , I identify the risk and act appropriately to prevent or mitigate harm.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Can you think of an example when there was a risk to a <b>client</b> ? How was this situation addressed? Do you feel the situation was handled well? If not, how can your actions in the future mitigate or prevent harm to <b>clients</b> ?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 6

ADVOCATE	
<b>SELF-ASSESSMENT ITEM</b>	I work in partnership with people the <b>client</b> has chosen to be their supporters in labour, including doulas and other birth workers.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How do you advocate for and collaborate with the <b>client's</b> support people? How do you address issues that may arise in a respectful manner, such as a difference in opinion between you and the support person?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 7

ADVOCATE	
<b>SELF-ASSESSMENT ITEM</b>	I demonstrate compassion and sensitivity when caring for all <b>clients</b> , particularly those who are experiencing grief, loss or unexpected circumstances.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Do you ever feel that some <b>clients</b> are more deserving of compassion and sensitive care than others (e.g. clients with a late versus early loss; repeat clients versus new clients)? If so, how do you address these biases and provide consistent care to all clients?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 8

ADVOCATE	
<b>SELF-ASSESSMENT ITEM</b>	I assess for <b>client safety</b> , including sexual abuse and assault, intimate partner or family violence, <b>structural violence</b> , emotional abuse and physical neglect.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How could you strengthen your assessments for <b>client safety</b> ? Are you familiar with relevant community-based services where you practise? Do you identify and refer clients to appropriate community-based services when needed?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 9

ADVOCATE	
<b>SELF-ASSESSMENT ITEM</b>	When <b>clients</b> or colleagues raise concerns or are unsatisfied, I engage in open dialogue for problem solving, and inform them of their right to make a complaint to the College.
<b>REFLECTION-ENHANCING QUESTIONS</b>	When a <b>client</b> or colleague raises a concern about you, is your initial reaction to be defensive, curious or another feeling/response? How do you encourage the <b>client</b> or colleague to share more details about their concern? How do you reassure the person that you will address the issue(s)? How will you be accountable to the person(s) who has/have raised the concern and/or those who were harmed?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 10

ADVOCATE	
<b>SELF-ASSESSMENT ITEM</b>	I work sensitively with <b>clients</b> with <b>diverse</b> gender expressions, sexual orientations and family structures, and use inclusive language as preferred by the <b>clients</b> themselves.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Do you ask your <b>clients</b> about their pronouns and use them consistently? Do you recognize and honour the needs of <b>clients</b> , including partners and co-parents? How could you enhance your level of sensitivity towards <b>clients</b> with <b>diverse</b> gender expressions and sexual orientations?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 11

COLLABORATOR	
<b>SELF-ASSESSMENT ITEM</b>	I am committed to dismantling bias, stigma and discrimination experienced by <b>clients</b> affected by obesity, substance use, and/or mental, physical or other disabilities.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How do you address bias, stigma and discrimination for these groups? Is your practice environment welcoming for <b>clients</b> affected by obesity, substance use, and/or mental, physical or other disabilities? How do you adapt your practice to support these <b>clients</b> ?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 12

COLLABORATOR	
<b>SELF-ASSESSMENT ITEM</b>	I ensure my interactions with <b>clients</b> do not perpetuate <b>systemic bias</b> and inequities that have impacted <b>health</b> outcomes of <b>marginalized</b> people, including <b>Indigenous</b> clients, racialized clients, people with disabilities, youth, under-housed clients, 2SLGBTQIA+ clients, (im)migrants, and more.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Do you have the resources and skills needed to provide high quality care to <b>clients</b> from <b>marginalized</b> groups? How could you be more responsive to the needs of <b>marginalized clients</b> ?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	



# CMRC Midwife Self-Assessment Tool: Number 13

COLLABORATOR	
<b>SELF-ASSESSMENT ITEM</b>	I speak up when I see other <b>midwives</b> or health care providers treat <b>clients</b> unfairly because of their culture, individual circumstances or experiences.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Please think of a situation when you or a colleague did not speak up when you witnessed a <b>client</b> being treated unfairly because of their culture, individual circumstances, or experiences. What was the impact on the <b>client</b> , colleague and yourself? What can you do when you observe a client being treated unfairly? How would you respond if a <b>client</b> told you they feel discriminated against by you or a practice partner? What can be done to address the harm and rebuild trust?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 14

COMMUNICATOR	
<b>SELF-ASSESSMENT ITEM</b>	I take action to identify, address, prevent and eliminate racism and discrimination in my practice environment(s).
<b>REFLECTION-ENHANCING QUESTIONS</b>	What did you do when you last observed racism and/or discrimination in your practice environment? How long did it take you to act? How was the situation resolved? How did you take care of yourself while dealing with this situation? What additional skills and resources might be helpful in identifying and addressing racism and discrimination at work?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 15

COMMUNICATOR	
<b>SELF-ASSESSMENT ITEM</b>	I support and facilitate inclusion of <b>Indigenous</b> cultural and healing practices in ways that are meaningful for the <b>client</b> and their family, chosen family or support people.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How do you do so? What are your most important learnings in this regard? Are there aspects you'd like to enhance?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 16

COMMUNICATOR	
<b>SELF-ASSESSMENT ITEM</b>	I demonstrate <b>cultural safety</b> by addressing <b>power imbalances</b> inherent in health care delivery.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Can you identify ways to reduce <b>power imbalances</b> inherent in health care delivery? How do you ensure that your strategies are working? How to you honour other ways of knowing and doing?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 17

COMMUNICATOR	
<b>SELF-ASSESSMENT ITEM</b>	I acknowledge that <b>cultural humility</b> is a process of self-reflection and I will always be a learner when it comes to understanding another's experience
<b>REFLECTION-ENHANCING QUESTIONS</b>	What do you do to be more intentional, mindful, and reflective about the position or privilege you hold? What steps do you take to try to understand another's experience?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 18

COMMUNICATOR	
<b>SELF-ASSESSMENT ITEM</b>	I take reasonable steps to meet <b>clients'</b> language and communication needs, providing assistance to those who need help communicating, and checking <b>clients'</b> understanding.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Do you create time & space for <b>clients</b> to ask questions about the information you shared? How do you ensure that <b>clients</b> understand the information you provided? How do you adapt your communication style with ESL speakers and those who might be less familiar with medical terminology? Can you access language interpretation services if needed?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 19

COMMUNICATOR	
<b>SELF-ASSESSMENT ITEM</b>	I document <b>client</b> interactions in a clear, concise, accurate, objective, contemporaneous and legible manner to facilitate continuity of care and decision-making, and to optimize <b>safety</b> .
<b>REFLECTION-ENHANCING QUESTIONS</b>	How do you ensure good health record documentation on your busiest days? What documentation challenges have you encountered and what steps have you taken? How could you improve your documentation?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 20

LEARNER	
<b>SELF-ASSESSMENT ITEM</b>	I communicate the midwifery <b>scope of practice</b> to <b>clients</b> and explain how care can be integrated with other health care professionals if needed.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Have you discussed your scope of practice with <b>clients</b> and how midwives collaborate with other health care professionals? Do you check with <b>clients</b> about what they expect from midwifery care, and discuss ways in which the care you provide might differ from their expectations? Do you inform <b>clients</b> of any additional skills or certifications you may possess and/or describe ways that your practise differs from the community standard? How do you handle requests for care outside your <b>scope of practice</b> ?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	



# CMRC Midwife Self-Assessment Tool: Number 21

LEARNER	
<b>SELF-ASSESSMENT ITEM</b>	I treat my colleagues with respect during professional interactions, even if I disagree with them.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Please think about your relationships with other midwives and health care professionals in your community. What relationships would you like to change or improve? What steps could you take to do this?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 22

LEARNER	
SELF-ASSESSMENT ITEM	I consult with, or refer to, other <b>midwives</b> or other health care professionals, as required.
REFLECTION-ENHANCING QUESTIONS	What might prevent you from consulting with colleagues or other health care professionals? How can these barriers be addressed? How do you communicate the <b>client's</b> health information and choices respectfully, including when the <b>client</b> is present?
RATING	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT	
LEARNING OPPORTUNITY/ LEARNING PLAN	

# CMRC Midwife Self-Assessment Tool: Number 23

LEARNER	
SELF-ASSESSMENT ITEM	I am accountable to <b>clients</b> and colleagues and take responsibility for all my decisions and actions.
REFLECTION-ENHANCING QUESTIONS	Please think about a situation when there was an adverse outcome as a result of your actions or decisions. How did you communicate about this event with your <b>clients</b> and colleagues? How did you take care of yourself after the incident? What did you do to address the harm and rebuild trust with the <b>client</b> ? What would you do differently next time?
RATING	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT	
LEARNING OPPORTUNITY/ LEARNING PLAN	

# CMRC Midwife Self-Assessment Tool: Number 24

LEARNER	
<b>SELF-ASSESSMENT ITEM</b>	I uphold my duty to protect <b>client</b> confidentiality and privacy.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How often have you overheard other health care providers share confidential information about a <b>client</b> ? How do you ensure confidentiality and privacy of <b>client</b> information? Do you have any knowledge gaps regarding the privacy laws in your jurisdiction?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 25

LEARNER	
SELF-ASSESSMENT ITEM	I do not use my position as a <b>midwife</b> to promote personal opinions or causes with <b>clients</b> .
REFLECTION-ENHANCING QUESTIONS	Please take a moment to reflect on how you present yourself as a midwife, both through verbal communication and written materials (e.g. on your website). Do you accurately reflect your relevant skills, experience and qualifications? Is the information correct, ethical, and clear?
RATING	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT	
LEARNING OPPORTUNITY/ LEARNING PLAN	

# CMRC Midwife Self-Assessment Tool: Number 26

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I maintain appropriate <b>professional boundaries</b> with current and past <b>clients</b> and their families.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How do <b>professional boundaries</b> protect you and your <b>clients</b> ? What rules and limits do you set that help you maintain professional boundaries, especially with repeat <b>clients</b> ? Can you recall a situation where you observed professional boundaries being crossed?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 27

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I seek feedback from <b>clients</b> and colleagues and use this feedback to improve my practice.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How do you know your <b>client</b> and colleague feedback mechanisms are working? What have you changed or improved recently based on <b>client</b> or colleague feedback?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 28

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I act as a role model to help student <b>midwives</b> develop their professional behaviours and clinical skills.
<b>REFLECTION-ENHANCING QUESTIONS</b>	What actions do you take to be a positive role model to midwifery students? How have you grown from being a role model to others? How do you integrate feedback from students and/or midwifery educational programs about your performance as a preceptor?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	



# CMRC Midwife Self-Assessment Tool: Number 29

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I am accountable for my decisions to delegate tasks to others by ensuring that everyone I assign tasks to is <b>competent</b> to provide the care.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How can you ensure optimal outcomes when delegating tasks? How do you ensure <b>client safety</b> when students are involved in providing care?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 30

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I understand the limits of my knowledge, skills and abilities.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Do you ever hesitate to admit the limits of your knowledge, skills and abilities? Are there any personal or other barriers that may prevent you from consulting and/or collaborating with other health care professionals when necessary? If so, how can these barriers be overcome? How do you keep your knowledge and skills up to date and relevant to your <b>scope of practice</b> ?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 31

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I identify ethical issues when providing care and respond using <b>ethical principles</b> .
<b>REFLECTION-ENHANCING QUESTIONS</b>	Have you encountered a situation in the past year that you felt was unethical? What did you do in that situation? How did this situation affect you? How did it affect the <b>client</b> , if applicable? Would you do anything differently if the same situation happened again?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 32

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I routinely review the latest clinical evidence and apply it to my practice.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Where do you find up-to-date clinical evidence? Do you discuss emerging evidence with colleagues in order to strengthen your understanding of the evidence? What do you do when high quality emerging evidence stands in contrast to how you have been practising?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 33

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I participate in <b>quality improvement</b> activities to enhance midwifery practice and health care delivery.
<b>REFLECTION-ENHANCING QUESTIONS</b>	Are you engaged in any <b>quality improvement</b> activities? How have you contributed to improving the care being offered in your practice? What other processes or systems would you improve in your practice environment?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 34

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I participate in relevant <b>research</b> activities/opportunities to advance the profession's body of knowledge.
<b>REFLECTION-ENHANCING QUESTIONS</b>	What <b>research</b> activities have you participated in that are relevant to your work or the profession? This might include participating in <b>research</b> studies (e.g. surveys) or guideline development.
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 35

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I understand how trauma (e.g. intergenerational trauma, abuse, adverse childhood experiences) shapes the lived experience of <b>clients</b> and I am responsive to the needs of <b>clients</b> who have experienced trauma.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How do you apply principles of trauma-informed care? Do you seek feedback from <b>clients</b> who have experienced trauma about whether you were responsive to their needs?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# CMRC Midwife Self-Assessment Tool: Number 36

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I refer to another appropriate practitioner when my ability to practise safely is impaired due to illness, fatigue or other factors.
<b>REFLECTION-ENHANCING QUESTIONS</b>	What might prevent you from reaching out to colleagues in these situations? If applicable, does your practice have policies around sleep relief, sick coverage?
<b>RATING</b>	<input type="checkbox"/> Always <input type="checkbox"/> Almost always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	



# CMRC Midwife Self-Assessment Tool: Number 37

PROFESSIONAL	
SELF-ASSESSMENT ITEM	I am aware and follow <b>mandatory reporting requirements</b> in my jurisdiction.
REFLECTION-ENHANCING QUESTIONS	How do you feel about <b>mandatory reporting requirements</b> ? Do you discuss the limits of confidentiality with new <b>clients</b> ? Could a person's identity or situation change your views on mandatory reporting? How do you support a <b>client</b> in this situation?
RATING	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT	
LEARNING OPPORTUNITY/ LEARNING PLAN	

# CMRC Midwife Self-Assessment Tool: Number 38

PROFESSIONAL	
<b>SELF-ASSESSMENT ITEM</b>	I engage in ongoing self-reflection, identify my learning needs and take action to address these.
<b>REFLECTION-ENHANCING QUESTIONS</b>	How do you make time for self-reflection? How do you assess whether your learning has led to improvements in your practice? Do you discuss your learning goals with others? How often do you review feedback from <b>clients</b> ? How do you use the feedback to improve your practice?
<b>RATING</b>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Unable to rate
<b>NOTES/STRENGTHS/ AREAS FOR DEVELOPMENT</b>	
<b>LEARNING OPPORTUNITY/ LEARNING PLAN</b>	

# Glossary of Terms

**2SLGBTQIA+:** Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer (or Questioning), Intersex, Asexual. The placement of Two Spirit (2S) first is to recognize that Indigenous people are the first peoples of this land and their understanding of gender and sexuality precedes colonization. The '+' is for all the new and growing ways we become aware of sexual orientations and gender diversity. (University of British Columbia, n.d.)

**Client:** The person who comes to the midwife for care. The client varies in race, national or ethnic origin, religion, age, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and socio-economic background. The client may have experienced trauma (e.g. intergenerational trauma, abuse, adverse childhood experiences) that shapes their current lived experience. (CMRC, Canadian Competencies for Midwives, 2000)

**Client-centred care:** An approach in which clients are viewed as whole persons. Client-centred care involves advocacy, empowerment, and respecting the client's autonomy, voice, self-determination and participation in decision-making. (Registered Nurses Association of Ontario, 2002)

**Competent:** Having the necessary ability, knowledge or skill to do something successfully. (Lexico)

**Cultural humility:** A process of self-reflection to understand personal and systemic barriers and to develop and maintain respectful processes and relationships based on mutual trust. Cultural humility involves humbly acknowledging oneself as a learner when it comes to understanding another's experience. (First Nations Health Authority, n.d.)

**Cultural safety:** An outcome based on respectful engagement that recognizes and strives to address power imbalances inherent in the health care system. It results in an environment free of racism and discrimination, where people feel safe when receiving health care. (First Nations Health Authority, n.d.)

**Diverse/Diversity:** Differences in the lived experiences and perspectives of people that may include race, ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, class, and/or socio-economic situations. (University of British Columbia, n.d.)

**Ethical principles:** The fundamental ethical principles are respect for autonomy, beneficence, nonmaleficence and justice. (Varkey, B. 2021)

**Evidence-informed decision-making/practice:** The integration of best available evidence with client context and the personal knowledge and experience of the midwife to inform clinical problem solving and decision-making. (CMRC, Canadian Competencies for Midwives, 2000)

**Health:** A state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity. (World Health Organization, 1946)

**Indigenous:** The original peoples of North America and their descendants. In Canada, Indigenous refers to First Nations peoples, Inuit and Métis. (Government of Canada)

**Intersecting circumstances:** Multiple and possibly interconnected characteristics, conditions or situations the client is living, such as race, poverty, gender, etc. These may be regarded as creating overlapping and interdependent systems of discrimination or disadvantage. (Adapted from Lexico)

**Mandatory reporting requirements:** Statutory responsibility to report specific matters to the midwifery regulatory authority or other authorities, for example incompetence, sexual abuse, privacy breach, voluntary restriction of practice, etc.

**Marginalization/Marginalized:** A social process by which individuals or groups are (intentionally or unintentionally) distanced from access to power and resources and constructed as insignificant, peripheral, or less valuable/privileged to a community or “mainstream” society. (University of British Columbia, n.d.)

**Midwife:** A person who has successfully completed the prescribed course of studies in midwifery and has acquired the requisite qualifications to be registered and/or is legally licensed to practice midwifery and use the title ‘midwife’; and who demonstrates competency in the practice of midwifery. (International Confederation of Midwives, n.d.)

**Power imbalance:** In health care, this refers to tiered levels of power between clinicians and clients. A more balanced partnership between providers and clients better aligns with client-centred care. (Heath, S., Patient Engagement HIT, 2021)

**Professional boundaries:** Rules and limits that prevent the lines between the midwife and the client from becoming blurred. Professional boundaries are set by legal, ethical and organizational frameworks to maintain a safe working relationship for the client and the midwife. (Adapted from Ausmed). In this document, the term “appropriate professional boundaries” is used to recognize that in small/rural geographic areas the midwife may be well-known to the client and their family, and this relationship may continue after the client is no longer in the care of the midwife.

**Quality improvement:** A continuous process for evaluating effectiveness of a process, system, programme, or workplace culture, which includes making needed improvements and re-assessing effectiveness. (Association of Ontario Midwives, International Confederation of Midwives, 2021)

**Research:** A systematic investigation to identify, create and/or confirm existing or new concepts, knowledge, methodologies and understandings.

**Safety:** The condition of being protected from risk, injury, coercion, abuse, hurt or loss physically, emotionally and psychologically. (Adapted from Merriam Webster) Safety also includes cultural safety.

**Scope of practice:** The activities that the health care provider is authorized to perform, as set out in legislation and described by practice standards, limits, and conditions set by regulators. (CMRC, Canadian Competencies for Midwives, 2000)

**Structural violence:** Originally coined by J. Galtung and also known as indirect violence. Structural violence represents the harm done to persons or groups through inequitable social, political or economic structures (e.g. systemic discrimination based on race). Structural violence can result in health disparities. (Burton, C. et al, 2021)

**Systemic bias:** Systemic bias or institutional bias occurs when systems or processes within an institution, organization or unit are designed to disparately impact, and result in differential outcomes for, marginalized groups. Systemic bias creates and sustains institutional barriers to equity and social justice. (University of British Columbia, n.d.)

# Bibliography

American College of Nurse-Midwives. (2020). Core Competencies for Basic Midwifery Practice. Accessed at: [https://www.midwife.org/acnm/files/acnm/library/data/upload/filename/000000000050/ACNMCoreCompetenciesMar2020\\_final.pdf](https://www.midwife.org/acnm/files/acnm/library/data/upload/filename/000000000050/ACNMCoreCompetenciesMar2020_final.pdf)

Ausmed. (2019). Understanding professional boundaries. Accessed at: Understanding Professional Boundaries | Ausmed

Australian College of Midwives. (2019). Practice Development Resource: A Self Assessment Tool for Midwives.

British Columbia College of Nurses and Midwives. (n.d.). RN Self-Assessment Questionnaire. Non-clinical version. Accessed at: [https://www.bccnm.ca/Documents/quality\\_assurance/RN\\_NonClinical\\_SelfAssessment.pdf](https://www.bccnm.ca/Documents/quality_assurance/RN_NonClinical_SelfAssessment.pdf)

Burton, C. et al. (2021) Structural violence: A concept analysis to inform nursing science and practice. *Nursing Forum*. 56(2):382-388.

College of Midwives of Manitoba. (2021). Standard on Quality Assurance for Midwives. Accessed at: <https://www.midwives.mb.ca/document/5821/Standard%20on%20Quality%20Assurance.pdf>

College of Midwives of Ontario. (2022). Professional Development Portfolio: Learning Plan. Accessed at: <https://www.cmo.on.ca/wp-content/uploads/2022/01/Professional-Development-Portfolio-Learning-Plan.pdf>

First Nations Health Authority. (n.d.). Policy Statement on Cultural Safety and Humility: It starts with me. Accessed at: [fnha-policy-statement-cultural-safety-and-humility.pdf](https://www.fnha-poly-statement-cultural-safety-and-humility.pdf)

Government of Canada. (2021). Indigenous peoples and communities. Accessed at: <https://www.rcaanc-cirnac.gc.ca/eng/1100100013785/11529102490303>

Heath, S. (2018). Understanding the power hierarchy in patient-provider relationships. *Patient Engagement HIT*. Accessed at: <https://patientengagementhit.com/news/understanding-the-power-hierarchy-in-patient-provider-relationships>

International Confederation of Midwives. (2021). ICM Global Standards for Midwifery Education (Revised 2021). Accessed at: [https://www.internationalmidwives.org/assets/files/general-files/2021/09/global-standards-for-midwifery-education\\_2021\\_en.pdf](https://www.internationalmidwives.org/assets/files/general-files/2021/09/global-standards-for-midwifery-education_2021_en.pdf)

International Confederation of Midwives. (2018). International Definition of the Midwife. Accessed at: [https://www.internationalmidwives.org/assets/files/definitions-files/2018/06/eng-definition\\_of\\_the\\_midwife-2017.pdf](https://www.internationalmidwives.org/assets/files/definitions-files/2018/06/eng-definition_of_the_midwife-2017.pdf)

Island Health. Learning Plan Template. Professional Practice & Learning. Accessed July 22, 2024 at: <https://www.islandhealth.ca/sites/default/files/2018-05/new-grad-learning-plan-template.pdf>

Lexico. (n.d.). Accessed at: <https://www.lexico.com/>

Medical Council of Canada. (2018). MCC 360 Physician Self-Assessment Survey.

Medical Council of New Zealand. (n.d.). Cultural Safety. Accessed at: Cultural safety | Medical Council (mcnz.org.nz)

Merriam-Webster Dictionary. Accessed at: <https://www.merriam-webster.com/>

National Council of Indigenous Midwives. (2022). Indigenous Midwifery Knowledge and Skills: A Framework of Competencies. Accessed at: [https://indigenoumidwifery.ca/sites/indigenoumidwifery.ca/wp-content/uploads/2022/05/NCIM\\_CompetencyFramework\\_2019\\_PRINT.pdf](https://indigenoumidwifery.ca/sites/indigenoumidwifery.ca/wp-content/uploads/2022/05/NCIM_CompetencyFramework_2019_PRINT.pdf)

Nursing and Midwifery Council. (2018). The Code. Accessed at: [nmc-code.pdf](https://www.nmc-code.pdf)

Nursing Council of New Zealand. (2011). Guidelines for Cultural Safety, the Treaty of Waitangi, and Maori Health in Nursing Education and Practice. Accessed at: <https://online.flippingbook.com/view/960779225/>

Ordre des Sages-Femmes du Québec. Comité d'Inspection Professionnelle. (2018). Auto-Evaluation I, page 28.

Registered Nurses Association of Ontario. (2002). Nursing Best Practice Guideline: Client-Centred Care. Accessed at: [https://mao.ca/sites/mao-ca/files/Client\\_Centred\\_Care.pdf](https://mao.ca/sites/mao-ca/files/Client_Centred_Care.pdf)

Te Tatau o te Whare Kahu Midwifery Council. (n.d.). Competencies for Registration as a Midwife – Self Assessment Template. Accessed at: <https://www.midwiferycouncil.health.nz/common/Uploaded%20files/Registration/COMPETENCIES%20FOR%20REGISTRATION%20AS%20A%20MIDWIFE%20-%20SELF%20ASSESSMENT%20TEMPLATE.pdf>

University of British Columbia Equity and Inclusion Office. (n.d.). Equity & Inclusion Glossary of Terms. Accessed at: <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

Varkey, B. (2021). Principles of clinical ethics and their application to practice. *Med Princ Pract* 30:17–28.

World Health Organization. (1946). Constitution. Accessed at: <https://www.who.int/about/governance/constitution>