MDWF12001 *Midwifery – Past and Present*
Term 1 - 2019

Profile information current as at 16/05/2024 08:18 am

All details in this unit profile for MDWF12001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Contemporary midwifery is a product of its historical roots, social and political influences. You will have the opportunity to develop an understanding of these factors and how they have shaped contemporary midwifery practice. In this course, you will explore the role of the midwife and the theories and philosophy underpinning contemporary midwifery practice in national and international settings.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2019

* Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Group Discussion**
Weighting: 20%
2. **Written Assessment**
Weighting: 40%
3. **Written Assessment**
Weighting: 40%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit evaluation

Feedback

Great unit, interesting content. The overall view of midwifery presented through the ages and now was good. I enjoyed seeing how midwives make a difference in society. The Coordinator was very approachable and knowledgeable. I did not receive this amount of support with my last university. I feel you are all behind me 100% The interaction with the lecturers was great. I really appreciated having lectures where they were visible to us. It really made it feel more like a classroom environment in my own study zone, thanks. The discussion forum is a good form of assessment. It is a low pressure way to discuss the learning and slowly complete it throughout the term which I prefer to assignments. This unit was actually extremely interesting, learning historical to current midwifery practice I feel is vital to know, not just for our practice, but for the respect and understanding of where midwifery has been and gone. I felt like I learnt a lot from this unit and it has given me a deeper understanding of midwifery as a whole. I felt supported throughout my unit from Bridget and her assessment feedback was very very helpful. Her knowledge and passion shows in her units and practice. Thank you for a wonderful first term all! Enjoyed the learning The course coordination Bridget is so incredibly knowledgeable and is able to engage students throughout the whole term. Assignments were returned very quickly (I'm not sure how they're marked so fast!) and always included helpful feedback. The essay topics were interesting and helpful for my learning Prompt staff response to questions, Very fast marking turn around with excellent feedback. Initially I found this unit challenging as I am not someone who is really that interested in History. In certain aspects of history yes but not generally. Although Bridget delivered this unit in an excellent manner and her passion for midwifery is evident, her passion and ability to deliver this unit ensured i remained focused and interested. The layout is easy to follow. The lecturer's are great and always willing to help. Easy to contact and always reply in a quick time frame. The level of critical thinking required during the course enables you to really look at issues from many view points. Bridget's positivity, energy and passion, and wanting us to do well. I really enjoyed the unit as it gave a good perspective of what midwifery was, is and where we are headed. relevance to beginning our midwifery careers The information given about what was expected in our assignments was amazingly helpful.

Recommendation

Continue to provide appropriate assistance, relevant and up to date information and be supportive of student needs.

Feedback from Unit evaluation

Feedback

Navigation of the Moodle site was challenging for some students

Recommendation

Look at ease of Moodle site and provide students with resources to extra assistance such as TASAC and student services.

Feedback from Unit evaluation

Feedback

Students thought the assessments interesting but found that some material overlapped in assessment items.

Recommendation

Change assessment items

Feedback from Unit evaluation

Feedback

Students found that assessment due dates were close together

Recommendation

Plan assessment item due dates differently

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Examine the historical roots and social and political influences on contemporary midwifery.
2. Explain the role of the midwife.
3. Critique the theories and philosophy underpinning contemporary midwifery practice in national and international settings.

NMBA Midwife Standards for Practice
Standard 1: Promotes evidence-based maternal health and wellbeing.
Standard 2: Engages in respectful partnerships and professional relationships.
Standard 3: Demonstrates the capability and accountability for midwifery practice.
Standard 4: Undertakes comprehensive assessments.
Standard 5: Develops plans for midwifery practice.
Standard 6: Provides safe and quality midwifery practice.
Standard 7: Evaluates outcomes to improve midwifery practice.

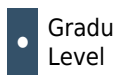# Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Group Discussion - 20%	●	●	●
2 - Written Assessment - 40%	●	●	
3 - Written Assessment - 40%		●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	●	●	●
2 - Problem Solving			
3 - Critical Thinking	●	●	●
4 - Information Literacy	●	●	●
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			

Graduate Attributes	Learning Outcomes		
	1	**2**	**3**
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Group Discussion - 20%	•		•	•						
2 - Written Assessment - 40%	•		•	•						
3 - Written Assessment - 40%	•		•	•						

Textbooks and Resources

Textbooks
MDWF12001

Prescribed

Midwifery: Preparation for Practice
Edition: 3rd edn (2014)
Authors: Pairman, Pincombe, Thorogood & Tracey
Churchill Livingstone
Sydney , NSW , Australia
Binding: Hardcover

Additional Textbook Information
Paper copies can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Bridget Ferguson Unit Coordinator
b.ferguson@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 – Midwifery Philosophy: 1.International definition of the Midwife 2.Primary Healthcare 3.Woman-centered care	Chapter One and Eight In S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 – Historical perspectives: 1. The place of midwifery in history 2. Feminism 3. Medicalisation of childbirth	Chapter Four In S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3 – Contemporary perspectives: 1. The role and responsibilities of the midwife 2. Professional, legal and ethical frameworks	Chapter 12 in S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4 - Contemporary perspectives: Evidence-informed practice	Chapter 15 in S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	First online post/blog due: Assessment One.

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5 - Contemporary perspectives: Reflective Practice	Chapter 15 in S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6 - Contemporary perspectives: Women's experiences	Chapter 16 in S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	Second online post/blog due: Assessment One.

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7- Midwifery philosophy: Midwife-woman partnership	Chapter 17 in S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	Assessment Two: Written Script & PPT : Due **Written Assignment & PowerPoint Presentation** Due: Week 7 Friday (3 May 2019) 11:55 pm AEST

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8 - Midwifery philosophy: Working in collaboration	Chapter 18 in S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	Third online post/blog due: Assessment One

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9 - Midwifery in a global context	Chapter 18 and 4 in S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10 - Midwifery in an Australian Context	Chapter 4 in S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	Fourth online Post/Blog due: Assessment One Assessment Three: Written Essay: Due **Written Assessment** Due: Week 10 Friday (24 May 2019) 11:55 pm AEST

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic 11 - Midwifery in an Australian Context	Chapter 12 in S. Pairman, J. Pincombe, C. Thorogood, & S. Tracy (Eds.), *Midwifery: preparation for practice* (3rd ed.) Elsevier Churchill Livingstone, Sydney.	Final submission of the Online Discussion: Assessment One. **Online discussion** Due: Week 11 Friday (31 May 2019) 11:55 pm AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

| Topic 12 - Summary: finalize and revise subject content and reading. | Revision of the above chapters | |

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

All students must remain subscribed to the subject discussion forum throughout the entire semester. Do not unsubscribe. This is where you will post your online discussion blogs for assessment 1.

Elsevier have recently published the 4th edition of Midwifery, Preparation for Practice by Pairman et al. The Bachelor of Midwifery program is currently transitioning to this new edition, however you will note that recommended readings in the study guides are from the third edition. You may wish to purchase the 4th edition of this textbook and this is acceptable however a link to the e-copy of the 3rd edition will be made available for you on the Moodle subject page so that you can access the listed readings in the term 1 weekly study guides.

Assessment Tasks

1 Online discussion

Assessment Type
Group Discussion

Task Description
MDWF 12001 Assessment One: Online Discussion
Task Description
You are required to participate in an online group discussion via Moodle that will be directed by the Unit Coordinator. The online activities will require you to participate in a group discussion on 4 (four) set weeks over the semester that is based on topics in your study guide. Marks will be awarded for your online participation in the group discussion. Do not give your opinion but write a discussion, using professional dialogue that is supported by evidence. Each online submission is due by the Friday of that week at 11:55pm AEST.
Learning Objectives:
1: Examine the historical roots and social and political influences on contemporary midwifery.
2: Explain the role of the midwife
4: Critique the theories and philosophy underpinning contemporary midwifery practice in national and international settings.
The Online Discussion will occur on weeks 4, 6, 8, 10
Length of Post/Discussion: 200-300 words per weekly discussion: total word count 800 to 1200 words.
Week 4 Topic: The Nursing & Midwifery Board of Australia provides Australian midwives with the National Standards of Practice. This document is called 'Midwife Standards for Practice'. Standard 1: Promotes health and wellbeing through evidenced based midwifery practice. Reflect on this standard and discuss: how does evidence/research support the health and well-being of women and infants? How do you see this being implemented in your clinical placements? Provide clinical examples and where does the evidence originate from?
Week 6 Topic: As a midwifery student observe the services provided to women throughout Australia and try to visualise how women using these services perceive their care – in what way can you make a difference?
Week 8 Topic: Collaboration in maternity services is required to safeguard appropriate woman centred care. This requires respectful communication between the multidisciplinary team. Drawing from your experiences as registered nurses and also during your midwifery clinical placements discuss examples of when this worked well and when it did not. What caused either the failure or the success in the collaboration and what was the outcome for the woman or patient?
Week 10 Topic: How can midwives assist women with the effects of having to be transferred for the birth of their baby from regional, rural and remote locations of Australia to larger tertiary centres?
Contribution to the online group discussion is to add to the questions being posed in the study guide and to contribute to the discussion generated by your colleagues. Simply stating 'yes I agree with previous statements' will not be

considered to be contributing to the discussion. References are not mandatory however if you are citing from other work in your post you will be required to reference this using APA 6ᵗʰ edition style.

Weekly Assessment Due Date: Week 4, 6, 8, 10 on the Friday of each week by 11:55 PM AEST

Final Assessment Due Date: Each post will be due on the Friday of that week by 2355hrs AEST and ***final submission*** is due Week 11 on Friday the 31st of May 2019 by 11:55 PM AEST

***Final Submission of the assessment one (all the posts/blogs) will be due: 31st of May 2019 (Week 11).*

The Unit co-ordinator will collate your responses and complete the final submission.

Assessment Criteria

Your written online discussion will be evaluated on the following assessment criteria:

Comprehension of Topic: 30%

Critical Thinking: 40%

Responsive and timely postings and further contributions to other student's: 30%

Total weighting 20%

Please Note:

Participation in the online activities will be directed by the Unit Coordinator/lecturer throughout the course. If a topic or discussion arises that is challenging for you please contact the Unit Coordinator for private correspondence.

Assessment Due Date

Week 11 Friday (31 May 2019) 11:55 pm AEST

The unit coordinator will collate all the student responses posted in the subject discussion forum into a word document and complete the final submission

Return Date to Students

Exam Week Friday (21 June 2019)

Marked assessments will be returned approximately 3 weeks from the due date.

Weighting

20%

Assessment Criteria

	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-0%	%
COMPREHENSION OF TOPIC	Comprehensively addresses all aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Thorough comprehension of relevance of content clearly evident.	Extensively addresses the majority of the aspects for the questions raised by the lecturer in the weekly online lecture material/course resources and effectively comprehends relevance of content.	Broadly addresses most aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Generally demonstrates comprehension of how content is relevant.	Content basically addresses aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Demonstrates limited comprehension of how content is relevant.	Content does not address all aspects of the questions raised by the lecturer in the weekly online lecture material/course resources Inadequate comprehension of required content.	40
CRITICAL THINKING	Clear, coherent and convincing critical thought. Comprehensively inclusive of concepts and evidence.	Clear, coherent critical thought that is well developed and logically builds each point on the last. Effectively inclusive of both concepts and evidence.	Clear, critical and logically developed thought presented. Generally inclusive of concepts and evidence.	Critical thought discernible. Generally demonstrates logical flow although some reliance on descriptive discussion.	Discussion is poorly developed or absent. No or minimal evidence of critical thought.	40
Critical linking and responding to other students blog's	Postings consistently respond directly to course content material and demonstrate a critical and thoughtful approach to the content. Critical and mindful connections are made to other student's blogs throughout the discussion thread. All posts are made by the respective deadline.	Postings largely respond directly to course content material and demonstrate a critical and thoughtful approach. Mindful connections are made to other student's blogs throughout the discussion thread. All posts are made by the respective deadline.	Postings in the majority of the time respond directly to course content material and demonstrate a thoughtful approach. Connections are made to other student's blogs throughout some of the discussion thread. All posts are made by the respective deadline.	Postings in the majority of the time respond directly to course content material. However could demonstrate a more thoughtful approach. Connections are made to other student's blogs sometimes in the discussion thread. All posts are made by the respective deadline.	Postings in the majority of the time do not respond directly to course content material. Connections are not made to other student's discussion in the majority of postings. All 4 posts are made by the respective deadline. Failure to complete all four postings.	20

Comments:

Grade:

Percentage:

Marker

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Online

Submission Instructions

The unit coordinator will collate all responses posted to the discussion forum into a word document and complete the final submission in to the Moodle assessment submission link.

Learning Outcomes Assessed

- Examine the historical roots and social and political influences on contemporary midwifery.
- Explain the role of the midwife.

- Critique the theories and philosophy underpinning contemporary midwifery practice in national and international settings.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Written Assignment & PowerPoint Presentation

Assessment Type
Written Assessment

Task Description

Weighting 40%

Word Count 2000 (+ or - 10%)

Due Date 03/05/2019 (Week 7)

Objectives This assessment item relates to learning outcomes:

One (1): Examine the historical roots and social and political influences on contemporary midwifery.

Two (2): Explain the Role of the Midwife

Task Description: " Call the Midwife" The historical role of the midwife, during the early 20th Century encompassed community based midwifery care allowing women to birth in their home with a known midwife who supported normal physiological birth. By the mid-20th Century, medicalisation of birthing and the subordination of midwifery occurred resulting in the hospitalisation of labouring women and the employment of midwives as assistants at birth. Women's rights to choice in childbirth gained momentum in the later 20th and early 21st Century. In the last decade the midwifery profession has gained the right to private midwifery practice and witnessed the growth of midwifery lead continuity models of care. This has reinstated midwifery as a profession in its own right and increased maternity choices for women.

You are required to: Create: a 20 minute education session/ PPT presentation designed for the education of pregnant women addressing the early 20th Century history of midwifery to the current day, the role of the midwife and the options for and benefits of modern Continuity Models of Midwifery-lead Care.Your session will provide information on the historical progression of midwifery as a profession, arriving at the various currently available midwifery lead models of care such as Midwifery Group Practices and Private Practice midwives. Discuss how continuity of care midwives provide women centred care and service provision.

· Create a teaching session in a PowerPoint presentation format.

· Narrate and record your PPT/teaching session (you do not have to record your image)

· Upload your PPT and Script document to the Moodle subject assessment submission link. There will be 2 files uploaded per submission. to the Moodle subject assessment submission link.

Please see the following video for an example: Pain in Labour https://www.youtube.com/watch?v=KBMXpKSPuH8

Instructions for Recording and Narrating your PowerPoint: https://www.youtube.com/watch?v=Dxhxvg__zUQ

Explore and Critically Analyse the topic and Formulate: You must include a written script for your PowerPoint presentation that provides comprehensive information related to your chosen topic. Your script will:

· follow your PowerPoint presentation,

· adhere to the 2000 word limit

· Be written in accordance with an academic style, using APA 6th referencing.

I suggest developing 20 slides that you will discuss for 1 minute and write 100 to 200 words per slide.

· You may use diagrams and images in your PowerPoint presentation.

Assessment Criteria

Formatting according to academic conventions:

1. Your written script is to follow academic style and have a logical structure that follows your PPT presentation.

2. Your PPT presentation will have an introduction that outlines the key points of your teaching session.

3. The PPT presentation and script will contain a main body of information that will cover all the elements of your chosen topic.

4. Your PPT and script will contain a conclusion that provides an overall summary of the main points of the teaching session with no new information. Line spacing: 2.0 Font size: 12

Further information:

· Review the marking criteria sheet. Consider that your assessment's grade will be derived from criteria outlined in that sheet and thus clear explanations of the expectations for varying grades are provided for both your direction and the assessment of your assessment.

· Use a separate page for the reference list. A minimum of 10 references including a bare minimum of 4 journal articles and relevant websites is required for a pass grade (see rubric)

· The quality of your references is what is important rather than the volume of references (use references that are from contemporary and valid sources such as peer reviewed journals; do not use websites that end in ".com.au" as academic sources).

· The word count will be measured form the first word of the introduction to the last word of the conclusion and includes in text references and citations. The reference list and contents and cover pages are not included in the word count.

· Page numbers are only required for direct quotes but preferably use no direct quotes or keep these to a bare minimum.

· Words in excess of 2750 words will not be read and thus not contribute to your grade.

· The cover sheet should include your name, student number, the unit code, the assessment item number and word count.

Assessment Due Date
Week 7 Friday (3 May 2019) 11:55 pm AEST
Please submit two files to the assessment submission box of the Moodle subject page. One file is your script and the other file is your narrated PPT.

Return Date to Students
Week 10 Friday (24 May 2019)
Marked assessments will be return approximately 3 weeks after the due date.

Weighting
40%

Assessment Criteria

	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-0%	%
COMPREHENSION OF TOPIC	Comprehensively includes all concepts and aspects of the chosen topic. Clear and specific analysis of the teaching session content that includes current evidence and is applicable and appropriate for men transitioning to fatherhood.	Extensively includes all concepts and aspects of the chosen topic. In-depth analysis of the teaching session content that includes current evidence and is applicable and appropriate for men transitioning to fatherhood.	Broadly includes all concepts and aspects of the chosen topic. General overarching analysis of the teaching session content that includes current evidence and is applicable and appropriate for men transitioning to fatherhood.	Content basically includes concepts and aspects of the chosen topic. Basic analysis of the teaching session content that includes some evidence and is applicable and appropriate for men transitioning to fatherhood.	Content does not address all aspects of the chosen topic. Inadequate comprehension of required content with limited or no analysis of the teaching session content and is not appropriate for men transitioning to fatherhood.	50
PRESENTATION, ORGANISATION & STRUCTURE	Overall PPT presentation and narration is excellent, correct length of time, logically organised and well-structured slides, appropriate images used, high level of standard academic writing conventions: spelling, grammar and punctuation.	Overall PPT presentation and narration is very good, correct length of time, logically organised and well-structured slides, appropriate images used, high level of standard academic writing conventions: spelling, grammar and punctuation.	Overall PPT presentation and narration is good, correct length of time, logically organised slides, appropriate images used, acceptable level of standard academic writing conventions: spelling, grammar and punctuation.	Overall PPT presentation and narration is acceptable, correct length of time, somewhat logically organised slides, appropriate images used, basic level of standard academic writing conventions: spelling, grammar and punctuation.	Overall PPT presentation and narration is poor, incorrect length of time, disorganised and poorly structured slides, inappropriate images used, poor level of standard academic writing conventions: spelling, grammar and punctuation.	50

Comments:

Marks: /100
Grade:
Percentage: Part A is worth 50% of this assessment:
Marker:

HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-0%
Structure (15%)				
Clear and succinct introduction that introduces the topic and outlines the direction of the teaching session. **(5%)**	Clear and appropriate introduction that introduces the topic and outlines the direction of the teaching session	Appropriate introduction that introduces the topic and outlines the direction of the teaching session	Introduction is apparent and the topic is introduced but there is not clear direction to the teaching session	No recognisable introduction-the topic is not introduced and/or there is no direction of the teaching session
Clear and succinct conclusion that outlines the main points and brings the teaching session to a logical close. **(5%)**	Clear and appropriate conclusion that outlines the main points and brings the teaching session to a close	Conclusion outlines most of the main points and brings some sense of closure	Conclusion apparent and outlines most of the main points and endeavours to bring the teaching session to a close-there may be some incongruity	No recognisable conclusion-little reference to the main points and no clear conclusion to the teaching session
Excellent presentation of script, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure. **(5%)**	Well-presented script, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented script, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented script, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented script. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
Approach & Argument (75%)				
Content is clearly relevant to the topic, the approach comprehensively answers the question and the argument proceeds logically and is within the set word limit. **(25%)**	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically and is within the set word limit	Content is appropriate and addresses the topic for the most part proceeds logically and is within the set word limit	Content addresses the topic but is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit)	Content is irrelevant and or does not address the topic and the script lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance

An articulate and comprehensive teaching session on the early 20th Century to current history of the midwifery profession and currently available models of continuity midwifery lead care. Comprehensive discussion on the role of the continuity of care midwife and the women centred care approach to service provision. **(50 %)**	Insightful and well-developed teaching session on the history of the midwifery profession and currently available models of continuity midwifery lead care. Well-developed discussion on the role of the continuity of care midwife and the women centred care approach to service provision.	A logical but broad teaching session that demonstrates competent discussion on the history of the midwifery profession and currently available models of continuity midwifery lead care. Logical and general discussion on the role of the continuity of care midwife and the women centred care approach to service provision.	A disjointed approach that demonstrates a limited teaching session on the history of the midwifery profession and currently available models of continuity midwifery lead care. . Disjointed and limited discussion that only superficially covers the role of the continuity of care midwife and the women centred care approach to service provision.	An inadequate and poor teaching session on the history of the midwifery profession and currently available models of continuity midwifery lead care. Inadequate and poor discussion on the role of the midwife and the woman centred care approach to service provision.

Referencing (10%)

Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. **(5%)**	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions	Frequently integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations
Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant web-sites. **(5%)**	1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant web-sites.	3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant web-sites.	3 or 4 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant web-sites.	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant web-sites not included.

Part B is worth 5**0%** of the total assessment.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Please submit two files to the assessment submission box of the Moodle subject page. One file is your script and the other file is your narrated PPT.

Learning Outcomes Assessed

- Examine the historical roots and social and political influences on contemporary midwifery.
- Explain the role of the midwife.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 Written Assessment

Assessment Type
Written Assessment

Task Description

Due date:	24/5/2019 Week 10
Weighting:	40%
Word Limit:	2000

Objectives: This assessment item relates to learning outcomes:
Two (2): Explain the role of the midwife
Three (3): Critique the theories and philosophical underpinning contemporary midwifery

practice in national and international settings.

Instructions to students:

You must be able to demonstrate your understanding of the concepts learnt throughout this course. You are expected to use an academic approach to answer all components of this assessment. Using this approach, you will need to demonstrate that you have researched the relevant issues present. You are required to read widely and analyse the information that you gather, ensuring that it is applicable, evidence-based and up-to-date.

Assessment Task: "Therapeutic Relationship versus Professional Friendship: where's the boundary?"

The Nursing and Midwifery Board of Australia provides supportive professional codes such as the Code of Conduct and Ethics for midwives. These documents contribute to an overarching framework for legal and professionally accountable midwifery practice. A companion document to these codes is "A Midwife's Guide to Professional Boundaries". These documents are designed to provide detailed guidance in relation to the sometimes challenging area of managing professional boundaries; that is, identifying and differentiating the boundaries between professional relationships and personal relationships with women and their families. When working with women, especially in a continuity of care midwifery model, a relationship has a potential for becoming a friendship crossing professional boundaries.

- **Discuss and explore:** the key nature of partnerships between women and midwives. What is a midwifery partnership model of practice? What are the boundaries and the inherent principles of this partnership model?

- **Critically analyse** the differences between friendships and professional therapeutic relationships in relation to midwifery. How do midwives establish, maintain and end this professional relationship either successfully or unsuccessfully: Consider the continuum of professional midwifery behaviour.

- **Analyze** the role of communication on the woman's experience of midwifery partnership and develop strategies for the integration of ethical midwifery partnerships.

Please Note:

- A title page is required for this assignment - including your name, student number, due date, word count and coordinator's name.
- An introduction, conclusion and reference list is also required for this assessment.
- A 10% leeway on either side of the word limit will be accepted. The word count will be measured form the first word of the introduction to the last word of the conclusion and includes in text references and citations. The reference list and contents and cover pages are not included in the word count.
- It is an expectation that the references used will be recent journal articles, five years or less since publication and reference books are to be no older than ten years, unless seminal works. Correct referencing is to be utilised throughout the body of work.
- Referencing: American Psychological Association referencing style is a requirement. Poor referencing is unacceptable at this level of study.

- For more information on the APA referencing style please visit: CQUniversity Library site - click on students and then referencing.
- Plagiarism detection software - Turnitin will be utilised to evaluate assignments. Please refer to the course profile for further information regarding Turnitin.

Specific expectations:

· Before commencing the assessment you are required to read the marking criteria sheet for this assessment (see below)

· For assessment extension requests - please go to the Assignment Extension Request tool bar on the MDWF221001 Moodle page.

· Submission of the assessment is via Moodle, if you experiences problems with submission, please contact the CQU helpdesk on (07) 493099233 or (toll free) on 1300 666.

· Support and Contact Details: Course Coordinator – Bridget Ferguson

Phone number 4930 9158 or email: b.ferguson@cqu.edu.au

Assessment Due Date
Week 10 Friday (24 May 2019) 11:55 pm AEST
Please submit assessment to the assessment submission box on the Moodle subject page.

Return Date to Students
Review/Exam Week Friday (14 June 2019)
Marked assessments will be returned to students approximately three weeks after the due date.

Weighting
40%

Assessment Criteria
MDWF 12001 Midwifery Past & Present - Assessment Criteria Sheet – Assessment Three– Written Assessment
Student Name:

HD	D	C	P	F
Structure (15%)				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper.	Introduction is apparent and the topic is introduced but there is no clear direction to the paper.	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper.
Clear and succinct conclusion that outlines the main points brings argument to a logical close. (5%)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close.	Conclusion outlines most of the main points and brings some sense of closure.	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity.	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper.
Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure. (5%)	Well-presented assignment, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure.	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
Approach & Argument (75%)				
Content is clearly relevant to the topic, the approach comprehensively answers the question and the argument proceeds logically and is within the set word limit. (15%)	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically and is within the set word limit.	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit.	Content answers the question the argument is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit).	Content is irrelevant and or does not answer the question and the argument lacks cohesion. The word limit has not been adhered to; the word limit is well over or under the 10% allowance.

A comprehensive discussion that examines the key nature of partnerships between women and midwives, comprehensively defines the midwifery partnership model of practice and identifies the boundaries and inherent principles of the partnership model. (20%)	A well-developed discussion that demonstrates a clear examination and understanding of the key nature of partnerships between women and midwives, extensively defines the midwifery partnership model of practice and identifies the boundaries and inherent principles of the partnership model.	A logical discussion that demonstrates a clear examination and understanding of the key nature of partnerships between women and midwives, clearly defines the midwifery partnership model of practice and identifies the boundaries and inherent principles of the partnership model.	A disjointed discussion that demonstrates a generalised or limited understanding of the key nature of partnerships between women and midwives, broadly defines the midwifery partnership model of practice and identifies some of the boundaries and inherent principles of the partnership model.	An inadequate discussion demonstrating a poor understanding of the key nature of partnerships between women and midwives, does not define the midwifery partnership model of practice and fails to identify the boundaries and inherent principles of the partnership model.
Comprehensive analysis that extensively discusses the differences between friendships and professional therapeutic relationships in relation to midwifery and thoroughly analyses how midwives establish, maintain and end this professional relationship either successfully or unsuccessfully: strong link to the continuum of professional midwifery behaviour. (20%)	Well-developed analysis that discusses the differences between friendships and professional therapeutic relationships in relation to midwifery and analyses how midwives establish, maintain and end this professional relationship either successfully or unsuccessfully: strong link to the continuum of professional midwifery behaviour.	Broad discussion that analyses the differences between friendships and professional therapeutic relationships in relation to midwifery and considers how midwives establish, maintain and end this professional relationship either successfully or unsuccessfully: linkage to the continuum of professional midwifery behaviour.	A satisfactory understanding and discussion of the differences between friendships and professional therapeutic relationships in relation to midwifery and some analysis of how midwives establish, maintain and end this professional relationship either successfully or unsuccessfully: minimal linkage to the continuum of professional midwifery behaviour.	Inadequate analysis and limited discussion on the differences between friendships and professional therapeutic relationships in relation to midwifery and poor analysis of how midwives establish, maintain and end this professional relationship either successfully or unsuccessfully: no link to the continuum of professional midwifery behaviour.
An articulate and comprehensive analysis of the role of communication on the woman's experience of midwifery partnership and development of relevant strategies for the integration of ethical midwifery partnerships. (20%)	An insightful and well developed discussion that analyses the role of communication on the woman's experience of midwifery partnership and development of relevant strategies for the integration of ethical midwifery partnerships.	A logical discussion which broadly analyses the role of communication on the woman's experience of midwifery partnership and development of relevant strategies for the integration of ethical midwifery partnerships.	A Satisfactory understanding of the topic. Although there is minimal or limited discussion and analysis on role of communication on the woman's experience of midwifery partnership and development of basic strategies for the integration of ethical midwifery partnerships.	A poor understanding of the topic. Content does not address the role of communication on the woman's experience of midwifery partnership and no development of relevant strategies for the integration of ethical midwifery partnerships.

Referencing (10%)

Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%)	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Frequently integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations.
Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant web-sites. (5%)	1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant web-sites.	3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant web-sites.	3 or 4 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant web-sites.	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant web-sites not included.

This assignment is worth **40%** of the total assessment for this subject. **/100**

COMMENTS:

Late Penalty (if applicable) % Final Grade:
Overall percentage: /40%

Marker: Date:

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission

Online

Submission Instructions

Please submit assessment to the assessment submission box on the Moodle subject page.

Learning Outcomes Assessed

- Explain the role of the midwife.
- Critique the theories and philosophy underpinning contemporary midwifery practice in national and international settings.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem