



# MDWF12001 Midwifery - Past and Present

## Term 1 - 2021

Profile information current as at 27/09/2024 10:15 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 - 2021

- 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](#).

## Previous Student Feedback

### 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 SUTE

**Feedback**

I felt this unit was organised well and the feedback given was returned very quickly. I felt really well supported when I was unsure.

**Recommendation**

Continue to provide timely assistance, guidance and feedback to students.

#### Feedback from SUTE

**Feedback**

Lectures were very informative. Assignment break downs were great! The best aspect of this unit was the online discussions and reading materials. I found this helpful and also enjoyed the content.

**Recommendation**

Continue to provide interesting material and assessment items such as the online discussion to stimulate learning and engagement.

#### Feedback from SUTE

**Feedback**

The unit coordinator was very prompt replying to my emails when asking her questions or clarifying the content of assignments etc. This made studying easier considering this degree is online and I live so far away from the main campus. The layout of the Moodle page and the overall set up of the content was easy to navigate through each week.

**Recommendation**

Continue to be supportive, available and accessible to students.

#### Feedback from SUTE

**Feedback**

There is so much information on the study pages and web that I wish I had more time to go through it. Therefore, with time to come, I'm hoping to continue this research and develop more from it. Some of the weeks content is massive- maybe breaking it down a little could be more beneficial.

**Recommendation**

Format study guides and information into smaller digestible portions of information wherever possible.

#### Feedback from SUTE

**Feedback**

I would have found it easier if the actual assessment tasks and how they were asked to be set out matched the rubrics a little more. I found that example assignments confused me too especially when they didn't match our assignment task exactly.

**Recommendation**

Develop assessments, rubrics, essay guides and other such resources to provide clearer guidance.

## 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



### 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
<b>8 - Ethical practice</b>			
<b>9 - Social Innovation</b>			
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>			

## Alignment of Assessment Tasks to Graduate Attributes

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

## Textbooks and Resources

### Textbooks

MDWF12001

#### Prescribed

#### Midwifery, Preparation for Practice

Edition: 4th ed. (2019)

Authors: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L.

Elsevier

Sydney , NSW , Australia

Binding: Paperback

#### Additional Textbook Information

An electronic copy of this book will be available on the unit Moodle website. If you prefer to have your own copy, you can purchase one from the CQUni Bookshop here: <http://bookshop.cqu.edu.au>

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microphone and headset
- Scanner and printer (Distance students only)
- Camera and microphone for attending Zoom tutorials
- Computer - ability to access study materials, access Zoom application for meetings and view instructional videos.

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Bridget Ferguson** Unit Coordinator  
[b.ferguson@cqu.edu.au](mailto:b.ferguson@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Midwifery Philosophy, the definition of the midwife, primary healthcare and woman-centred care.	Chapters 2, 5 and 8 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). <i>Midwifery, Preparation for Practice</i> . Elsevier. Additional readings are provided within the week one study guide	

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Historical perspectives: the place of midwifery in history, feminism, the medicalisation of childbirth.	Chapter 1 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). <i>Midwifery, Preparation for Practice</i> . Elsevier. Additional readings are provided within the week two study guide	

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary perspectives: the role and responsibilities of the midwife, professional, legal and ethical frameworks.	Chapter 12, 13 & 3 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). <i>Midwifery, Preparation for Practice</i> . Elsevier. Additional readings are provided within the week three study guide	

### Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary perspectives: evidenced-informed practice.	Chapter 7 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). <i>Midwifery, Preparation for Practice</i> . Elsevier. Additional readings are provided within the week four study guide	Week four online blog/post due

### Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Contemporary perspectives: reflective practice.

Chapter 14 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). *Midwifery, Preparation for Practice*. Elsevier.

Additional readings are provided within the week five study guide

#### Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary perspectives: women's experiences.	Chapter 6 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). <i>Midwifery, Preparation for Practice</i> . Elsevier. Additional readings are provided within the week six study guide	Week six online blog/post due

#### Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Midwifery philosophy: Midwife-woman partnership.	Chapter 15 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). <i>Midwifery, Preparation for Practice</i> . Elsevier. Additional readings are provided within the week seven study guide	<b>Written Essay</b> Due: Week 7 Wednesday (28 Apr 2021) 6:00 pm AEST

#### Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Midwifery philosophy: working in collaboration	Chapter 16 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). <i>Midwifery, Preparation for Practice</i> . Elsevier. Additional readings are provided within the week eight study guide	Week eight online blog/post due

#### Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Midwifery in a global context	Chapter 3 & 5 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). <i>Midwifery, Preparation for Practice</i> . Elsevier. Additional readings are provided within the week nine study guide	<b>Online Discussion</b> Due: Week 9 Friday (14 May 2021) 6:00 pm AEST

#### Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Midwifery in an Australian context.	Chapter 1 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). <i>Midwifery, Preparation for Practice</i> . Elsevier. Additional readings are provided within the week ten study guide	

#### Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Midwifery in an Australian context.	Chapter 2 in: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (Eds). (2019). <i>Midwifery, Preparation for Practice</i> . Elsevier. Additional readings are provided within the week eleven study guide	<b>Written Essay</b> Due: Week 11 Thursday (27 May 2021) 6:00 pm AEST
<b>Week 12 - 31 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Summary: finalise and revise unit content and readings.	Please revise and read the unit content provided across the term.	
<b>Review/Exam Week - 07 Jun 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 14 Jun 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

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

## Assessment Tasks

### 1 Online Discussion

#### Assessment Type

Group Discussion

#### Task Description

##### Assessment 1- Online Discussion

Type: Online blogs/posts in a discussion thread via the unit discussion forum.

Due date: Time (18:00) 14/05/2021 (Week 9)

Weighting: 20%

Length: 400-500 words per post

Unit Coordinator: Bridget Ferguson

#### Learning Outcomes Assessed

- 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 aim of this assessment is:

To participate in an online group discussion via the Moodle unit discussion forum, which will be directed by the Unit Coordinator. You will be required to participate in a group discussion on 3 set weeks over the term based on topics in your study guide. For each group discussion posting (submission) you are required to give your professional opinion and write a discussion, using professional and academic dialogue that is supported by current evidence. Marks will be awarded as per the marking rubric. Each week's online submission is due by the Friday of that week at 11:45pm AEST. The Online Discussion will occur on Weeks 4, 6, & 8.

#### Instructions

*Please follow the steps below to complete your assessment task:*

Each week you will post a primary response to the corresponding week's discussion topic. You will also respond to at least one other students post within this discussion thread. Each week's discussion thread will be initiated by the Unit Coordinator and will be posted one week in advance to provide students with adequate time to respond to the topic and



each other. The weekly topics are as follows:

**Week 4 Topic:** The Nursing and Midwifery Board of Australia provides Australian midwives with the National Standards of Practice. This document is titled 'Midwife Standards for Practice'. This topic relates to Standard 1- which is: Promotes health and wellbeing through evidence based midwifery practice. Reflect on this standard and discuss: how does evidence/research support the health of women and infants? Have you observed this being implemented in maternity services? Does this provide improved maternity healthcare choices for women? Provide clinical examples from your placement.

**Week 6 Topic:** Please read Chapter 6 "Birthplace and birth space" in Preparation for Midwifery Practice 4th ed. Discuss the options for choice of birthplace for women at your hospital. List these options and the models of care associated with these options. What are the factors that contribute to intrapartum interventions and how can birthplace and space promote normal progress of labour? What can midwives do to mitigate intrapartum interventions? HINT: read up on the fear cascade.

**Week 8 Topic:** Collaboration in maternity services is required to safeguard appropriate woman centred care. This requires respectful communication between members of the multidisciplinary team. Drawing from your experience as a registered nurse and from 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 were the outcomes for the woman, infant or patient?

Length of Post/Discussion: 400-500 words per weekly discussion: total word count 800 to 1200 words.

Your contribution to the online group discussion is to add to the designated topics and 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' is not considered to be contributing to the discussion. If you are citing from other work in your post, you will be required to reference this using APA 7th edition style.

### **Literature and references**

In this assessment you may use contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Midwives.

### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial
- You may write in the first-person perspective.
- Use professional and academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of each blog/post to the last word of the blog/post. The word count excludes the reference list but includes in-text references and direct quotations.

### **Resources**

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific library guide: Midwifery Resource Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

### **Submission**

- Submit your blogs/posts via the unit Moodle discussion forum in the corresponding weeks thread.
- Assessment Due Date: Each post will be due on the Friday of that week by 2345hrs AEST and final submission is due Week 9 on Friday the 14th of May 2021 by 18:00 PM AEST.
- Final Submission of the assessment one (all the posts/blogs) will be due: 14th of May 2021 (Week 9).
- The Unit co-ordinator will collate your responses and complete the final submission.

### **Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

### **Assessment Due Date**

Week 9 Friday (14 May 2021) 6:00 pm AEST

All posts and blogs must be entered into the Moodle discussion forum for each specific week. Final submission will be completed by the unit coordinator.

## Return Date to Students

Week 11 Friday (28 May 2021)

Please allow up to two weeks post the due date for return of marked assessments.

### Weighting

20%

### Assessment Criteria

Key Criteria	High Distinction 84.5-100%	Distinction 74.50-84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.50%	Fail (content absent) 0%
<b>Comprehension of topic (40%)</b>	Comprehensively addresses all aspects of the discussion raised by the lecturer with strong linking to the weekly online lecture material/course resources. Thorough comprehension of relevance of content clearly evident. (40.00-33.80)	Extensively addresses the majority of the aspects for the discussion raised by the lecturer with linking to the weekly online lecture material/course resources and effectively comprehends relevance of content. (33.80-29.80)	Broadly addresses most aspects of the discussion raised by the lecturer with some linking to the weekly online lecture material/course resources. Generally demonstrates comprehension of how content is relevant. (29.80-25.80)	Content basically addresses aspects of the discussion raised by the lecturer with minimal linking to the weekly online lecture material/course resources. Demonstrates limited comprehension of how content is relevant. (25.80-19.80)	Content does not address all aspects of the discussion raised by the lecturer with no linking to the weekly online lecture material/course resources. Inadequate comprehension of required content. (19.80-0.00)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
<b>Critical Thinking (40%)</b>	Clear, coherent and convincing critical thought. Comprehensively inclusive of concepts and evidence. (40.00-33.80)	Clear, coherent critical thought that is well developed and logically builds each point on the last. Effectively inclusive of both concepts and evidence. (33.80-29.80)	Clear, critical and logically developed thought presented. Generally inclusive of concepts and evidence. (29.80-25.80)	Critical thought discernible. Generally demonstrates logical flow although some reliance on descriptive discussion. (25.80-19.80)	Discussion is poorly developed or absent. No or minimal evidence of critical analysis. (19.80-0.00)	No critical analysis of topic for discussion evident. (0)
<b>Professional responses to other students' posts (20%)</b>	Professional, kind and mindful connections are made to other students' posts throughout the discussion thread. All posts are made by the respective deadline. (20.00-16.90)	Mindful connections are made to other students' posts throughout the discussion thread. All posts are made by the respective deadline. (16.90-14.90)	Connections are made to other students' posts in some of the discussion thread. All posts are made by the respective deadline. (14.90-12.90)	Connections are made to other students' posts sometimes in the discussion thread. Some posts are made by the respective deadline. (12.90-9.90)	Connections are not made to other students' discussion in many postings. Greater than 50% of posts are not made by the respective deadline. (9.90-0.00)	No response to other students' discussions. (0)

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

All posts and blogs must be entered into the Moodle discussion forum for each specific week. Final submission will be completed by the unit coordinator.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

### 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.

## 2 Written Essay

### Assessment Type

Written Assessment

### Task Description

#### Assessment 2 - Written Essay.

Due date: 18:00 hrs AEST 28/4/21 (Wk 7).

Weighting: 40%

Length: 2000 words

Unit Coordinator: Bridget Ferguson

### Learning Outcomes Assessed:

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

### Aim:

The aim of this assessment is to help you articulate your understanding of the historical, political and social roots of the profession of midwifery and the role of the midwife. This assessment will help you create a foundational context for contemporary midwifery practice as you begin your midwifery career.

### Instructions:

You are required to write an essay that demonstrates 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 appropriate subject content. You are required to read widely and analyse the information that you gather, ensuring that it is applicable, evidence-based and up-to-date.

Consider and contrast historical and contemporary approaches to care of the pregnant, birthing and postnatal woman. Critically analyse the three components of maternity care that were lost at the turn of the 19th century marking the beginning of the move of childbirth from the home into institutions. The three components according to Tracy and Grigg (2019) include:

- A move away from a familiar environment.
- The loss of a close personal and trusting relationship with a midwife who provided continuous care throughout labour and childbirth.
- A strong belief in the normal physiology of childbirth.

Please follow the steps below to complete your assessment task:

You are required to succinctly write on the following:

- Explore historical and contemporary approaches to maternity care and the three components of women's care (as above) that were lost in the move from birthing in the home to birthing in the hospital system.
- Discuss the impact of this loss upon women, their birthing experience and the midwifery profession.
- Analyse how contemporary midwifery, via continuity models of care, seeks to reinstate these components. Discuss and link contemporary midwifery models of care to the International Confederation of Midwives' Bill of Rights for Women and Midwives.

Reference:

Tracy, S. K., & Grigg, C. (2019). Birthplace and birth space. In S, Pairman, Tracy, S., Dahlen, H., & Dixon, L. (Eds.) *Midwifery, Preparation for Practice* (4th ed., pages 89-112). Elsevier.

### Literature and references

In this assessment, you are to use contemporary references (<5 years) to support your reflective writing. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Midwives.

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- You may write in the first-person perspective.

- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

### Resources

- You may use unit materials provided and other credible sources of information (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific library guide: Midwifery Resource Guide
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

### Submission

Submit your assessment via the MDWF12001 Moodle site in Microsoft Word format only.

### Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

### Assessment Due Date

Week 7 Wednesday (28 Apr 2021) 6:00 pm AEST

Please upload final assessment submission via TURNITIN and to the Midwifery Past & Present assignment submission section.

### Return Date to Students

Week 9 Friday (14 May 2021)

Please allow two weeks post the due date for the return of marked assignments.

### Weighting

40%

### Assessment Criteria

HD	D	C	P	F
<b>Structure (15%)</b>				
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 no clear direction of the paper.
Clear and succinct conclusion that outlines the main points and 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. 4 or 5 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.

An articulate and comprehensive exploration of the historical and contemporary approaches to maternity care whilst exploring the three lost components of women's care when birthing was removed from the home into the hospital setting. (15 %)

Insightful and well-developed discussion that considers and contrasts the historical and contemporary approaches to maternity care whilst exploring the three lost components of women's care when birthing was removed from the home into the hospital setting.

A logical discussion that demonstrates a competent understanding of the historical and contemporary approaches to maternity care whilst exploring the three lost components of women's care when birthing was removed from the home into the hospital setting.

A disjointed discussion that demonstrates a generalised or limited understanding of the historical and contemporary approaches to maternity care whilst exploring the three lost components of women's care when birthing was removed from the home into the hospital setting.

An inadequate discussion which demonstrates a poor understanding of the historical and contemporary approaches to maternity care whilst exploring the three lost components of women's care when birthing was removed from the home into the hospital setting.

Comprehensive discussion on the impact of this loss upon women, their birthing experience, and the midwifery profession (15 %)

Well-developed discussion on the impact of this loss upon women, their birthing experience, and the midwifery profession

Broad-based discussion that has some understanding of this loss upon women, their birthing experience, and the midwifery profession

Minimal exploration and a disjointed discussion which has limited understanding of this loss upon women, their birthing experience, and the midwifery profession

The discussion fails to address the impact of this loss upon women, their birthing experience, and the midwifery profession

Comprehensive analysis and discussion on how contemporary midwifery, via continuity models of care, seeks to reinstate these components. Discusses and links contemporary midwifery models of care to the International Confederation of Midwives' Bill of Rights for Women and Midwives. (30%)

Well-developed discussion on how contemporary midwifery, via continuity models of care, seeks to reinstate these components. Discusses and links contemporary midwifery models of care to the International Confederation of Midwives' Bill of Rights for Women and Midwives.

Broad-based discussion that has some understanding of how contemporary midwifery, via continuity models of care, seeks to reinstate these components. Discusses and links contemporary midwifery models of care to the International Confederation of Midwives' Bill of Rights for Women and Midwives.

Minimal exploration and disjointed discussion of how contemporary midwifery, via continuity models of care, seeks to reinstate these components. Discusses and links contemporary midwifery models of care to the International Confederation of Midwives' Bill of Rights for Women and Midwives.

The analysis and discussion fail to explore how contemporary midwifery, via continuity models of care, seeks to reinstate these components. Discusses and links contemporary midwifery models of care to the International Confederation of Midwives' Bill of Rights for Women and Midwives.

**Referencing (10%):** Referencing is consistent throughout with Author-date system

Consistently integrates up-to-date references to support and reflect all ideas, information, and quotations. (5%)

Generally, integrates up-to-date references to support and reflect ideas, information, and quotations, with 1 or 2 exceptions.

Frequently integrates up-to-date references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions.

Occasionally integrates up-to-date references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions.

Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, information, and quotations. Referencing is not consistent with Author-date system

Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant websites. (5%)	1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant websites.	3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant websites.	4 or 5 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant websites.	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant websites not included.
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Use the best [HTML tools](#): read the blog, use the online editor, find the tags.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Please upload final assessment submission via TURNITIN and to the Midwifery Past & Present assignment submission section.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

### Learning Outcomes Assessed

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

## 3 Written Essay

### Assessment Type

Written Assessment

### Task Description

#### Assessment 3 - Written Essay.

Due date: 18:00 hrs AEST 27/5/21 (Wk 11).

Weighting: 40%

Length: 2000 words

Unit Coordinator: Bridget Ferguson

### Learning Outcomes Assessed:

2. Explain the role of the midwife
3. Critique the theories and philosophical underpinning contemporary midwifery practice in national and international settings.

### Aim:

The aim of this assessment is to enhance your recognition of professional boundaries in midwifery practice and to embed your knowledge of The Nursing and Midwifery Board of Australia professional codes of conduct and ethics. The assessment aims to assist you in applying of these boundaries, and codes of conduct and ethics for the establishment of effective, woman centred partnerships.

### Instructions:

You are required to write an essay that demonstrates your understanding of the concepts learnt throughout this unit. 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 appropriate subject content. You are required to read widely and analyse the information that you gather, ensuring that it is applicable, evidence-based and up-to-date.

You are to write an essay on: Building Midwifery Partnerships - Therapeutic Relationship versus Professional Friendship. According to Miller and Bear (2019), women and midwives benefit from professional and therapeutic relationships where mutually negotiated goals, care practices and support strategies are evident. For midwives to establish effective partnerships with women they need to be aware of the professional frameworks, ethical considerations, and boundaries inherent to midwifery partnerships.

The Nursing and Midwifery Board of Australia provides professional codes such as the Code of Conduct and the International Confederation of Midwives (ICM) Code of Ethics. These documents form 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 give detailed guidance regarding management of 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.

*Please follow the steps below to complete your assessment task:*

- Discuss and explore: the key principles of the midwifery partnership model between women and midwives. What is a midwifery partnership model of practice and how does this align with midwifery philosophy and the NMBA Midwife Standards of Practice (2018)?
- 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, the NMBA Code of Conduct and Ethics and the ICM definition of the midwife.
- Analyse and discuss the concepts of empowerment, negotiation, reciprocity, and trust in relation to midwifery partnership.

Reference:

Miller, S., & Bear, R. (2019). Midwifery partnership. In S. Pairman, Tracy, S., Dahlen, H., & Dixon, L. (Eds.) *Midwifery, Preparation for Practice* (4th ed., pages 299-326). Elsevier.

### **Literature and references**

In this assessment you are to use contemporary references (<5 years) to support your academic writing. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Midwives.

### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- You may write in the first-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

### **Resources**

- You may use unit materials provided and other credible sources of information (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific library guide: Midwifery Resource Guide
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

### **Submission**

Submit your assessment via the MDWF12001 Moodle site in Microsoft Word format only.

### **Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

### **Assessment Due Date**

Week 11 Thursday (27 May 2021) 6:00 pm AEST

Please upload final assessment submission via TURNITIN and to the Midwifery Past & Present assignment submission section.

### **Return Date to Students**

Review/Exam Week Friday (11 June 2021)

Please allow two weeks post the due date for the return of marked assignments.

### **Weighting**

40%

### **Assessment Criteria**

**HD**

**D**

**C**

**P**

**F**

## Structure (15%)

Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5-4.25)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. (4.2-3.75)	Appropriate introduction that introduces the topic and outlines the direction of the paper. (3.7-3.25)	Introduction is apparent and the topic is introduced but there is no clear direction to the paper. (3.2-2.5)	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper. (<2.5)
Clear and succinct conclusion that outlines the main points brings argument to a logical close. (5-4.25)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close. (4.2-3.75)	Conclusion outlines most of the main points and brings some sense of closure. (3.7-3.25)	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity. (3.2-2.5)	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper. (<2.5)
Excellent presentation of assignment double spaced with 12-point font. Consistently accurate with spelling, grammar, and paragraph structure. (5-4.25)	Well-presented assignment double spaced with 12-point font. 1 or 2 errors spelling, grammar and paragraph structure. (4.2-3.75)	Well-presented assignment double spaced with 12-point font. 3 or 4 consistent errors with spelling, grammar, and paragraph structure. (3.7-3.25)	Well-presented assignment double spaced with 12-point font. 4 or 5 inconsistent errors with spelling, grammar, and paragraph structure. (3.2-2.5)	Poorly presented assignment. Double spacing not used. 12-point font not used. Many inaccuracies with spelling, grammar, and paragraph structure. (> 5 errors). (<2.5)

## 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. (15-12.75)	Content is relevant to the topic; the approach clearly answers the question, and the argument proceeds logically and is within the set word limit. (12.6-11.25)	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit. (11.1-9.75)	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). (9.6-7.5)	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. (7.35-0)
A comprehensive discussion that examines the key nature of partnerships between women and midwives, comprehensively defines the midwifery partnership model of practice and aligns this with midwifery philosophy and the NMBA Midwife Standards of Practice 2018. (20-17)	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 aligns this with midwifery philosophy and the NMBA Midwife Standards of Practice 2018. (16.8-15)	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 somewhat aligns this with midwifery philosophy and the NMBA Midwife Standards of Practice 2018. (14.8-13)	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 basically aligns this with midwifery philosophy and the NMBA Midwife Standards of Practice 2018. (12.9-10)	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 align this with midwifery philosophy and the NMBA Midwife Standards of Practice 2018. (9-0)



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, codes of conduct, ethics and definition of the midwife.(20-17)	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: salient linkage to the continuum of professional midwifery behaviour, codes of conduct, ethics and definition of the midwife. (16.8-15) .	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: some linkage to the continuum of professional midwifery behaviour, codes of conduct, ethics and definition of the midwife. (14.8-13) .	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, codes of conduct, ethics and definition of the midwife. (12.9-10) .	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, codes of conduct, ethics and definition of the midwife. (9-0) .
An articulate and comprehensive analysis of the concepts of empowerment, negotiation, reciprocity, and trust in relation to midwifery partnership. (20-17)	An insightful and well-developed discussion that analyses the concepts of empowerment, negotiation, reciprocity, and trust in relation to midwifery partnership. (16.8-15)	A logical discussion which broadly analyses the concepts of empowerment, negotiation, reciprocity, and trust in relation to midwifery partnership. (14.8-13)	A Satisfactory understanding of the topic. Although there is minimal or limited discussion and analysis concepts of empowerment, negotiation, reciprocity, and trust in relation to midwifery partnership. (12.9-10)	A poor understanding of the topic. Content does not address the concepts of empowerment, negotiation, reciprocity, and trust in relation to midwifery partnership. (9-0)

### Referencing (10%)

Consistently integrates up-to-date references to support and reflect all ideas, information, and quotations. (5-4.25)	Generally, integrates up-to-date references to support and reflect ideas, information, and quotations, with 1 or 2 exceptions. (4.2-3.75)	Frequently integrates up-to-date references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions. (3.7-3.25)	Occasionally integrates up-to-date references to support and reflect ideas, information, and quotations, with 5 or 6 exceptions. (3.2-2.5)	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, information, and quotations. (<2.5)
Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant websites. (5-4.25)	1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant websites. (4.2-3.75)	3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant websites. (3.7-3.25)	3 or 4 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant websites. (3.2-2.5)	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant websites not included. (<2.5)

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

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## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## Learning Outcomes Assessed

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

## 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