



MDWF12002 *Foundations of Midwifery 1*

Term 1 - 2017

Profile information current as at 14/05/2024 04:05 pm

All details in this unit profile for MDWF12002 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

This unit introduces you to the normal processes of the pregnancy continuum and examines the role of the midwife in promoting and facilitating these processes according to the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'. You will have the opportunity to develop an understanding of the philosophy of midwifery care emphasising the concepts of 'with woman', midwife-woman partnerships and continuity of care. This unit is to be studied in conjunction with the clinical unit Midwifery Practice 1.

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

Co-req MDWF12001 Midwifery - Past and Present MDWF12003 Midwifery Practice 1

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 - 2017

- Distance

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. **Written Assessment**

Weighting: 40%

2. **Examination**

Weighting: 60%

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](#).

Unit Learning Outcomes

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

1. Describe the anatomy and physiology of human reproduction, pregnancy, birth and lactation.
2. Explain the role of the midwife in promoting and facilitating normal processes of the childbearing continuum using the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'.
3. Explore and apply current evidence associated with the provision of midwifery care.

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 6: Provides safe and quality 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 - Written Assessment - 40%	•	•	•
2 - Examination - 60%	•	•	•

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			
8 - Ethical practice		•	•
9 - Social Innovation			

Graduate Attributes				Learning Outcomes							
				1	2	3					
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 - Written Assessment - 40%		<div></div>		<div></div>	<div></div>				<div></div>		
2 - Examination - 60%		<div></div>		<div></div>	<div></div>				<div></div>		

Textbooks and Resources

Textbooks

MDWF12002

Prescribed

Myles Textbook for Midwives

Edition: 16th (2014)

Authors: Marshall, J & Raynor, M

Churchill Livingstone

London , England

ISBN: 9780702051456

Binding: Paperback

[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

Tanya Capper Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Human Reproduction and Conception	3,5	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Fetal Growth and Development	6,7	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Changes and Adaptions in Pregnancy	9,10	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Antenatal Education, Screening and Assessment	8,11	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with Women During the First Stage of Labour	16	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with Women During the Second Stage of Labour	17	Assessment One Due Written Assessment Due: Week 6 Friday (21 Apr 2017) 11:45 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with Women During the Third Stage of Labour	18	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Care of the Mother and Baby Post Birth	23,25	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Midwifery Care of the Newborn	28,29	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Breastfeeding	34	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Breastfeeding Initiation and Support	34	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Role of the Midwife in Promoting Normal Processes	Revision	

Review/Exam Week - 05 Jun 2017

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

2500 word (+ or - 10%) Case Study

Objectives:

This assessment item relates to learning outcomes one (1), two (2), and three (3).

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.

Note: The following questions must be answered from the point-of-view of the midwife. Although at times medical interventions will be necessary, in this care you must clearly show where appropriate the midwife's role and responsibilities in the multidisciplinary management of this woman.

Assessment: Case Study

Lisa is a 26 year-old G2 P1 vegan woman who lives in a remote community. Lisa has had a previous post-partum haemorrhage of 500 mls following the normal birth of her now 2 year old daughter. Today is Lisa's 36 week antenatal visit and you are reviewing her last haemoglobin level: Hb is 99 g/L. Lisa tells you that she has had iron deficiency anaemia previously but has been non-compliant with taking iron tablets due to changes in her bowel motions and has experienced mild constipation this pregnancy. Lisa also discloses that currently her diet consists solely of the fruits and vegetables that are available locally.

Consider the case study when answering the following questions. Ensure that you relate your answers to Lisa in the case study:

1. **Critically review** the importance of good dietary intake during pregnancy.
2. **Discuss** the benefits of iron supplementation, and examine the dietary advice you would give to Lisa regarding iron rich foods and how she can support normal bowel function.
3. **Discuss** the dietary advice you would give to Lisa in preparation for the postnatal period and breastfeeding.

Assessment Due Date

Week 6 Friday (21 Apr 2017) 11:45 pm AEST

Return Date to Students

Week 9 Friday (12 May 2017)

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%)	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 not 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 and brings the 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. (10%)	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 critical review of the importance of good dietary intake during pregnancy. (20 %)	Insightful and well-developed critical review of the importance of good dietary intake during pregnancy.	A logical review that demonstrates a competent understanding of the importance of good dietary intake during pregnancy.	A disjointed review that demonstrates a generalised or limited understanding of the importance of good dietary intake during pregnancy. .	An inadequate review which demonstrates a poor understanding of the importance of good dietary intake during pregnancy.
Comprehensive critical discussion of the benefits of iron supplementation, and an examination of the dietary advice you would give to Lisa regarding iron rich foods and how she can support normal bowel function. (25%)	Well-developed analysis and discussion of the benefits of iron supplementation, and an examination of the dietary advice you would give to Lisa regarding iron rich foods and how she can support normal bowel function.	Broad discussion that explores the benefits of iron supplementation, and an examination of the dietary advice you would give to Lisa regarding iron rich foods and how she can support normal bowel function.	Minimal analysis and disjointed discussion that explores the benefits of iron supplementation, and the dietary advice you would give to Lisa regarding iron rich foods and how she can support normal bowel function.	Inadequate analysis and discussion (which at time is repetitive) that explores the benefits of iron supplementation, and the dietary advice you would give to Lisa regarding iron rich foods and how she can support normal bowel function.
Clear, coherent, and critical discussion of the dietary advice you would give to Lisa in preparation for the postnatal period and breastfeeding. (20%)	A clear and relevant discussion of the dietary advice you would give to Lisa in preparation for the postnatal period and breastfeeding.	A logical but broad discussion of the dietary advice you would give to Lisa in preparation for the postnatal period and breastfeeding.	Satisfactory exploration that shows a limited discussion of the dietary advice you would give to Lisa in preparation for the postnatal period and breastfeeding.	Poor understanding of the topic. Content does not discuss the dietary advice you would give to Lisa in preparation for the postnatal period and breastfeeding.
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.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the anatomy and physiology of human reproduction, pregnancy, birth and lactation.
- Explain the role of the midwife in promoting and facilitating normal processes of the childbearing continuum using the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'.
- Explore and apply current evidence associated with the provision of midwifery care.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

60%

Length

180 minutes

Exam Conditions

Closed Book.

Materials

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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