MDWF12002 *Foundations of Midwifery 1*
Term 1 - 2021

Profile information current as at 12/10/2024 04:20 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 - 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. **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.

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
The co-ordinator was very responsive in her emails and was able to clarify questions regarding the content.

Recommendation
To continue to ensure that all phone and email inquiries are responded to thoroughly and in a timely manner.

Feedback from SUTE

Feedback
The structured study guides and lectures - I felt that they tied in well. And then we were given chapters to read - which really helped cement the new information.

Recommendation
To continue to ensure that the theoretical content is delivered in a structured and easy to follow way.

Feedback from SUTE

Feedback
At times I felt a little oversaturated with information and readings.

Recommendation
In future care will be taken to limit the number of additional readings required each week. Only essential readings will be included in the study guides and 'further reading' will be placed in a separate folder.

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

— 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 - Written Assessment - 40%	•	•	•

Assessment Tasks	Learning Outcomes		
	1	2	3
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			
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%	•		•	•				•		
2 - Examination - 60%	•		•	•				•		

Textbooks and Resources

Textbooks

MDWF12002

Prescribed

Myles Textbook for Midwives
Edition: 17th (2020)
Authors: Marshall, J & Raynor, M
Churchill Livingstone
London , United Kingdom , England
ISBN: 9780702076428
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)
- The most recent Australian College of Midwives App 'National Midwifery Guidelines for Consultation and Referral'

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

Tanya Capper Unit Coordinator
t.capper@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Human Reproduction and Conception	3,5, 11 Additional readings as directed by the unit coordinator.	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Fetal Growth and Development	5, 6,7 Additional readings as directed by the unit coordinator.	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Changes and Adaptions in Pregnancy	9,10, 11 Additional readings as directed by the unit coordinator.	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Antenatal Education, Screening and Assessment	9, 10, 11, 13 Additional readings as directed by the unit coordinator.	

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Working with Women During the First Stage of Labour	3, 7, 19 Additional readings as directed by the unit coordinator.	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Working with Women During the Second Stage of Labour	20 Additional readings as directed by the unit coordinator.	**Assessment 1 Written Assessment** Due: Week 6 Friday (23 Apr 2021) 11:55 pm AEST

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Working with Women During the Third Stage of Labour	17, 21, 33 Additional readings as directed by the unit coordinator.	

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Care of the Mother and Baby Post Birth	28 Additional readings as directed by the unit coordinator.	

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Midwifery Care of the Newborn	27, 32 Additional readings as directed by the unit coordinator.	

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Infant Feeding	27 Additional readings as directed by the unit coordinator.	

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Breastfeeding Initiation and Support	27 Additional readings as directed by the unit coordinator.	

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Role of the Midwife in Promoting Normal Processes	Revision Readings as directed by the unit coordinator.	

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1 Written Assessment

Assessment Type
Written Assessment

Task Description
Length: 2500 word (+ or - 10%)
Weighting: 40%
Due Date: Friday 23/04/2021 (week 6) at 23:55 hours
Learning outcomes assessed:

1. 1. Describe the anatomy and physiology of human reproduction, pregnancy, birth and lactation.

1. 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'.

1. 3. Explore and apply current evidence associated with the provision of midwifery care.

Aim
The aim of this assessment is to enhance your understanding of the normal physiological changes that occur during the childbearing continuum. It is expected that you will utilise the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral' and other relevant current evidence associated with the provision of women centred midwifery care to support your discussion.
Instructions:
Write an essay that addresses the case study below from the point-of-view of the midwife. Although at times medical interventions may be necessary, in this case you must clearly show where appropriate, the midwife's role and responsibilities in the multidisciplinary care of this woman. The essay will discuss the physiological changes during pregnancy that are suspected to cause anaemia, explore the potential risks associated with anaemia during pregnancy, and outline the evidence-based advice you would provide surrounding ways to alleviate the symptoms of anaemia and increase the woman's haemoglobin level.
Case Study
Annabelle is a 27-year-old woman who is attending your midwifery led antenatal clinic at 30 weeks gestation. Annabelle tells you that she has been feeling tired and experiences episodes of dizziness when she stands up quickly. When you check Annabelle’s blood results you note that her last Haemoglobin level, checked at 28 weeks gestation was 100 g/L.
Discuss the physiological changes during pregnancy that are suspected to cause anaemia.
Explore the potential risks associated with anaemia during pregnancy.
Outline the evidence-based advice you would give to Annabelle surrounding ways to alleviate her symptoms of anaemia and to increase her haemoglobin level.

To pass this assessment item you must:

- Demonstrate your understanding of the concepts learnt throughout this course.
- Use an academic approach to answer all components of this assessment including an introduction, body and conclusion.
- Demonstrate that you have researched the relevant issues present.
- Show that you have read widely and analysed the gathered information, ensuring that it is applicable, evidence-based and up to date.

Requirements:

- In relation to using an academic approach:

- Your introduction will outline the key points of your essay.
- The body of the literature review will cover all the elements of your discussion.

- Your conclusion will provide an overall summary of your main points with no new information or

references.

- 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.
- A reference list is required at the end of the assessment.
- A title page is required that includes the students name, student number, due date, word count and course coordinator's name.
- The current American Psychological Association (APA) referencing style is a requirement. Poor referencing is unacceptable at postgraduate level study. Please use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

- **Resources**
  - Before commencing the assessment students are required to read the marking rubric for the assessment.
  - You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
  - We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services 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

- Submission of the assessment is via Moodle, if the student experiences problems with submission, please contact the CQU helpdesk on (07) 493099233 or (toll free) on 1300 666.
- Please note if the assessment is not clearly marked with the student name and number there may be delays in receiving the marked assessment feedback.

Support and extensions
If you require an extension for this assessment you must request an extension prior to the due date, unless there are special circumstances, then the student must contact the coordinator for advice and direction.
Support and Contact Details: Unit Coordinator - Tanya Capper - Phone number (07) 3023 4249 and e-mail t.capper@cqu.edu.au

Assessment Due Date
Week 6 Friday (23 Apr 2021) 11:55 pm AEST

Return Date to Students
Week 8 Friday (7 May 2021)

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 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 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 over or under the 10% allowance.
An articulate and comprehensive discussion surrounding the physiological changes during pregnancy that are suspected to cause anaemia. (30%)	Insightful and well-developed discussion surrounding the physiological changes during pregnancy that are suspected to cause anaemia.	A logical discussion surrounding the physiological changes during pregnancy that are suspected to cause anaemia.	A basic discussion surrounding the physiological changes during pregnancy that are suspected to cause anaemia.	An inadequate discussion surrounding the physiological changes during pregnancy that are suspected to cause anaemia. Discussion may be disjointed, unclear, not linked or related or limited.
Comprehensive exploration of the potential risks associated with anaemia during pregnancy. (10%)	Well-developed exploration of the potential risks associated with anaemia during pregnancy.	Broad exploration of the potential risks associated with anaemia during pregnancy.	A basic level of analysis and exploration of the potential risks associated with anaemia during pregnancy.	Inadequate exploration of the potential risks associated with anaemia during pregnancy.
Clear, coherent discussion that critically outlines the evidence-based advice you would give to Annabelle surrounding ways to alleviate her symptoms of anaemia and to increase her haemoglobin level. (25%)	A clear and relevant discussion that outlines the evidence-based advice you would give to Annabelle surrounding ways to alleviate her symptoms of anaemia and to increase her haemoglobin level.	A logical discussion which broadly outlines the evidence-based advice you would give to Annabelle surrounding ways to alleviate her symptoms of anaemia and to increase her haemoglobin level.	Satisfactory exploration that shows a limited discussion that can be repetitive at times that outlines the evidence-based advice you would give to Annabelle surrounding ways to alleviate her symptoms of anaemia and to increase her haemoglobin level.	Poor understanding of the topic. Content does not outline the evidence-based advice you would give to Annabelle surrounding ways to alleviate her symptoms of anaemia and to increase her haemoglobin level.
Referencing (10%)				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%)	Consistently 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.	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 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.	3 or 4 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.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Via Moodle site

assessmentOutcome

- 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.

assessmentGradAttribute

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

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assessmentOutcome

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assessmentGradAttribute

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