MDWF12003 *Midwifery Practice 1*
Term 1 - 2022

Profile information current as at 01/05/2024 03:31 pm

All details in this unit profile for MDWF12003 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 clinical placement unit is the first of four that provides you with midwifery clinical experience. The focus of this unit is on the role of the midwife in promoting and facilitating normal processes of the childbearing continuum. You will be involved in the provision of care of the woman and her family throughout pregnancy, birth, and the postnatal period. The practical application of different models of care will be explored with an emphasis on best practice. The clinical practicum component of this unit will require you to complete a minimum of 224 hours in addition to Continuity of Care Experiences (COCE).

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *12*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Co-requisite: MDWF12002 Foundations of Midwifery 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 - 2022

- Mixed Mode

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your Residential School Timetable.

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 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **Poster Sessions**
Weighting: 40%
2. **Portfolio**
Weighting: 60%
3. **Professional Practice Placement**
Weighting: Pass/Fail

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 course is well structured and the unit coordinator has done a really great job to always be available if I have any questions. I have felt really well supported during this course. Placements are the best way to affirm what we are learning in theory.

Recommendation

The unit coordinator remains in close frequent communication with the midwifery students across the state. Weekly zoom discussions are provided for debriefing and students are encouraged to email or call if they would like to privately and confidentially raise concerns. the unit coordinator responds to concerns quickly to resolve matters for both the students and the industry partners satisfaction.

Feedback from SUTE

Feedback

The learning material is helpful but a lot of this current information on placement is conflicting with what some midwives are teaching us. Some midwives correct what we have learnt and even belittle our knowledge causing issues with confidence in practising.

Recommendation

Unit content is in alignment with the current Queensland Health State-wide Clinical Guidelines and CQUniversity placement policies and guides. The midwifery team take a zero-tolerance approach to bullying or non-evidenced-based midwifery practice. Students are encouraged to raise concerns with the midwifery academics and are provided with the details of CQU Student Counselling services.

Feedback from SUTE

Feedback

I would also like to provide feedback specifically about clinical placement. I feel it would be more conducive to our learning and consolidation to be able to spend more than 1 day in an area before changing. We are moved to different areas without consecutive shifts (within a fortnight for example), and this makes it very difficult to consolidate our learning, potential to work with familiar staff and women as well as gaining confidence and competence.

Recommendation

Students have recently been given an opportunity to provide CQU with placement feedback via SONIA. The midwifery academics keep close communications with clinical placement providers to discuss any issues arising and provide timely responses to concerns. The midwifery team will continue to work closely with industry providers to support the students learning experience whilst on clinical placement.

Feedback from SUTE

Feedback

The placements need to be sorted within the system to maybe have the students shared with midwives they are working with that are passionate about teaching. This will be a win for both midwife and student. Maybe it is only at certain placements though. At the facility, I am working it is a major issue, even jokes of if you don't speak up you will be eaten alive. This is not professional behaviour as we are also registered professionals in our own right. Archaic issues I guess that will only change within the system where the placements are happening.

Recommendation

The midwifery team work closely with industry partners to ensure that the clinical placement experience offers quality learning for students to achieve the clinical requirements of the course. CQU midwifery students are also advised that they must be available to attend all rostered student shifts across the 24 hr period, seven days per week and in whichever area of maternity services they can be accommodated. The midwifery academics understand that the industry partner tries their best to provide clinical placement opportunities to a large number of students and flexibility in placement timing and places are limited. Students are asked to be considerate of this and engage in all placement opportunities that are offered.

Feedback from SUTE

Feedback

Feedback is difficult to achieve based on our expected stage of learning. Feedback seems inconsistent without validity. I would like to see my portfolio with feedback in relation to the rubric to demonstrate where I could improve.

Recommendation

Timely and comprehensive feedback is provided to students with the aim of assisting them to identify knowledge deficits and formulate future learning goals for the oncoming term. Portfolio feedback is provided to students in their rubrics. This is because the portfolio is a living document and the student will re-enter the portfolio across the entire program to update. Feedback is therefore captured, per term, in each term's rubric. This student requested feedback be placed in their portfolio and the request was complied with.

Unit Learning Outcomes

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

1. Apply the concepts and principles underpinning the frameworks of midwifery to beginning midwifery practice
2. Demonstrate beginning midwifery practice skills, including the use of digital health and emerging technologies related to the care of women and the neonate across the normal childbearing continuum.
3. Critically reflect on clinical learning related to your continuity of care experiences (COCE) to enhance practice
4. Demonstrate introductory level midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) Midwife Standards of Practice (2018) requirements.

The proposed changes to learning outcomes and the unit will meet the following:
The draft ANMAC Midwifery Education Standards (2020).
Standard 1: Safety of the public.
Standard 3: Program of study.
Standard 4: Student experience.
Standard 5: Student assessment.
The Nursing and Midwifery Board of Australia (NMBA) Midwife Standards for Practice (2018).
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 a plan for midwifery practice.
Standard 6: Provides safe and quality midwifery practice.
Standard 7. Evaluates outcomes to improve midwifery practice.
The Nursing and Midwifery Board of Australia (NMBA) Code of Conduct for Midwives (2018).
Principle 1. Legal compliance
Principle 2. Woman-centred practice
Principle 3. Cultural practice and respectful relationships
Principle 4. Professional behaviour
Principle 7: Health and wellbeing
The International Confederation of Midwives (ICM) International Code of Ethics for Midwives (2014).
1. Midwifery Relationships
2. Practice of Midwifery
3. The Professional Responsibilities of Midwives
4. Advancement of Midwifery Knowledge and Practice
National Safety and Quality Health Service Standards (2017)
Clinical Governance Standard
Partnering with Consumers Standard
Preventing and Controlling Healthcare-Associated Infection Standard
Medication Safety Standard
Comprehensive Care Standard
Communicating for Safety Standard
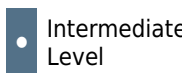**The Nursing and Midwifery Digital Health Framework**

Alignment of Learning Outcomes, Assessment and Graduate Attributes
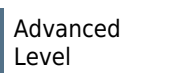
— N/A Level ∘ Introductory Level • Intermediate Level • Graduate Level ∘ Professional Level ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Poster Sessions - 40%		•	•	

Assessment Tasks	Learning Outcomes			
	1	2	3	4
2 - Portfolio - 60%	●		●	
3 - Professional Practice Placement - 0%	●	●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Poster Sessions - 40%	●	●	●	●	●	●	●	●		
2 - Portfolio - 60%	●	●	●	●	●	●	●	●	●	
3 - Professional Practice Placement - 0%	●	●	●	●	●	●	●	●	●	

Textbooks and Resources

Textbooks
MDWF12003

Prescribed

Myles Textbook for Midwives
Edition: 17th (2020)
Authors: Marshall, J. & Raynor, M.
Elsevier
London , 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)
- Computer - ability to access study materials, including instructional videos & upload assessment
- Zoom (both microphone and webcam capability)

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

Rachelle Chee Unit Coordinator
r.chee@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

This clinical placement unit is the first of four that provides you with midwifery clinical experience. The focus of this unit is on the role of the midwife in promoting and facilitating normal processes of the childbearing continuum. You will be involved in the provision of care of the woman and her family throughout pregnancy, birth, and the postnatal period. The practical application of different models of care will be explored with an emphasis on best practice. The clinical practicum component of this unit will require a minimum of 224 hours to be completed in addition to Continuity of Care Experiences (COCE). This unit is to be studied in conjunction with the units Foundations of Midwifery 1 and Professional Midwifery Practice: Legal and Ethical Frameworks.	Australian College of Midwives' National Midwifery Guidelines for Consultation and Referral. Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Nursing and Midwifery Board of
Australia: Code of Conduct,
Ethics and Professional
Standards for Midwives
Queensland Health State-Wide
Maternal and Neonatal Clinical
Guidelines
CQUniversity Bachelor of
Midwifery (Graduate Entry)
Student Clinical Experience
Record Book

Ongoing clinical placement.

**Individual written assessment &
group poster design and
presentation** Due: Week 7 Friday (29
Apr 2022) 10:00 am AEST

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book

Ongoing clinical placement.

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement. **Portfolio** Due: Week 12 Friday (3 June 2022) 11:00 pm AEST **Professional Practice Placement** Due: Week 12 Friday (3 June 2022) 11:00 pm AEST

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives. Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines. CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.	Ongoing clinical placement.

Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives. Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines. CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.	Ongoing clinical placement.

4. Students are required to have access to the Australian College of Midwives National Midwifery Guidelines for Consultation and Referral. This resource is available online at https://www.midwives.org.au/common/Uploaded%20files/_ADMIN-ACM/National-Midwifery-Guidelines-for-Consultation-and-Referral---4th-Edition_-(2021).pdf

5. Students must remain subscribed to all online forums: Q & A forum, Discussion Forum and News Forum, for the entire term. Students must adhere to the CQUniversity Clinical Placement Attendance Policy and notify all absences as per the instruction on the Midwifery Practice 2 unit page. It is a requirement that students check their student email account at least once per week as per the CQU Student Email Account Policy and Procedure.

6. All students must adhere to the CQUniversity student clinical placement policy. All students must follow the correct notification procedures if they are absent from clinical placement and supply a medical certificate for missed shifts and also a medical clearance to return to placement if required as outlined in the policy.

Assessment Tasks

1 Individual written assessment & group poster design and presentation

Assessment Type
Poster Sessions

Task Description
Assessment 1 – Poster Sessions
Type: Individual written assessment & group poster design and presentation
Due date: 1000 (AEST) Friday 29th April 2022 Week 7
Weighting: 40%
Length: Written assessment – 500 words. Poster – no limit.
Unit Coordinator: Rachelle Chee

Aim
The aim of this assessment is to enhance your understanding of the midwife as a primary health care provider and educator. You will gain an understanding of the ways in which the midwife fulfils these roles and reflect upon your own learning with regards to the midwife's role as a primary health care provider and educator.

Instructions
There are two parts to this assessment task – an individual written assessment and a group poster design and presentation.
Please follow the steps below to complete your assessment task:

Part one – written assessment (10%)
Select one of your COCE women and complete the following with reference to the chosen woman:

1. 1. Summarise the information gathered about the woman at her booking-in visit.

1. 2. Select a pregnancy-related education topic that has been discussed with your COCE woman and, utilising scholarly literature, reflect upon your learning with regards to the chosen pregnancy-related education topic. You may use the following as a guide:

1. Description
What is it? What happened? Why am I talking about it?

2. Interpretation
What is important and relevant? Look through your description and try to find words or phrases that require further exploration. Include the rationale for what was done or why it was done. Where there is controversy about what was done or found, provide the rationale and sources of evidence for both sides of the argument. How can it be explored and explained using contemporary theories?

3. Outcome
What have I learned from this? How will it influence my future work?

Part two – Group Poster Design (20%)

Students will be required to work in groups to develop and provide a poster presentation on a pregnancy-related health promotional educational topic. The unit coordinator will assign students to groups of 2-3, which will be published on the Moodle page discussion board. Groups will reflect upon their COCEs thus far to choose a pregnancy-related education topic that has been discussed with their COCE woman/women. For example, having cared for a COCE woman who was curious about COVID-19 and pregnancy might prompt you to create a poster focusing on the COVID-19 vaccination during pregnancy.
Within the content of the poster, students are required to:

1. 1. Explain the rationale for the provision of the pregnancy-related education topic with regards to your chosen topic

1. 2. Explore the recommended evidence-based recommendations
   3. Outline the expected benefits of the recommendations

Poster Presentation (10%)

Groups will be required to present their poster during the scheduled Zoom session on Friday the 29th of April 2022 at 10:00am. Each group will have 5 minutes in which you must:
1. Describe the continuity of care experience which inspired the choice of pregnancy-related health promotion topic
And
2. Using your poster, explain your understanding of the chosen topic and the associated information presented on the poster
All students must be present for the duration of the scheduled Zoom session. You will need to make appropriate roster requests in advance to ensure that you are available.

Literature and references
In this assessment use at least 5 contemporary references (<5 years) for the individual written task, and at least 5 contemporary references (<5 years) for the group poster design task 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 5 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 Nursing or the Australian Association of Social Workers.

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 as appropriate.
You may write in the first-person perspective.
Use formal academic language for the written assessment. Use language appropriate to the target audience for the poster.
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
Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.
You can use the 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: the Nursing and Midwifery 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.

Submission

Submit your written assessment via the unit Moodle site in Microsoft Word format. The poster should be formatted as a PDF file and submitted via the unit Moodle site.

Marking Criteria

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

Learning Outcomes Assessed

1 - Apply the concepts and principles underpinning the frameworks of midwifery to beginning midwifery practice.

3 – Reflect on clinical learning related to your continuity of care experiences (COCE) to enhance practice.

References

Nil.

Assessment Due Date

Week 7 Friday (29 Apr 2022) 10:00 am AEST

Please submit via the MDWF12003 Moodle page.

Return Date to Students

Week 9 Friday (13 May 2022)

Please allow two weeks from the due date for return of grades.

Weighting

40%

Assessment Criteria

Written Assessment – individual (10%)

HD 100-85%	D 75-84%	C 65-74%	P 50-64%	F 49-0%
Structure (10%)				
Content is very well organised. Consistently accurate with spelling, grammar, and punctuation. **(10%)**	Content is well organised. Mostly accurate with spelling, grammar, and punctuation (1-2 errors).	Content is adequately organised. Some inaccuracies with spelling, grammar, and punctuation (3-4 errors).	Content is somewhat organised. A few inaccuracies with spelling, grammar, and punctuation (4-5 errors).	Content is disorganised. Many inaccuracies with spelling, grammar, and punctuation (>5 errors).
Approach & Argument (80%)				
Comprehensive, critical and analytical reflection that explores and identify gaps in knowledge. Includes: - A description - An Interpretation - An outcome –what was learnt. **(80%)**	Well-developed reflection that explores and identifies gaps in knowledge. Includes: - A description - An Interpretation - An outcome – what was learnt	Logical and broad reflection that explores and identifies gaps in knowledge. Includes: - A description - An Interpretation - An outcome – what was learnt	Disjointed reflection that explores and identifies some gaps in knowledge. Includes: - A description - An Interpretation - An outcome – what was learnt	Inadequate reflection that does not explore or identify gaps in knowledge. The following have not been included: - A description - An Interpretation - An outcome –what was learnt
Referencing (10%)				
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 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, information, and quotations.
Consistently accurate with referencing. A minimum of 5 references used including journal articles and relevant websites. **(5%)**	1 or 2 consistent referencing errors identified. A minimum of 5 references used including journal articles and relevant websites.	3 or 4 consistent referencing errors identified. A minimum of 5 references used including journal articles and relevant websites.	3 or 4 inconsistent referencing errors identified. A minimum of 5 references used including journal articles and relevant websites.	Many inaccuracies with referencing (>5). Less than 5 references used. Journal articles not sourced. Relevant websites not included.

Comments: /100 Percentage for written assessment: /10%

Poster Sessions – group (30%)

POSTER: 20%

HD 100-85%	D 75-84%	C 65-74%	P 50-64%	F 49-0%

Structure (20%)

Content is very well organised, highly engaging, and aesthetically appealing. Images are of high quality and highly relevant to the content. Language is appropriate for the target audience (pregnant women). Consistently accurate with spelling, grammar, and punctuation. **(20%)**	Content is well organised, engaging and aesthetically appealing. Images are of high quality and are relevant to the content. Language is appropriate for the target audience (pregnant women). Mostly accurate with spelling, grammar, and punctuation (1-2 errors).	Content is adequately organised, engaging and aesthetically appealing. Images are of good quality and are relevant to the content. Language is generally appropriate for the target audience (pregnant women). Some inaccuracies with spelling, grammar, and punctuation (3-4 errors).	Content is somewhat organised, engaging and aesthetically appropriate. Images are of good quality and are somewhat relevant to the content. Language is at times inappropriate for the target audience (pregnant women). A few inaccuracies with spelling, grammar, and punctuation (4-5 errors).	Content is disorganised, unengaging, and not aesthetically appealing. Images are of poor quality and/or not relevant to the content. Language is generally inappropriate for the target audience (pregnant women). Many inaccuracies with spelling, grammar, and punctuation (>5 errors).

Approach & Argument (70%)

Content is clearly relevant to the topic; the approach comprehensively answers the question, and the argument proceeds logically. The chosen topic is clearly identifiable. **(15%)**	Content is relevant to the topic; the approach clearly answers the question, and the argument proceeds logically. The chosen topic is clearly identifiable.	Content is appropriate and addresses the topic for the most part proceeds logically. The chosen topic is identifiable.	Content addresses the topic but is at times repetitive or lacks cohesion. The chosen topic is somewhat clear.	Content is irrelevant and or does not address the topic and the script lacks cohesion. The chosen topic is not clear.
An articulate, succinct, and comprehensive explanation of the rationale for the pregnancy-related health promotional intervention for the chosen topic. **(20%)**	Insightful and well-developed explanation of the rationale for the pregnancy-related health promotional intervention for the chosen topic.	A logical explanation of the rationale for the pregnancy-related health promotional intervention for the chosen topic.	A disjointed and limited explanation of the rationale for the pregnancy-related health promotional intervention for the chosen topic.	An inadequate explanation of the rationale for the health promotional intervention for the chosen topic.
A comprehensive and insightful exploration of the recommended evidence-based health promotional interventions for the chosen topic. **(20%)**	A well-developed and thoughtful exploration of the recommended evidence-based health promotional interventions for the chosen topic.	A broad exploration of the recommended evidence-based health promotional interventions for the chosen topic.	A minimal and/or limited exploration of the recommended evidence-based health promotional interventions for the chosen topic.	An inadequate exploration of the recommended evidence-based health promotional interventions for the chosen topic.
A comprehensive and concise outline of the expected benefits of the identified health promotional intervention which demonstrates insight and thorough understanding of the topic. **(15%)**	A clear and relevant outline of the expected benefits of the identified health promotional intervention which demonstrates and substantial understanding of the topic.	A logical outline of the expected benefits of the identified health promotional intervention which demonstrates adequate understanding of the topic.	Satisfactory but limited outline of the expected benefits of the identified health promotional intervention which somewhat demonstrates understanding of the topic.	An inadequate outline of the expected benefits of the identified health promotional intervention. Understanding of the topic is poorly demonstrated.

Referencing (10%)

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

Comments: /100 Percentage for poster: /20%

PRESENTATION - 10%

Presentation (10%)

A concise, yet comprehensive description of the continuity of care experience which inspired the choice of topic. The explanation insightfully extends upon the information presented on the poster. The poster is referred to when explaining the topic. **(10%)**	A clear and relevant description of the continuity of care experience which inspired the choice of topic. The explanation extends upon to the information presented on the poster. The poster is referred to when explaining the topic.	A general description of the continuity of care experience which inspired the choice of topic. The explanation somewhat extends upon to the information presented on the poster. The poster is referred to when explaining the topic.	A description of the continuity of care experience which inspired the choice of topic. Lacks depth and detail. The explanation pertains only to the information presented on the poster. The poster is inconsistently referred to when explaining the topic.	An inadequate or absent description of the continuity of care experience which inspired the choice of topic The explanation is inadequate or absent. The poster is not referred to when explaining the topic.

Comments: /10 Percentage for poster presentation: /10%

Assessment is worth 40% of overall total.

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

Referencing Style

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

Submission
Online Group

Submission Instructions
The individual written assessment is to be submitted in Word Document format via the unit Moodle page. The group assessment is to be submitted in PDF format via the unit Moodle page. The presentation will take place via Zoom meeting at 1000 on Friday the 29th of April, 2022.

Learning Outcomes Assessed

- Demonstrate beginning midwifery practice skills, including the use of digital health and emerging technologies related to the care of women and the neonate across the normal childbearing continuum.
- Critically reflect on clinical learning related to your continuity of care experiences (COCE) to enhance practice

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Portfolio

Assessment Type
Portfolio

Task Description
Assessment 2 – Portfolio

Type: Reflective journals
Due date: 23:00 (AEST) Friday 3ʳᵈ June 2022, Week 12
Weighting: 60%
Length: N/A. Each journal entry should be approximately 400 words however labour and birth reflections can be longer.
Unit Coordinator: Rachelle Chee

Aim
The aim of this assessment is to allow you to demonstrate reflective practice.
Reflective practice is a key element that contributes to the Nurses and Midwives' Board of Australia's *Midwife Standards for Practice* (2018). It is through reflective processes that both students and registered midwives can identify and explore diverse values, beliefs, learning needs, and sociocultural structures.

Instructions
To facilitate your reflective skill development, you are required to complete a reflective piece of writing for each of the three (3) recruited 'continuity of care experience' women you recruited in term 1.
A reflective journal is a way of thinking in a critical and analytical way about your clinical experience. It involves looking at a situation, assessing what you have learned from it, what you could have done differently, realising new approaches to your care, and ultimately, how you felt about the whole experience. As a midwifery student, it shows how different aspects of your work interconnect and can be very useful for identifying gaps in knowledge and ethical dilemmas or situations that need further thought. Reflective writing is more personal than other kinds of academic writing and is an exploration of events not just a description of them.
Please use the framework below to structure each reflective journal entry.
1. Description:
What is it? What happened? Why am I talking about it

2. Interpretation:
What is important and relevant? Look through your description and try to find words or phrases that require further exploration. Include the rationale for what was done or why it was done. Where there is controversy about what was done or found, provide the rationale and sources of evidence for both sides of the argument. How can it be explored and explained using contemporary theories?

3. Outcome:
What have I learned from this? How will it influence my future work?
Please note that you **must use the template provided** on the MDWF12003 Moodle

page.

Literature and references

In this assessment, there is no minimum requirement for the number of references. Where references are used to support your discussion, they should be contemporary references (<5 years). 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 5 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 Nursing or the Australian Association of Social Workers.

Requirements

Each COCE woman must have their own individual journal in Word Document format, which is to be uploaded as individual files to the Record of Clinical Hours form via the SONIA platform.

Each COCE woman must be de-identified within the journal.

Each journal entry in the portfolio must adhere to the template provided on the MDWF12003 Moodle page

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.

Resources

You can use the 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: 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
Submit your assessment via the SONIA Record of Clinical Hours form.

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

Learning Outcomes Assessed
1 - Apply the concepts and principles underpinning the frameworks of midwifery to beginning midwifery practice.

2 - Demonstrate beginning midwifery practice skills related to assessment and care of women and the neonate across the continuum of normal childbearing.

3 - Reflect on clinical learning related to your continuity of care experiences (COCE) to enhance practice.

References
Nursing and Midwifery Board of Australia. (2018). *Midwife standards for practice.* [https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f252 81&dbid=AP&chksum=kYbO0%2bO7kx9I%2fBlvmKH%2bwg%3d%3d](https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&chksum=kYbO0%2bO7kx9I%2fBlvmKH%2bwg%3d%3d)

Assessment Due Date
Week 12 Friday (3 June 2022) 11:00 pm AEST
Each COCE woman must have their own individual journal in Word Document format, which are to be uploaded as individual files to the Record of Clinical Hours form via the SONIA platform.

Return Date to Students
Exam Week Friday (17 June 2022)
Please allow two weeks from the due date for return of grades.

Weighting
60%

Assessment Criteria

HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F <50%
Structure (10%)				
Excellent presentation of portfolio. Reflective journals are set out as per the template. Consistently accurate with spelling, grammar, and paragraph structure. **(10%)**	Well-presented portfolio, Reflective journals set out as per template. 1 or 2 errors in spelling, grammar, and paragraph structure.	Well-presented portfolio. Reflective journals set out as per provided template. 2 or 3 consistent errors with spelling, grammar, and paragraph structure.	Well-presented portfolio, reflective journals set out per provided template. 3 or 4 inconsistent errors with spelling, grammar, and paragraph structure	Poorly presented portfolio. Provided template not utilised. Many inaccuracies with spelling, grammar, and paragraph structure (> 5 errors).
Approach & Argument (90%) As per template.				
Comprehensive critical and analytical reflective journals that explore and identify gaps in knowledge. Each reflective journal provides. - A description - An Interpretation - An outcome –what was learned. **(45 %)**	Insightful and well-developed reflective journals that explore and identify gaps in knowledge. Each reflective journal provides. - A description - An Interpretation - An outcome – what was learned	Provides logical and broadly reflective journals that explore and identify gaps in knowledge. Each reflective journal provides. - A description - An Interpretation - An outcome – what was learned	Disjointed reflective journals that explore and identify some gaps in knowledge. Each reflective journal provides some of the following: - A description - An Interpretation - An outcome – what was learned	Inadequate reflective journals that do not explore or identify gaps in knowledge. The following have not been included: - A description - An Interpretation - An outcome –what was learned

3 Comprehensive reflective journals that include: - 4 antenatal visits - +/- the labour (intrapartum care) - 2 postnatal visits - Face to Face/Telehealth visits (45 %)	3 Well-developed reflective journals that include: - 4 antenatal visits - +/- the labour (intrapartum care) - 2 postnatal visits - Face to face/Telehealth visits	3 reflective journals that include: - 4 antenatal visits - +/- the labour (Intrapartum care) - 2 postnatal visits - Face to face/Telehealth visits	3 disjointed reflective journals that include: - 4 antenatal visits - +/- the labour (Intrapartum care) - 2 postnatal visits - Face to face/Telehealth visits	3 or less inadequate reflective journals that do not meet the expected requirements of: - 4 antenatal visits - +/- the labour (Intrapartum Visits) - 2 postnatal visits - Face to face/Telehealth visit

This assignment is worth 60 % of the total assessment for this subject.

/100

COMMENTS:

Late Penalty (if applicable)	0%	Final Grade:
Overall percentage: /60 %		

Marker:

Date:

Referencing Style

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

Submission

Online

Submission Instructions

Each COCE woman must have their own individual journal in Word Document format, which are to be uploaded as individual files to the Record of Clinical Hours form via the SONIA platform.

Learning Outcomes Assessed

- Apply the concepts and principles underpinning the frameworks of midwifery to beginning midwifery practice
- Critically reflect on clinical learning related to your continuity of care experiences (COCE) to enhance practice

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

3 Professional Practice Placement

Assessment Type

Professional Practice Placement

Task Description

Assessment 3 – Professional Practice Placement

Type: AMSAT & Record of Clinical Hours submission

Due date: 2300 (AEST) Friday 3ʳᵈ June 2022, Week 12 Weighting: Pass/Fail

Length: No word count

Unit Coordinator: Rachelle Chee

Aim

The aim of this assessment is to aid you in consolidating your midwifery knowledge and the application of theory to practice for ensuring safe and effective care is received by the women

and infants in your care. This assessment aims to provide you with the opportunity to demonstrate competent midwifery clinical practice that meets the requirements of the Nursing and Midwifery Board of Australia's Midwife Standards for Practice (2018).

Instructions

A minimum of 224 hours of clinical practice experience is required for the completion of this unit. This clinical experience will allow you to consolidate knowledge and skills acquired throughout the unit. You are required to meet the clinical requirements listed below and these requirements need to be documented within your Student Clinical Experience Record Book. Please note that successful completion of this unit is not merely completing requisite clinical hours and skills but also demonstrating midwifery novice competency based upon the NMBA requirements and professional behaviour as per relevant CQUniversity policies.

Please follow the steps below to complete your assessment task:

1.   Recruit three Continuity of Care Experience (COCE) women and attend episodes of antenatal care with the women. You may or may not have participated in the experience of your COCEs' births and postnatal care.
2.   Complete 224 hours of clinical practice experience **plus** COCE hours.
3.   Complete the term 1 formative AMSAT with your preceptor/facilitator/educator during **week 6** and submit via the SONIA platform by **Friday 22ⁿᵈ April 2022 at 2300.**
4.   Complete the term 1 summative AMSAT and the Record of Clinical Hours with your preceptor/facilitator/educator during **week 12** and submit via the SONIA platform by **Friday 3rd June 2022 at 2300.**

Submission

Submit your documents via the SONIA platform.

Marking Criteria

The required clinical experience will be reviewed by the midwifery educator/manager in conjunction with the unit coordinator.

Learning Outcomes Assessed

1 - Apply the concepts and principles underpinning the frameworks of midwifery to beginning midwifery practice
2 - Demonstrate beginning midwifery practice skills related to assessment and care of women and the neonate across the continuum of normal childbearing
3 - Reflect on clinical learning related to your continuity of care experiences (COCE) to enhance practice.
4 - Demonstrate midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) Midwife Standards for Practice (2018) requirements.

References

Nursing and Midwifery Board of Australia. (2018). *Midwife standards for practice.* https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f252 81&dbid=AP&chksum=kYbO0%2bO7kx9I%2fBlvmKH%2bwg%3d%3d

Assessment Due Date
Week 12 Friday (3 June 2022) 11:00 pm AEST
Please complete and submit all documents via the SONIA platform.

Return Date to Students
Exam Week Friday (17 June 2022)
Please allow up to two weeks from the due date for return of grades.

Weighting
Pass/Fail

Assessment Criteria

The required clinical experience will be reviewed by the midwifery educator/manager in conjunction with the unit coordinator.

Referencing Style

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

Submission
Online

Submission Instructions
Please complete and submit all documents via the SONIA platform.

Learning Outcomes Assessed

- Apply the concepts and principles underpinning the frameworks of midwifery to beginning midwifery practice
- Demonstrate beginning midwifery practice skills, including the use of digital health and emerging technologies related to the care of women and the neonate across the normal childbearing continuum.
- Demonstrate introductory level midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) Midwife Standards of Practice (2018) requirements.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

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