



# MDWF12004 *Critical Inquiry and Midwifery Practice*

## Term 2 - 2019

Profile information current as at 02/05/2024 12:21 pm

All details in this unit profile for MDWF12004 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

Informed practice is fundamental to safe midwifery care. To achieve this, you require research skills and the ability to critique the research in order to provide the best care. This unit will develop your ability to critically analyse research for the purpose of enhancing your midwifery practice and critique current policy.

### 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

Pre-req MDWF12001 Midwifery - Past and Present

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 2 - 2019

- Online

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Group Discussion**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

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

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Student feedback survey

**Feedback**

Use of multi-media, written study guides, + video clips

**Recommendation**

The resources provided in this unit will undergo a review for currency and relevance prior to the next offering of the unit.

## Feedback from Student feedback survey

**Feedback**

I find the online blogs, frustrating due to there being so much other study that is expected. It's more like an annoying inconvenience [sic]

**Recommendation**

There were only 4 online contributions required for Assessment 1. The unit and course coordinator will review and may consider how these are spaced across the term, particularly with reference to other units and assessments.

## Feedback from Student feedback survey

**Feedback**

Given this was a research unit which is normally a very dry topic and one that is hard to remain motivated Adele did her best to bring some life to this topic

**Recommendation**

The unit content was deliberately put together in a way that attempted to engage students in research in a meaningful way. The content and how it is presented will be reviewed to ensure that it is relevant and interesting for students.

## Feedback from Student feedback survey

**Feedback**

"A difficult subject to cover and obviously hard to engage students in. It is not really my forte and some of the content was just simply boring. However, I do understand it's necessity and would expect a profession such as midwifery to be thoroughly guided by ethics, evidence and research. Thank you for attempting to engage our interest."

**Recommendation**

The unit content will be reviewed and consideration given to strategies to present it in a manner that clearly links to everyday practice.

## Feedback from Student feedback survey

**Feedback**

"Unfortunately I feel this subject does not require a whole semesters worth of learning, it could be incorporated into other subjects. While I know EBP and research is obviously essential to our practice and forms the basis of our knowledge and practice, this subject was too focused on 'research' as opposed to more relevance to Midwifery and therefore I did not find it had much benefit to me."

**Recommendation**

Although the content centred on midwifery research, the links to everyday midwifery practice will be enhanced and research in practice will be more prominent in the presentation.

## Feedback from Student feedback survey

**Feedback**

"This course's content has already been covered in the bachelor of nursing, so to cover it again seems a waste for a specialised course such as midwifery. I am aware that being able to critically evaluate research is important, however I don't believe this needed to be an entire subject, it could have been covered in one or two modules, or one assignment, not the entire twelve weeks of the course. Overall I believe this course does not support my learning as a student midwife, especially in my day to day practice."

**Recommendation**

There are commonalities in research despite discipline. Further consideration will be given to differentiate the unit content from that covered in undergraduate or postgraduate nursing units that are a prerequisite to undertaking this course of study

## Feedback from Student feedback survey

**Feedback**

"I really liked writing the script as this related directly to my practice. The second assessment required a lot of in-depth research and evaluation of the evidence which was also helpful to practice."

**Recommendation**

The obvious links to clinical practice promote student enquiry and engagement. As such, unit content, activities and assessments will be reviewed to further facilitate students make these links.

## Feedback from Student feedback survey

### Feedback

"Adele gave thorough feedback" "Good feedback of weekly discussions"

### Recommendation

Detailed and constructive feedback will be provided on all assessment pieces. Students may contact the unit coordinator for further discussions following feedback on their assessment pieces.

## Unit Learning Outcomes

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

1. Identify the concepts that underpin the types of evidence informing current midwifery practice.
2. Demonstrate the ability to analyse current evidence for best practice in midwifery.
3. Critique current policy relevant to midwifery practice.
4. Recommend appropriate midwifery care informed by current research and ethical decision making.

### 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 5: Develops plans for midwifery practice.

Standard 6: Provides safe and quality midwifery practice.

Standard 7: Evaluates outcomes to improve midwifery practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Group Discussion - 30%</b>	•			
<b>2 - Written Assessment - 30%</b>	•	•	•	•
<b>3 - Written Assessment - 40%</b>		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>1 - Communication</b>	•	•	•	•
<b>2 - Problem Solving</b>		•	•	•
<b>3 - Critical Thinking</b>	•	•	•	•
<b>4 - Information Literacy</b>	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Group Discussion - 30%	•		•	•						
2 - Written Assessment - 30%	•	•	•	•				•		
3 - Written Assessment - 40%	•	•	•	•				•		

## Textbooks and Resources

### Textbooks

MDWF12004

#### Prescribed

#### Midwifery : Preparation for Practice

3rd edition (2015)

Authors: Pairman, Pincombe, Thorogood & Tracy

Elsevier

Sydney, , NSW , Australia

Binding: Paperback

#### Additional Textbook Information

[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

[t.capper@cqu.edu.au](mailto:t.capper@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Research	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Application of the Evidence to Midwifery Practice	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
PICO and Searching for Evidence	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Appraising the Evidence	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative Research	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	<b>Written Essay - Case Study</b> Due: Week 5 Friday (16 Aug 2019) 11:55 pm AEST

### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative Research	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	

### Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Mixed Methods Research	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	

### Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Randomised Controlled Trials (RCT's) Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.

#### Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Systematic Reviews	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	

#### Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Ethical and Legal Issues in Research	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	

#### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Policies and Clinical Practice Guidelines	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	<b>Written Essay</b> Due: Week 11 Friday (4 Oct 2019) 11:55 pm AEST

#### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Applying Research Knowledge to Practice	Chapter 6 of: Midwifery Preparation for Practice, 3rd Edition.	<b>Blog Posts</b> Due: Week 12 Friday (11 Oct 2019) 11:55 pm AEST

#### Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

## Assessment Tasks

### 1 Blog Posts

#### Assessment Type

Group Discussion

#### Task Description

### Assessment 1 - Online Group Discussion

MDWF12004 Critical Enquiry and Midwifery Practice

Assessment One: Online Group Discussion

**Total weighting 30%**

**Objectives:** This assessment relates to learning outcome one (1).

1. Identify the concepts that underpin the types of evidence informing current midwifery practice

#### Task Description

You are required to participate in an online group discussion via Moodle that will be directed by the Unit Coordinator. The online activities will require you to participate in a group discussion on set topics/questions/activities posed in your study guide. Marks will be awarded for your active online participation in the group discussion. You must not only post your own group discussion entries, but also respond to your peers as per the marking rubric.

**Group discussion subjects will be set for study weeks 3, 6, 9 & 12.**

Contribution to the online discussion is to add to the questions being posed in the study guide and to contribute to the discussion generated by your colleagues. Simply stating 'yes I agree with previous statements' will not be considered to be contributing to the discussion.

Your online submission is due by the Friday of the corresponding week at 11:45pm AEST.

Length of Post/Discussion: 250-300 words

**FINAL Assessment Due Date: Week 12 Friday 11<sup>th</sup> October, 2019, 11:45PM AEST**

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

**Assessment Criteria**

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

Comprehension of Topic: 30%

Critical Thinking: 40%

Online Posting: 30%

## Blog 1 (Week 3)

Choose a clinical scenario from the list below;

Write a brief script for a role play of how the care of a woman might unfold, using Page's 5 Steps as a framework (Template/example included)

Post it on the Discussion Board.

Read and respond to your student colleagues' posts with feedback and reply to their feedback on yours (A minimum of 2 meaningful posts are required). Before you respond, consider the following questions:

- o Have they used a woman centred approach?
- o Have they used an evidence based approach? If so, how? If not, why?

**Choose one (1) of the following scenarios:**

1. Dora is a 22 year old woman, pregnant with her first baby, who is unsure about whether to birth her baby at home. She is currently 29 weeks pregnant and she and her baby are well. Dora is scared of hospitals but has been told by her sister that home birth is very dangerous.
2. Bertha is 29, healthy and having her 3rd baby. Her first two pregnancies were normal and she has had 2 vaginal births. She is 31 weeks and has just been diagnosed with Hashimotos disease. She is worried about what this might mean for her baby.
3. 44 year old Liz is 16 weeks pregnant with her first baby, she is well. She has seen the fetal medicine consultant who has recommended she have an amniocentesis. Liz is worried that this may pose a risk to the baby.

Use the following template for your discussion board post:

Roles: 1 woman, 1 midwife

**Step 1: asking what is important to the woman:**

Midwife: Hello, [woman's name], how are you today, may I ask if there is anything important to you that you would like to discuss?

Woman: Hello, yes there is, I would like to...[draw upon your chosen scenario) etc....

**Step 2: clinical history**

Ask for her basic clinical/obstetric history (draw upon your chosen scenario)

**Step 3: seeking the evidence**

After the appointment you look for some evidence to answer her question. Describe here what you found after doing a basic search of local protocols and guidelines, as well as any relevant literature.

**Step 4: talking it through**

Write a brief script of what information you would share with the woman to help her informed decision making process

**Step 5: reflection**

Reflect upon the process

## Blog 2 (Week 6)

The format and requirements for this week's discussion board are (as per the study guide):

1. Think of a clinical question that relates to midwifery. You may choose anything that interests you.
2. Construct a PICO framework and PICO structured question for your clinical question and place onto the Week 6 discussion board.
3. Use the following template to present your work in the discussion board.
4. Read and respond to your student colleagues' posts with feedback and reply to their feedback on yours. (A minimum of 2 meaningful posts are required).

**The clinical question that interests me is:.....**

The PICO framework for this question is:

P =

I =

C =

O =

The PICO structured question is:

.....?



## Blog 3 (Week 9)

Go to the page of the Birthplace in England website that lists all the articles that have been published as a result of this large project:

<https://www.npeu.ox.ac.uk/birthplace/publications>

Please choose one article that is of interest to you, and summarise it in 250-300 words. Please then post this summary in the week 9 Discussion Forum. Then read and respond to the posts of your student colleagues, as a way to learn about a wide range of articles.

## Blog 4 (Week 12)

Critically reflect upon one routine practice in your clinical setting, from the perspective of whether it is 'effective' or 'ineffective'

- Refer to Queensland Health Clinical Guidelines, peer-reviewed articles and any other relevant documents and guidelines as part of your critical reflection.
- Comment on how well (or not) this practice is implemented by clinicians in your setting.
- How and why this change (if necessary) should be implemented?
- Respond to the posts from your peers. How does the practice in other settings compare with the practice in your setting?

### Assessment Due Date

Week 12 Friday (11 Oct 2019) 11:55 pm AEST

Final submission to be compiled and submitted by unit coordinator for marking

### Return Date to Students

Exam Week Friday (25 Oct 2019)

### Weighting

30%

### Assessment Criteria

	HD	D	C	P	F	%
<b>COMPREHENSION OF TOPIC</b>	Comprehensively addresses all aspects of the task raised by the lecturer in relation to the online lecture material/course resources. Thorough comprehension of relevance of content clearly evident.	Extensively addresses the majority of the aspects of the task raised by the lecturer in the online lecture material/course resources and effectively comprehends relevance of content.	Broadly addresses most aspects of the task raised by the lecturer in the online lecture material/course resources. Generally demonstrates comprehension of how content is relevant.	Content basically addresses aspects of the task raised by the lecturer in the online lecture material/course resources. Demonstrates limited comprehension of how content is relevant.	Content does not address all aspects of the task raised by the lecturer in the online lecture material/course resources. Inadequate comprehension of required content.	30
<b>CRITICAL THINKING</b>	Clear, coherent and convincing critical thought. Comprehensively inclusive of concepts and evidence.	Clear, coherent critical thought that is well developed and logically builds each point on the last. Effectively inclusive of both concepts and evidence.	Clear, critical and logically developed thought presented. Generally inclusive of concepts and evidence.	Critical thought discernible. Generally demonstrates logical flow although some reliance on descriptive discussion.	Discussion is poorly developed or absent. No or minimal evidence of critical thought.	40
<b>Online posting</b>	Postings are made in a timely manner providing other students with the opportunity to respond as appropriate. Postings consistently respond directly to course content material and demonstrate a critical and thoughtful approach to the content. Critical and mindful connections are made to other student's discussion as appropriate. Posts for every discussion topic.	Other students are given the opportunity to respond as postings are made in a timely manner as appropriate. Postings largely respond directly to course content material and demonstrate a critical and thoughtful approach. Mindful connections are made to other student's discussion in the majority of postings as appropriate. Posts for every discussion topic.	Other students are given the opportunity to respond as postings are made in a timely manner as appropriate. Postings in the majority of the time respond directly to course content material and demonstrate a thoughtful approach. Connections are made to other student's discussion in some of postings as appropriate. Posts for every discussion topic.	Other students are given the opportunity to respond as postings are made in a timely manner as appropriate. Postings in the majority of the time respond directly to course content material. However could demonstrate a more thoughtful approach. Connections are made to other student's discussion in the majority of postings as appropriate. Posts for every discussion topic.	Other students are not given the opportunity to respond as postings are not made in a timely manner as appropriate. Postings in the majority of the time do not respond directly to course content material. Connections are not made to other student's discussion in the majority of postings as appropriate. Fails to post for every discussion topic.	30

### Referencing Style

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

### Submission

Online

### Submission Instructions

Unit coordinator to compile and submit final submission for marking.

### Learning Outcomes Assessed

- Identify the concepts that underpin the types of evidence informing current midwifery practice.

### Graduate Attributes

- Communication

- Critical Thinking
- Information Literacy

## 2 Written Essay - Case Study

### Assessment Type

Written Assessment

### Task Description

## Assessment 2 - Written Essay

Weighting	30%
Word Count	2000 words (+/- 10%)
Due Date	Friday 16 <sup>th</sup> August 2019 (week 5 at 23.55pm)
Objectives	This assessment relates to learning outcomes 1, 2, 3, and 4.

1. Identify the concepts that underpin the types of evidence informing current midwifery practice.
2. Demonstrate the ability to analyse current evidence for best practice in midwifery
3. Critique current policy relevant to midwifery practice
4. Recommend appropriate midwifery care informed by current research and ethical decision making.

### Assessment task:

Choose **one** of the below clinical scenarios

1. Amanda is a 30 year old woman, pregnant with her second baby, who is unsure about whether to have a home or a hospital birth. She is currently 26 weeks pregnant and she and her baby are well. Last time she had a spontaneous vaginal birth in hospital. As Amanda does not like hospitals she would like to avoid birthing in one this time, however, she has heard that home birth can be dangerous.
2. 33 year old Lou is 40 weeks and 4 days pregnant with her second baby, she and the baby are well. The local protocol is to book her in for an induction at 41 weeks. She is keen for a water birth, wants to avoid pharmacological pain management and does not want a medical or surgical induction.

You must now undertake a traditional review of the literature to identify evidence that you would use to inform your discussion with the woman outlined in the chosen case study above.

1. **Write a brief background** to the identified 'problem'
2. **Describe** the search process you would undertake to locate the relevant literature to address the 'problem' and inform your discussion.
3. **Identify and present** the papers to be included in the review (this can be in the form of a table).
4. **Synthesise and discuss** the review findings with application to the case study, whilst identifying how you would explain the recommendations to the woman.

### Additional Information

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

Your essay should follow academic conventions of structure with an introduction, body and conclusion.

- Double Line spacing throughout 2.0 (including reference list)
- Font size 12, easily readable style (e.g. Arial, Times Roman, Calibri)
- Word count must be within 10% plus or minus of the given word count. For this essay words in excess of 2200 cannot contribute to your mark. All words form part of the word count apart from the reference list.
- Provide a cover sheet which includes your name, student number, the unit code, the assessment item number and word count.

### Referencing

**Use a separate page for reference list and ensure it is APA style also.**

APA Style (check guidelines here:

[https://moodle.cqu.edu.au/pluginfile.php/973846/mod\\_resource/content/1/APA%20Abridged%20Guide.pdf](https://moodle.cqu.edu.au/pluginfile.php/973846/mod_resource/content/1/APA%20Abridged%20Guide.pdf)

Use references that are from contemporary and valid sources such as peer reviewed journals; or evidence based websites (e.g. government bodies, professional organisations).

### Assessment Due Date

Week 5 Friday (16 Aug 2019) 11:55 pm AEST

### Return Date to Students

Week 6 Friday (30 Aug 2019)

### Weighting

30%

## Assessment Criteria

HD	D	C	P	F
<p><b>Structure (15%)</b></p> <p>Clear and succinct background that introduces the topic and outlines the direction of the paper. (5%)</p> <p>Clear and succinct conclusion that outlines the main points and brings the discussion to a logical close. (5%)</p> <p>Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure. (5%)</p>	<p>Clear and appropriate background that introduces the topic and outlines the direction of the paper</p> <p>Clear and appropriate conclusion that outlines the main points and brings the discussion to a close</p> <p>Well-presented assignment, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.</p>	<p>Appropriate background that introduces the topic and outlines the direction of the paper</p> <p>Conclusion outlines most of the main points and brings some sense of closure</p> <p>Well-presented assignment, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.</p>	<p>Background is apparent and the topic is introduced but there is not clear direction to the paper</p> <p>Conclusion apparent and outlines most of the main points and endeavours to bring the discussion to a close-there may be some incongruity</p> <p>Well-presented assignment, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure</p>	<p>No recognisable background-the topic is not introduced and/or there is no direction of the paper</p> <p>No recognisable conclusion-little reference to the main points and no clear conclusion to the paper</p> <p>Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (&gt; 5 errors).</p>
<p><b>Approach &amp; Argument (75%)</b></p> <p>Content is clearly relevant to the topic, the approach comprehensively answers the question in relation to current midwifery practice and the discourse proceeds logically and is within the set word limit. (10%)</p>	<p>Content is relevant to the topic, the approach clearly answers the question in relation to current midwifery practice and the discourse proceeds logically. Word count is within the set word limit.</p>	<p>Content is appropriate and answers the question in relation to current midwifery practice and the discourse for the most part proceeds logically. Word count is within the set word limit.</p>	<p>Content answers the question in relation to current midwifery practice but the discourse is at times repetitive or lacks cohesion. Word count is within the set word limit.</p>	<p>Content is irrelevant and or does not answer the question in relation to current midwifery practice. The discourse lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance.</p>
<p>An articulate and comprehensive description of the search process you would undertake to locate the relevant literature to address the 'problem' and inform your discussion. (10%)</p>	<p>A well developed description of the search process you would undertake to locate the relevant literature to address the 'problem' and inform your discussion.</p>	<p>A logical description of the search process you would undertake to locate the relevant literature to address the 'problem' and inform your discussion.</p>	<p>A disjointed description of the search process you would undertake to locate the relevant literature to address the 'problem' and inform your discussion.</p>	<p>An inadequate description of the search process you would undertake to locate the relevant literature to address the 'problem' and inform your discussion.</p>
<p>Clear and comprehensive identification and presentation of the papers to be included in the review. (15%)</p>	<p>Clear identification and presentation of the papers to be included in the review.</p>	<p>Logical and appropriate identification and presentation of the papers to be included in the review.</p>	<p>Disjointed and limited identification and presentation of the papers to be included in the review.</p>	<p>Inadequate identification and presentation of the papers to be included in the review.</p>
<p>Clear and comprehensive synthesis and discussion around the review findings with application to the case study, whilst identifying how you would explain the recommendations to the woman. (40%)</p>	<p>A clear and articulate synthesis and discussion around the review findings with application to the case study, whilst identifying how you would explain the recommendations to the woman.</p>	<p>A broad synthesis and discussion around the review findings with application to the case study, whilst identifying how you would explain the recommendations to the woman..</p>	<p>A disjointed synthesis and discussion around the review findings with application to the case study, whilst identifying how you would explain the recommendations to the woman..</p>	<p>Inadequate synthesis and discussion around the review findings with application to the case study, whilst identifying how you would explain the recommendations to the woman.</p>
<p><b>Referencing (10%)</b></p> <p>Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%)</p>	<p>Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.</p>	<p>Frequently integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.</p>	<p>Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.</p>	<p>Fails to or infrequent attempts (&gt;7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations.</p>
<p>Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant web-sites. (5%)</p>	<p>1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant web-sites.</p>	<p>3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant web-sites.</p>	<p>3 or 4 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant web-sites.</p>	<p>Many inaccuracies with referencing (&gt;5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant web-sites not included.</p>

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Identify the concepts that underpin the types of evidence informing current midwifery practice.
- Demonstrate the ability to analyse current evidence for best practice in midwifery.
- Critique current policy relevant to midwifery practice.
- Recommend appropriate midwifery care informed by current research and ethical decision making.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

### 3 Written Essay

#### Assessment Type

Written Assessment

#### Task Description

##### Assessment 3 - Written Essay

Weighting 40%

Word Count 2500 words (+/- 10%)

Due Date Friday 4<sup>th</sup> October (week 11)

Objectives This assessment relates to learning outcomes 2, 3 and 4.

2. Demonstrate the ability to analyse current evidence for best practice in midwifery
3. Critique current policy relevant to midwifery practice.
4. Recommend appropriate midwifery care informed by current research and ethical decision making.

#### Assessment Task:

This assignment task requires the student to outline and evaluate the research evidence that relates to one aspect of clinical practice relating to normal pregnancy, labour, birth, or the postnatal period. Please choose from the options below:

- routine ultrasound during pregnancy,
  - antenatal screening for HIV,
  - water immersion during labour,
  - continuous support in labour,
  - immediate skin to skin contact after birth
1. You should **discuss** the current practice (using the evidence to support your discussion)
  2. You should **make a recommendation** on whether a change to current practice should occur based upon this evidence.
  3. **Provide a rationale** for the recommendation in the context of an Evidence Based approach (integrating the available evidence, woman-centred midwifery philosophy and available resources).

#### Additional Information

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

#### Presentation Requirements

Your essay is to follow academic conventions of structure with an introduction, body and conclusion.

Double Line spacing throughout 2.0 (including reference list)

Font size 12, easily readable style (e.g. Arial, Times Roman, Calibri)

Word count must be within 10% plus or minus of the given word count. For this essay words in excess of 2750 cannot contribute to your mark.

Use quotations sparingly and only to illustrate a point that cannot be made with equal impact in your own words - if used, give page numbers.

Provide a cover sheet which includes your name, student number, the unit code, the assessment item number and word count.

#### Referencing

APA Style (check guidelines here:

[https://moodle.cqu.edu.au/pluginfile.php/973846/mod\\_resource/content/1/APA%20Abridged%20Guide.pdf](https://moodle.cqu.edu.au/pluginfile.php/973846/mod_resource/content/1/APA%20Abridged%20Guide.pdf)

**Use a separate page for reference list and ensure it is APA style also.**

Use references that are from contemporary and valid sources such as peer reviewed journals; or evidence based websites (e.g. government bodies, professional organisations).

#### Assessment Due Date

Week 11 Friday (4 Oct 2019) 11:55 pm AEST

#### Return Date to Students

Review/Exam Week Friday (18 Oct 2019)

#### Weighting

40%

#### Assessment Criteria

HD	D	C	P	F
<b>Structure (15%)</b> Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%) Clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper Clear and appropriate conclusion that outlines the main points and brings the argument to a close	Appropriate introduction that introduces the topic and outlines the direction of the paper Conclusion outlines most of the main points and brings some sense of closure	Introduction is apparent and the topic is introduced but there is not clear direction to the paper 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 introduction-the topic is not introduced and/or there is no direction of the paper 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).
<b>Approach &amp; Argument (75%)</b> 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 discussion which outlines and evaluates the research evidence that relates to the chosen aspect of clinical practice. (35%)	An insightful and well-developed discussion that outlines and evaluates the research evidence that relates to the chosen aspect of clinical practice.	A logical discussion that demonstrates a competent outline and evaluation of the research evidence that relates to the chosen aspect of clinical practice.	A disjointed discussion that demonstrates a generalised or limited outline and evaluation of the research evidence that relates to the chosen aspect of clinical practice.	An inadequate discussion of the chosen aspect of clinical practice. Evaluation of the research evidence is limited or missing.
Comprehensive discussion that supports the recommendation of whether a change to current practice should occur, based upon this evidence. (15%)	Well-developed analysis and discussion that supports the recommendation of whether a change to current practice should occur, based upon this evidence.	Broad discussion that supports the recommendation of whether a change to current practice should occur, based upon this evidence.	Minimal analysis and disjointed discussion that supports the recommendation of whether a change to current practice should occur, based upon this evidence.	Inadequate analysis and discussion (which at times is repetitive) that does not support the recommendation of whether a change to current practice should occur, based upon this evidence.
Clear, coherent discussion that critically outlines an evidenced based recommendation on whether a change to current practice should occur. (15%)	A clear and relevant discussion that outlines an evidenced based recommendation on whether a change to current practice should occur.	A logical discussion which broadly outlines an evidenced based recommendation on whether a change to current practice should occur.	Satisfactory exploration that shows a limited discussion that can be repetitive at times regarding an evidenced based recommendation on whether a change to current practice should occur.	Poor understanding of the topic. Content does not outline the evidenced based recommendation on whether a change to current practice should occur.
<b>Referencing (10%)</b> 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

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## 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