



MDWF12005 *Foundations of Midwifery 2*

Term 2 - 2021

Profile information current as at 05/05/2024 11:20 pm

All details in this unit profile for MDWF12005 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will build on your knowledge acquired throughout the course and demonstrate higher-level learning to identify complex factors that may present during the childbearing continuum. This unit will provide the theory to understand the complex factors that may impact on the childbearing continuum and the care required utilising the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'. This unit is to be taken in conjunction with the clinical unit Midwifery Practice 2.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Co-req MDWF12006 Midwifery Practice 2 Pre-Req MDWF12002 Foundations of Midwifery 1 MDWF12003 Midwifery Practice 1

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2021

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Examination**

Weighting: 60%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from SUTE Feedback.

Feedback

One of the best aspects was the study guides and the variety of readings provided.

Recommendation

To continue to provide the study guides and the variety of readings provided.

Feedback from SUTE Feedback.

Feedback

The assignment topics were interesting and supported my learning. Overall I enjoyed working through the study guides.

Recommendation

To continue to provide interesting and relevant assessment tasks.

Feedback from SUTE Feedback.

Feedback

Interactive, weekly modules for learning.

Recommendation

To continue to provide interactive resources in each weekly module.

Feedback from SUTE Feedback.

Feedback

I really enjoyed this subject and the easy understanding of the material in this subject.

Recommendation

To continue to ensure that the content is interesting, engaging, and easy to understand.

Feedback from SUTE Feedback.

Feedback

I think it would benefit the students to be aware that some of the study guides require more time to cover the contents than others. This would help with time management.

Recommendation

An indication of the estimated time required to complete each weekly study guide will be included at the beginning of each booklet.

Feedback from SUTE Feedback.

Feedback

The resources provided I found some were dated back to 2016 and old resources did not map to current unit topics or assignments.

Recommendation

These additional resources that were provided as study aids to assist with preparation for the exam will be removed for the 2021 offering.

Unit Learning Outcomes

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

1. Examine the complex factors that may present during the childbirth continuum and their impact on the woman, neonate and family.
2. Describe the care provided to a woman experiencing complexity within the childbearing continuum.
3. Identify the role of the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral' to guide the management of care.

NMBA Midwife Standards for Practice

Standard 1: Promotes evidence-based maternal health and wellbeing.

Standard 2: Engages in respectful partnerships and professional relationships.

Standard 3: Demonstrates the capability and accountability for midwifery practice.

Standard 4: Undertakes comprehensive assessments.

Standard 5: Develops plans for midwifery practice.

Standard 6: Provides safe and quality midwifery practice.

Standard 7: Evaluates outcomes to improve midwifery practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 40%	•	•	•
2 - Examination - 60%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving			
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			

Graduate Attributes	Learning Outcomes		
	1	2	3
8 - Ethical practice	•	•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•		•	•				•		
2 - Examination - 60%	•		•	•				•		

Textbooks and Resources

Textbooks

MDWF12005

Prescribed

Myles Textbook for Midwives

17th edition (2020)

Authors: Marshall, J. & Raynor, M.

Churchill Livingstone

London , England

ISBN: 9780702076428

Binding: Paperback

Additional Textbook Information

If you prefer to study with a paper text, you can purchase one at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code).

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Tanya Capper Unit Coordinator

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Rachelle Chee Unit Coordinator

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Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ascertaining Risk, Psychosocial Considerations and Substance use in Pregnancy.	Chapters 11, 13, 15	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Gestational Diabetes, Anaemia, Haemoglobinopathies, Rh and ABO Incompatibility and Isoimmunisation	Chapter 15	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Hypertension, HELLP Syndrome, Intrauterine Growth Restriction (IUGR)	Chapters 14, 15, 34	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Polyhydramnios, Oligohydramnios, Antepartum Haemorrhage	Chapter 14	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Caesarean Birth, Vaginal Birth after Caesarean Section (VBAC), and Operative Birth	Chapters 19, 24	

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Active Management of Labour (IOL), Post Term Pregnancy, Malposition, Malpresentation, and Breech Birth	Chapters 20, 22, 23	Case Study Due: Week 6 Friday (27 Aug 2021) 11:55 pm AEST

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Maternal Collapse, Obstructed Labour, Cord Prolapse, Shoulder Dystocia, Post Partum Haemorrhage	Chapters 15, 21, 25, 30	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Pharmacodynamics, Pharmacokinetics, Pharmacology During Pregnancy and Breastfeeding	Chapter 31 of Pairman (2019)	

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Maternal and Neonatal Resuscitation	Chapters 26, 33	

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Neonatal Stabilisation and Referral, Care of the Preterm Infant, Congenital Abnormalities, Vitamin K Deficiency Bleeding, Immunisation	Section Six - 'The Neonate' of Myles (2020)	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Grief and Loss, Coping Strategies, Practical and Emotional Support	Chapter 41 of Pairman (2019) and Chapter 31 of Myles (2020)	

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Perineal Repair, Urinary Incontinence, Sexual Health	Chapter 17	

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Case Study

Assessment Type

Written Assessment

Task Description**Assessment One - Case Study Assessment**

Due date: 27/8/2021 (Week 6)

Weighting: 40%

Word Count: 2500 (+/- 10%).

Unit learning outcomes:

This assessment aligns with Learning Outcomes 1, 2, and 3.

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

1. Examine the complex factors that may present during the childbirth continuum and their impact on the woman, neonate and family.
2. Describe the care provided to a woman experiencing complexity within the childbearing continuum.
3. Identify the role of the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral' to guide the management of care.

Assessment: Case Study

You meet Judy, a 19-year-old G1P0, at her first booking appointment. Judy tells you that this pregnancy was unplanned, and she does not plan to give up her active social life due to being pregnant. While undertaking the interview, Judy discloses that she regularly smokes cannabis with friends.

Consider the case study when answering the following questions.

Ensure that you relate your answers to Judy in the case study:

1. **Explore** the risks of cannabis use during pregnancy to both Judy and her fetus.
2. As the booking midwife, **explain** the information and advice you would give to Judy at this time surrounding her cannabis use.
3. With reference to the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral', **describe** the plan of care you would offer to Judy to optimise maternal and neonatal outcomes.

You must be able to demonstrate your understanding of the concepts learned throughout this unit. You are expected to use an academic approach to answer all components of this assessment. Using this approach, you will need to demonstrate that you have researched the relevant issues present. You are required to read widely and analyse the information that you gather, ensuring that it is applicable, evidence-based, and up to date.

Formatting according to academic conventions:

1. Your case study is to follow academic conventions of structure with an introduction, body, and conclusion.
2. Your introduction will outline the key points of your case study.
3. The body of the case study will cover all the elements of your discussion.
4. Your conclusion will provide an overall summary of your main points with no new information or references.

Further information:

- Please ensure that you review the marking criteria sheet. 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.
- Use a separate page for the reference list which will be in APA 7th style.
- The quality of your references is what is important rather than the volume of references (use references that are from contemporary and valid sources such as peer-reviewed journals; do not use websites that end in ".com.au" as academic sources; journal articles should ideally be less than five years old).
- Word counts include in-text references, and headings, but not your reference list.
- Page numbers are only required for direct quotes but preferably use no direct quotes or keep these to a bare minimum.
- The cover sheet should include your name, student number, the unit code, the assessment item number, and the word count.
- Line spacing: at least 1.5; Font size: 12; Font type: Arial.

Assessment Due Date

Week 6 Friday (27 Aug 2021) 11:55 pm AEST

Return Date to Students

Week 8 Friday (10 Sept 2021)

Via Moodle

Weighting

40%

Assessment Criteria

HD	D	C	P	F
Structure (15%)				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper.	Introduction is apparent and the topic is introduced but there is not clear direction to the paper.	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper.
Clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close.	Conclusion outlines most of the main points and brings some sense of closure.	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity.	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper.

Excellent presentation of assignment, double spaced with 12-point font. Consistently accurate with spelling, grammar and paragraph structure. (5%)	Well-presented assignment, double spaced with 12-point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12-point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12-point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure.	Poorly presented assignment. Double spacing not used. 12-point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
Approach & Argument (75%)				
Content is clearly relevant to the topic; the approach comprehensively answers the question, and the argument proceeds logically and is within the set word limit. (10%)	Content is relevant to the topic; the approach clearly answers the question, and the argument proceeds logically and is within the set word limit	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit	Content answers the question the argument is at times repetitive or lacks cohesion and is just outside the set word limit with a 10% allowance (under or over the set limit)	Content is irrelevant and or does not answer the question and the argument lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance
An articulate and comprehensive exploration of the risks of cannabis use during pregnancy to both Judy and her fetus. (20 %)	Insightful and well-developed exploration of the risks of cannabis use during pregnancy to both Judy and her fetus.	A logical exploration of the risks of cannabis use during pregnancy to both Judy and her fetus.	A disjointed exploration of the risks of cannabis use during pregnancy to both Judy and her fetus.	An inadequate exploration of the risks of cannabis use during pregnancy to both Judy and her fetus.
Comprehensive explanation of the information and advice you would give to Judy at this time surrounding her cannabis use. (20%)	Well-developed explanation of the information and advice you would give to Judy at this time surrounding her cannabis use.	Broad explanation of the information and advice you would give to Judy at this time surrounding her cannabis use.	Minimal analysis and disjointed explanation of the information and advice you would give to Judy at this time surrounding her cannabis use.	Inadequate analysis and explanation of the information and advice you would give to Judy at this time surrounding her cannabis use.
Clear, coherent description surrounding the plan of care you would offer to Judy with reference to the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'. (25%)	A clear and relevant description surrounding the plan of care you would offer to Judy with reference to the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'.	A logical but broad description surrounding the plan of care you would offer to Judy with reference to the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'.	Satisfactory description surrounding the plan of care you would offer to Judy with reference to the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'.	Poor understanding of the topic. Content does not describe the plan of care you would offer to Judy with reference to the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'.
Referencing (10%)				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%)	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Frequently integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations.

Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant websites. (5%)	1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant websites.	3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant websites.	3 or 4 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant websites.	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant websites not included.
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Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Examine the complex factors that may present during the childbirth continuum and their impact on the woman, neonate and family.
- Describe the care provided to a woman experiencing complexity within the childbearing continuum.
- Identify the role of the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral' to guide the management of care.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

60%

Length

180 minutes

Exam Conditions

Closed Book.

Materials

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem