



# MDWF12006 *Midwifery Practice 2*

## Term 2 - 2019

Profile information current as at 13/05/2024 01:22 pm

All details in this unit profile for MDWF12006 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 second of four that provides you with midwifery clinical experience. You will have the opportunity to assess, plan and provide physiological and psychosocial care of the woman experiencing complex factors. This may occur during pregnancy, labour and in the postnatal period and includes the fetus and neonate. This care will be provided in collaboration and consultation with the multidisciplinary team utilising the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'. This unit is to be undertaken in conjunction with Foundations of Midwifery 2.

#### 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-req MDWF12005 Foundations of Midwifery 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 - 2019

- 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. **Portfolio**

Weighting: 40%

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

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 Unit Evaluation.

##### Feedback

The practical aspect. I love the placement opportunities, being on the floor twice a week so that we get to put into practice what we are learning.

##### Recommendation

Students continue to undertake a minimum of two days clinical placement per week, and follow continuity care women throughout the duration of the course.

#### Feedback from Unit Evaluation.

##### Feedback

I am thoroughly enjoying the fact that this post graduate course offers the practical learning opportunities every week to coincide with our online learning. We read, we do and then it is easier to learn. Thank you

##### Recommendation

To continue to ensure that the theoretical component of the unit links to clinical practice experiences.

#### Feedback from Unit Evaluation.

##### Feedback

Very occasionally assessments for our COC journaling etc are not clear.

##### Recommendation

Ensure clear instructions for continuity of care requirements are available to all students at the beginning of each term.

## Unit Learning Outcomes

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

1. Assess, plan and provide physiological care to the fetus, woman and/or neonate experiencing complex factors
2. Evaluate, plan and provide psychosocial care for the woman experiencing complex factors during the childbearing continuum
3. Reflect on clinical learning and midwifery practice related to the care of women, fetus and neonate experiencing complex factors during the childbearing continuum
4. Demonstrate midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) requirements.

#### 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	4
1 - Portfolio - 40%	•	•	•	
2 - Written Assessment - 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 - Portfolio - 40%	•	•	•	•	•		•	•		
2 - Written Assessment - 60%	•	•	•	•	•		•	•		
3 - Professional Practice Placement - 0%	•	•	•	•	•		•	•		

## Textbooks and Resources

### Textbooks

MDWF12006

#### Prescribed

##### **Myles Textbook for Midwives**

Edition: 16th (2014)

Authors: Marshall, J. & Raynor, M.

Churchill Livingstone

London , England

ISBN: 9780702051456

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Meredith Lovegrove** Unit Coordinator

[m.lovegrove@cqu.edu.au](mailto:m.lovegrove@cqu.edu.au)

## Schedule

### Introduction - 14 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Welcome to Midwifery Practice 2 your clinical subject. Your practical midwifery experience will be undertaken at one primary clinical midwifery provider site. This site will be the midwifery student placement that you have arranged prior to your enrolment into the Bachelor of Midwifery program. The clinical component of the program provides students with the opportunity to apply theory to practice. Specific clinical midwifery practice experience hours are required over the eighteen (18) months of the program. Additional hours will be required to meet midwifery 'continuity of care' experiences. In term 2 you will be expected to achieve 224 hours of clinical placement plus the recruitment of 3 Continuity of Care women who will birth in term 3. This will require the student to complete a minimum of 2 shifts per week however you may elect to work more shifts provided the Maternity Unit Manager agrees.

The student is expected to work all shifts across the 24hrs and will negotiate their rostered hours and days with the Maternity Unit Manager. In the event of sick leave, holidays or family leave the student will be expected to negotiate this with their Maternity Unit Manager and notify the course coordinators.

Whilst on clinical placement the student is a representative of CQ University and will adhere to the correct uniform of purple CQU top and dark pants/skirt with closed in shoes and minimal jewellery. The student is expected to be bare below the elbows for infection control purposes and patient safety. Please refer to the NMBA code of ethics and professional conduct for nurses and midwives and the CQU student charter. Whilst on clinical placement you are expected to be working under the direct and/or indirect supervision of a registered midwife and therefore, are operating under their registration. Despite being registered nurses you cannot provide care to women and babies under your nursing registration. Please be aware that all cares, medications and documentation must be double signed by the registered midwife under whom you are working because they are legally responsible.

It is strongly advised that you write up your clinical logbook experiences and hours on the day and have them signed off as soon as possible by your clinical facilitator/preceptor. A running sheet to tally your clinical hours is provided in the links below and will assist you keep a clear picture of where you are at with achieving your clinical experiences and hours over the duration of your program. We wish you all the best with your clinical placement and hope you enjoy your midwifery journey.

Ongoing Clinical Placement

## Week 1 - 15 Jul 2019

Module/Topic

Chapter

Events and Submissions/Topic

This clinical placement course is the second of four that provides you with midwifery clinical experience. You will have the opportunity to assess, plan and provide physiological and psychosocial care of the woman experiencing complex factors. This may occur during pregnancy, labour and in the postnatal period and includes the fetus and neonate. This care will be provided in collaboration and consultation with the multidisciplinary team utilising the Australian College of Midwives 'National Midwifery Guidelines for Consultation and Referral'. This course is to be undertaken in conjunction with Foundations of Midwifery 2.

Australian College of Midwives 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.  
CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.

#### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing Clinical Placement

#### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing Clinical Placement

#### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing Clinical Placement

#### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing Clinical Placement

#### 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
		Ongoing Clinical Placement

#### Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing Clinical Placement

#### Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Two: Written Essay due 13/09/2019, at 2345 hrs Ongoing Clinical Placement
		<b>Written Essay</b> Due: Week 8 Friday (13 Sept 2019) 11:55 pm AEST

#### Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing Clinical Placement

#### Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 11 - 30 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Ongoing Clinical Placement

**Week 12 - 07 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment One: Reflective Portfolio  
due 11/10/2019, at 2355 hrs  
Ongoing Clinical Placement

**Portfolio/ ongoing reflective journal** 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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Ongoing Clinical Placement

**Exam Week - 21 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Three: Clinical Practice  
Placement due 25/10/2019, at 2355  
hrs.  
Ongoing Clinical Placement

**Professional Practice Placement**  
Due: Exam Week Friday (25 Oct 2019)  
11:45 pm AEST

## Assessment Tasks

### 1 Portfolio/ ongoing reflective journal

**Assessment Type**

Portfolio

**Task Description**

TASK DESCRIPTION

MDWF 12006 - Midwifery Practice 2

ASSESSMENT ONE – PORTFOLIO/ONGOING REFLECTIVE JOURNAL

40% Weighting

Word Count: N/A

Due Date: Friday 11th October 2019 (Week 12)

Objectives: This assessment item relates to learning outcomes 1, 2 and 3.

Unit learning outcomes:

1. Assess, plan and provide physiological care to the foetus, woman and/or neonate experiencing complex factors.
  2. Evaluate, plan and provide psychosocial care for the woman experiencing complex factors during the childbearing continuum.
  3. Reflect on clinical learning and midwifery practice related to the care of women, foetus and neonate experiencing complex factors during the childbearing continuum.
- Reflective practice is listed as one of the key domains that make up the National Competency Standards for the Midwife. It is through reflective processes that both students and registered midwives can identify and explore diverse values, beliefs, learning needs and sociocultural structures.

**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, and the three (3) newly recruited women in term 2.**

Overview of Reflective Journal Writing

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 learnt 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 student midwife 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. Understanding your feelings is a vital skill for reflective writing, and studying midwifery involves being exposed to a lot of new situations - doing your first antenatal booking; helping a woman with breastfeeding support; witnessing a birth - which can bring new reactions to the surface. It's important to comprehend what you feel, why you feel that way and to then learn from it, as failing to reflect can lead to poor insight and therefore poor performance in practice (Hays & Gay, 2011).

\*Reflective writing is more personal than other kinds of academic writing and is an exploration of events not just a description of them.

Reflective Journal Requirements (Refer to the provided Reflective Journal Template and the Two Reflective Journal examples) Journal entries are the students written reflections of face to face episodes of care with the recruited CoC woman. Phone calls, emails, text messages or any other form of communication other than face to face contact is not acceptable.

See additional guidelines on writing your portfolio/reflective journal on the Moodle site for this unit.

### Assessment Due Date

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

### Return Date to Students

Exam Week Friday (25 Oct 2019)

### Weighting

40%

### Assessment Criteria

HD	D	C	P	F
<b>Structure (10%)</b>				
Excellent presentation of portfolio. Reflective journals set out as per template. Consistently accurate with spelling, grammar and paragraph structure.	Well-presented portfolio, Reflective journals set out as per template. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented portfolio. Reflective journals set out as per provided template. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented portfolio, reflective journals set out per provided template. 2 or 3 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented journal. Provided template not utilised. Many inaccuracies with spelling, grammar and paragraph structure (> 5 errors).
<b>Approach &amp; Argument (90%) As per template.</b>				
Comprehensive critical and analytical reflective journals that explore and identify gaps in knowledge. Each reflective journal provides <ul style="list-style-type: none"> <li>- A description</li> <li>- An Interpretation</li> <li>- An outcome -what was learnt</li> </ul> <b>(45 %)</b>	Insightful and well-developed reflective journals that explore and identifies gaps in knowledge. Each reflective journal provides <ul style="list-style-type: none"> <li>- A description</li> <li>- An Interpretation</li> <li>- An outcome - what was learnt</li> </ul>	Provides logical and broadly reflective journals that explore and identifies gaps in knowledge. Each reflective journal provides <ul style="list-style-type: none"> <li>- A description</li> <li>- An Interpretation</li> <li>- An outcome - what was learnt</li> </ul>	Disjointed reflective journals that explores and identify some gaps in knowledge. Each reflective journal provides some of the following: <ul style="list-style-type: none"> <li>- A description</li> <li>- An Interpretation</li> <li>- An outcome - what was learnt</li> </ul>	Inadequate reflective journals that do not explore or identify gaps in knowledge. The following have not been included: <ul style="list-style-type: none"> <li>- A description</li> <li>- An Interpretation</li> <li>- An outcome -what was learnt</li> </ul>
3 Comprehensive reflective journals that include a minimum of: <ul style="list-style-type: none"> <li>- 4 antenatal visits</li> <li>- +/- the labour (intrapartum care)</li> <li>- 2 postnatal visits</li> <li>- Face to face visits</li> </ul> <b>(45%)</b>	3 Well-developed reflective journals that include a minimum of: <ul style="list-style-type: none"> <li>- 4 antenatal visits</li> <li>- +/- the labour (intrapartum care)</li> <li>- 2 postnatal visits</li> <li>- Face to face visits</li> </ul>	3 reflective journals that include a minimum of: <ul style="list-style-type: none"> <li>- 4 antenatal visits</li> <li>- +/- the labour (Intrapartum care)</li> <li>- 2 postnatal visits</li> <li>- Face to face visits</li> </ul>	3 disjointed reflective journals that include some of the following: <ul style="list-style-type: none"> <li>- 4 antenatal visits</li> <li>- +/- the labour (Intrapartum care)</li> <li>- 2 postnatal visits</li> <li>- Face to face visits</li> </ul>	3 or less inadequate reflective journals that have not met the minimum requirements of: <ul style="list-style-type: none"> <li>- 4 antenatal visits</li> <li>- +/- the labour (Intrapartum Visits)</li> <li>- 2 postnatal visits</li> <li>- Face to face visits</li> </ul>

### Referencing Style

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

### Submission

Online

## Learning Outcomes Assessed

- Assess, plan and provide physiological care to the fetus, woman and/or neonate experiencing complex factors
- Evaluate, plan and provide psychosocial care for the woman experiencing complex factors during the childbearing continuum
- Reflect on clinical learning and midwifery practice related to the care of women, fetus and neonate experiencing complex factors during the childbearing continuum

## Graduate Attributes

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

## 2 Written Essay

### Assessment Type

Written Assessment

### Task Description

MDWF 12006 T2 2019- Midwifery Practice 2 -

ASSESSMENT 2 - WRITTEN ESSAY

Weighting 60%

Word Count 3000 words (+/- 10%)

Due Date Friday 13th September 2019 (week 8)

Objectives This assessment relates to learning outcomes 1, and 2.

1. Assess, plan and provide physiological care to the foetus, woman and/or neonate experiencing complex factors.
2. Evaluate, plan and provide psychosocial care for the woman experiencing complex factors during the childbearing continuum.

### Task: Essay on the topic of "Complex Midwifery Care."

Choose one of the following complex midwifery practice topics:

- Preterm labour
- Twin pregnancy
- Grade 4 Placenta Praevia
- Primary Syphilis infection

Using a midwifery philosophy of care, you are required to:

**Discuss** the pathophysiology of the chosen condition and explore why a woman and her fetus experiencing the chosen condition would be considered 'high risk'. In order to assess the risk score please refer to the Australian College of Midwives (2013) National Referral and Consultation Guidelines.

**Critically explore** the current, evidence-based care for the chosen condition and identify and discuss a suitable multidisciplinary team care plan, demonstrating an understanding of multidisciplinary collaboration and appropriate referral pathways.

**Outline** how the midwife would work with the woman to promote her wellbeing and optimise her experience of pregnancy, labour/birth and the postnatal period.

Within your discussion of the above you should make appropriate links to:

- Relevant clinical guidelines
- A woman-centred midwifery philosophy of care ACM Philosophy of Midwifery

<https://www.midwives.org.au/midwifery-philosophy>

- ACM National Midwifery Guidelines for Consultation & Referral 3rd Edition Issue 2

<https://issuu.com/austcollegemidwives/docs/guidelines2013>

- NMBA Professional codes and guides for midwives

<http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx> (standards for practice/competency standards, code of conduct, code of ethics, guides to professional boundaries)

### 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
- A title page, contents page and numbered pages are required

- 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 3300 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 organizations). Avoid websites that end in ".com" as academic sources.

### Assessment Due Date

Week 8 Friday (13 Sept 2019) 11:55 pm AEST

### Return Date to Students

Week 11 Friday (4 Oct 2019)

### Weighting

60%

### Assessment Criteria

HD	D	C	P	F	
<b>Structure (15%)</b>					<b>/15</b>
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%) A succinct and defined conclusion, linking all elements discussed in the paper. No new information is included and ends with a high quality comment or resolution (5%) Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, title page, page numbers, and a contents page. Consistently accurate with spelling, grammar and paragraph structure. (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper A defined conclusion, linking more than half the elements discussed in the paper. No new information is included, and a quality comment or resolution is given Well-presented assignment, double line spaced, 12-point font, title page, page numbers, and a contents page, 1 or 2 errors in spelling, grammar or paragraph structure.	Appropriate introduction that introduces the topic and outlines the direction of the paper The conclusion is evident, linking less than half the elements discussed in the paper. New information is introduced, and a broad comment or resolution is given Well-presented assignment, double line spaced, 12-point font, title page, page numbers, and a contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure. .	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 Adequate assignment presentation, double line spaced with 12 point font. Title page. No contents page included or page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure.	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 Poorly presented assignment. Double spacing not used, 12-point font not used. No title or contents page included. >7 inaccuracies in spelling, grammar or paragraph structure.	
<b>Approach &amp; Argument (75%)</b>					<b>/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%) An articulate and comprehensive analysis of (a) the pathophysiology of the chosen condition and (b) why a woman & her fetus experiencing the chosen condition would be considered 'high risk' (25 %)	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically and is within the set word limit Insightful and well-developed analysis of (a) the pathophysiology of the chosen condition and (b) why a woman and her fetus experiencing the chosen condition would be considered 'high risk'.	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit A logical discussion of (a) the pathophysiology of the chosen condition and (b) why a woman and her fetus experiencing the chosen condition would be considered 'high risk'.	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) A disjointed discussion of (a) the pathophysiology of the chosen condition and (b) why a woman and her fetus experiencing the chosen condition would be considered 'high risk'.	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 inadequate discussion of (a) the pathophysiology of the chosen condition and of (b) why a woman and her fetus experiencing the chosen condition would be considered 'high risk'.	

A comprehensive exploration of the current, evidence-based care for the chosen condition, succinctly identifying a highly appropriate multi-disciplinary team care plan and demonstrating a very high understanding of the multidisciplinary collaboration and referral pathways (25%)	A well-developed exploration of the current, evidence-based care for the chosen condition, clearly identifying an appropriate multi-disciplinary team care plan and demonstrating a high understanding of the multidisciplinary collaboration and referral pathways	A broad exploration of the current evidence-based care for the chosen condition, broadly identifying a multi-disciplinary team care plan and demonstrating a broad understanding of the multidisciplinary collaboration and referral pathways.	A minimal exploration of the current evidence-based care for the chosen condition, with minimal identification of a multi-disciplinary team care plan and demonstrating a minimal understanding of the multidisciplinary collaboration and referral pathways.	An inadequate exploration of the current evidence-based care for the chosen condition, with poor identification of a multi-disciplinary team care plan and demonstrating a poor understanding of the multidisciplinary collaboration and referral pathways.
A thorough & coherent outline of how the midwife would work with the woman to promote her wellbeing and optimise her experience of pregnancy, labour/birth and the postnatal period. (15%)	A clear & relevant outline of the midwife you would work with the woman to promote her wellbeing and optimise her experience of pregnancy, labour/birth and the postnatal period.	A logical outline of how the midwife would work with the woman to promote her wellbeing and optimise her experience of pregnancy, labour/birth and the postnatal period.	Satisfactory outline of how the midwife would work with the woman to promote her wellbeing and optimise her experience of pregnancy, labour/birth, and the postnatal period.	Poor understanding of the topic. Content does not outline how the midwife would work with the woman to promote her wellbeing and optimise her experience of pregnancy, labour/birth and the postnatal period.
<b>Referencing (10%)</b>				<b>/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 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.	5 or 6 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.
This assignment is worth <b>60%</b> of the total assessment for this subject.				
<b>/100</b>				

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Assess, plan and provide physiological care to the fetus, woman and/or neonate experiencing complex factors
- Evaluate, plan and provide psychosocial care for the woman experiencing complex factors during the childbearing continuum

## Graduate Attributes

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

## 3 Professional Practice Placement

### Assessment Type

Professional Practice Placement

## **Task Description**

MDWF12006, T2, 2019 - Midwifery Practice 2 – Assessment 3

### **ASSESSMENT 3 - CLINICAL PLACEMENT**

Due date: Friday 25th October 2019 (Week 14)

Weighting: 0% - Pass/Fail

Objectives:

This assessment item relates to learning outcomes one (1), two (2) three (3), and (4) four. Unit learning outcomes:

1. Assess, plan and provide physiological care to the fetus, woman and/or neonate experiencing complex factors.
2. Evaluate, plan and provide psychosocial care for the woman experiencing complex factors during the childbearing continuum.
3. Reflect on clinical learning and midwifery practice related to the care of women, foetus and neonate experiencing complex factors during the childbearing continuum.

4. Demonstrate midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) requirements  
Minimal clinical practice experience of 224 hours is required by completion of this course. This clinical experience will allow you to consolidate knowledge and skills acquired throughout the term and enable you to draw distinction in your scope of practice between normal and complex midwifery care. You are required to meet the clinical requirements listed below and these requirements need to be documented within your Student Clinical Experience Record Book.

You are expected to work towards minimal clinical requirements, and they include:

1. Recruit three (3) 'Continuity of Care' (CoC) experience women, who will be due to birth in Term 3 and add this to your reflective journals, that can be found on the Bachelor of Midwifery Meta page.
2. Complete three (3) CoC experiences from term 1 2019.
3. Competency Performance Assessment
4. Complete 224 hours of clinical practice experience plus continuity of care hours (a minimum of 10hrs per CoC woman)

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

### **Assessment Due Date**

Exam Week Friday (25 Oct 2019) 11:45 pm AEST

### **Return Date to Students**

within 3 weeks of submission

### **Weighting**

Pass/Fail

### **Assessment Criteria**

Pass/Fail. Refer to your clinical log book.

You are expected to work towards minimal clinical requirements and they include:

1. Recruit three (3) 'Continuity of Care' (CoC) experience women,
2. Complete three (3) CoC experiences from term 1 2018.
3. Competency Performance Assessment
4. Complete 224 hours of clinical practice experience plus continuity of care hours (a minimum of 10 hrs per CoC woman)

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Assess, plan and provide physiological care to the fetus, woman and/or neonate experiencing complex factors
- Evaluate, plan and provide psychosocial care for the woman experiencing complex factors during the childbearing continuum
- Reflect on clinical learning and midwifery practice related to the care of women, fetus and neonate experiencing complex factors during the childbearing continuum
- Demonstrate midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) requirements.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Team Work
- Cross Cultural Competence
- Ethical practice

## 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