



MDWF12006 Midwifery Practice 2

Term 2 - 2020

Profile information current as at 29/04/2024 11:41 am

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 - 2020

- 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

I enjoyed all parts of the unit and the education resources that were supplied. I enjoyed placement as well as I learn things hands-on. The resources you have made available and your encouraging feedback. Thank you

Recommendation

Continue to provide relevant and useful resources and education material during the residential school and also within the Moodle unit webpage.

Feedback from Unit evaluation

Feedback

Placement Facilitator- Personally, I would prefer more support from one in particularly in an environment that requires support to help navigate through the difficulties of the birth suite environment.

Recommendation

Increase communication with students during the term to discuss clinical placement so as to ascertain problems, find solutions or provide support and debriefing in a timely manner.

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



Alignment of Assessment Tasks to Learning Outcomes

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

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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: 17th edn (2020)

Authors: Marshall, J. & Raynor, M.

Churchill Livingstone

London, England

ISBN: 9780702076428

Binding: Paperback

Additional Textbook Information

Paper copies can be purchased 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)
- Microphone and camera for use with Zoom

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Bridget Ferguson Unit Coordinator

b.ferguson@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Welcome to Midwifery Practice 2 your clinical subject. 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 psycho-social 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.

Ongoing Clinical Placement

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Australian College of Midwives Guidelines for Consultation and Referral.</p> <p>Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives.</p> <p>Queensland Health State Wide Maternal and Neonatal Clinical Guidelines.</p> <p>CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.</p>	Ongoing Clinical Placement

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Australian College of Midwives Guidelines for Consultation and Referral.</p> <p>Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives.</p> <p>Queensland Health State Wide Maternal and Neonatal Clinical Guidelines.</p> <p>CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.</p>	Ongoing Clinical Placement

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Australian College of Midwives Guidelines for Consultation and Referral.</p> <p>Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives.</p> <p>Queensland Health State Wide Maternal and Neonatal Clinical Guidelines.</p> <p>CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.</p>	Ongoing Clinical Placement

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Australian College of Midwives Guidelines for Consultation and Referral.</p> <p>Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives.</p> <p>Queensland Health State Wide Maternal and Neonatal Clinical Guidelines.</p> <p>CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.</p>	Ongoing Clinical Placement

Vacation Week - 17 Aug 2020

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

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Australian College of Midwives Guidelines for Consultation and Referral.</p> <p>Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives.</p> <p>Queensland Health State Wide Maternal and Neonatal Clinical Guidelines.</p> <p>CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.</p>	Ongoing Clinical Placement

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

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.

Ongoing Clinical Placement

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
	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.	Ongoing Clinical Placement Written Essay Due: Week 8 Friday (11 Sept 2020) 6:00 pm AEST

Week 9 - 14 Sep 2020

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

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

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.

Ongoing Clinical Placement

Week 11 - 28 Sep 2020

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

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
	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.	Ongoing Clinical Placement Reflective Portfolio Due: Week 12 Friday (9 Oct 2020) 6:00 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing Clinical Placement Clinical Practice Placement: End of Term Documents Due: Review/Exam Week Friday (16 Oct 2020) 6:00 pm AEST

Exam Week - 19 Oct 2020

Term Specific Information

- Students are required to have access to the Australian College of Midwives National Midwifery Guidelines for Consultation and Referral. This resource is available in an app available for purchase at: <https://www.midwives.org.au/resources/national-midwifery-guidelines-consultation-and-referral-3rd-edition-issue-2-2014>
- Students must remain subscribed to all online forums: Q & A forum, Discussion Forum and News Forum, for the entire term. Students must adhere to the CQUniversity Clinical Placement Attendance Policy and notify all absences as per the instruction on the Midwifery Practice 2 unit page. It is a requirement that students check their student email account at least once per week as per the CQU Student Email Account Policy and Procedure.
- All students must adhere to the CQUniversity student clinical placement policy. All students must follow the correct notification procedures if they are absent from clinical placement and supply a medical certificate for missed shifts and also a medical clearance to return to placement if required as outlined in the policy.
- Please note: In term 2 2020 you are required to use the APA 6th style for referencing: **American Psychological Association (APA) abridged guide Term 3 2019**. This guide follows the American Psychological Association. (2010). **Important:** All sections of this APA Abridged Referencing Guide are based on APA 6th edition. **The Academic Learning Centre (ALC) is aware that APA 7th edition has been recently released. However, the ALC recommends using APA 6th until further notice, This will allow for all supporting materials, including the APA Referencing Guide, to be updated.**

Assessment Tasks

1 Reflective Portfolio

Assessment Type

Portfolio

Task Description

ASSESSMENT ONE - PORTFOLIO/ONGOING REFLECTIVE JOURNAL

40% Weighting

Word Count: N/A

Due Date: Friday 9th October 2020 (Week 12)

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

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 NMBA Midwife Standards for Practice. 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 who will be due to birth in term 3.

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.

**Due to COVID-19 restrictions episodes of care that are facilitated via Telehealth modalities will be accepted with prior notification to and permission from the unit coordinator. Please email the unit coordinator to discuss social isolation measures and mitigation strategies during the term and prior to the due date.*

How to structure reflective writing

It can be useful to use a reflective model, or series of questions, which will help you look at the whole event from many different angles (Macdonald, 2011; Driscoll, 1994; Benner, 1984). The Driscoll model has a very simple 'what', 'so what' and 'now what' model, which is easy to remember and write up. There are three common reflective writing models that you may choose to follow when writing reflectively: Van Manen, Gibbs and Durgahee (Giminez, 2011). The models all involve thinking systematically about the phases of an activity, using headings including: description, feelings, evaluation, analysis, conclusion and action plan. These theoretical frameworks provide a starting point for the critical skills that all student midwives should develop by the end of their educational program.

Example:

1. Description: (don't make this too long - refer to the provided template)

What is it? What happened? Why am I talking about it?

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

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

Above all, enjoy writing the journal - it is about you and your reflection and your development as a clinical midwife.

Assessment Due Date

Week 12 Friday (9 Oct 2020) 6:00 pm AEST

Please submit your reflective portfolios to the Bachelor of Midwifery Meta Page

Return Date to Students

Exam Week Friday (23 Oct 2020)

Please allow for up to 2 weeks post the due date for the return of marked assignments.

Weighting

40%

Assessment Criteria

HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F <50%
Structure (10%)				
Excellent presentation of portfolio. Reflective journals set out as per template. Consistently accurate with spelling, grammar and paragraph structure. (10%)	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. 2 or 3 consistent errors with spelling, grammar and paragraph structure.	Well-presented portfolio, reflective journals set out per provided template. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented journal. Provided template not utilised. Many inaccuracies with spelling, grammar and paragraph structure (> 5 errors).
Approach & Argument (90%) As per template.				

Comprehensive critical and analytical reflective journals that explore and identify gaps in knowledge. Each reflective journal provides - A description - An Interpretation - An outcome - what was learnt (45 %)	Insightful and well- developed reflective journals that explore and identifies gaps in knowledge. Each reflective journal provides - A description - An Interpretation - An outcome - what was learnt	Provides logical and broadly reflective journals that explore and identifies gaps in knowledge. Each reflective journal provides - A description - An Interpretation - An outcome - what was learnt	Disjointed reflective journals that explores and identify some gaps in knowledge. Each reflective journal provides some of the following: - A description - An Interpretation - An outcome - what was learnt	Inadequate reflective journals that do not explore or identify gaps in knowledge. The following have not been included: - A description - An Interpretation - An outcome - what was learnt
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6 Comprehensive reflective journals that include a minimum of: - 4 antenatal visits - +/- the labour (intrapartum care) - 2 postnatal visits - Face to Face/Telehealth visits (45%)	6 Well-developed reflective journals that include a minimum of: - 4 antenatal visits - +/- the labour (intrapartum care) - 2 postnatal visits - Face to face/Telehealth visits	6 reflective journals that include a minimum of: - 4 antenatal visits - +/- the labour (Intrapartum care) - 2 postnatal visits - Face to face/Telehealth visits	6 disjointed reflective journals that include some of the following: - 4 antenatal visits - +/- the labour (Intrapartum care) - 2 postnatal visits - Face to face/Telehealth visits	6 or less inadequate reflective journals that do not meet the minimum requirements of: - 4 antenatal visits - +/- the labour (Intrapartum Visits) - 2 postnatal visits - Face to face/Telehealth visit
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Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please submit your reflective portfolios to the Bachelor of Midwifery Meta Page

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

Weighting 60%

Word Count 3000 words (+/- 10%)

Due Date Friday 11th September 2020 (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:

- Pre-eclampsia, Eclampsia and Disseminated Intravascular Coagulation

- Gestational Diabetes in Pregnancy
- Maternal Rheumatic Heart Disease
- Syphilis infection in Pregnancy

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 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
- ACM National Midwifery Guidelines for Consultation & Referral 3rd Edition
- NMBA Professional codes and guides for midwives (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 for direct quotes.
- Provide a cover sheet which includes your name, student number, the unit code, the assessment item number and word count.
- The word count is from the first word of the introduction to the last word of the conclusion. The word count includes in-text citations/references. The word count does not include the cover page or reference list.

Referencing

- APA 6th Style
- Use a separate page for the reference list and ensure it is APA 6th 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" and parenting blogs as academic sources.

Assessment Due Date

Week 8 Friday (11 Sept 2020) 6:00 pm AEST

Please upload your final submission to the Midwifery Practice 2 Moodle page: upload zone

Return Date to Students

Week 10 Friday (25 Sept 2020)

Please allow for up to 2 weeks post the due date for the return of marked assignments.

Weighting

60%

Assessment Criteria

HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F <50%
Structure (15%) /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

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%)	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	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	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 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%)	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.	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. .	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.	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.

Approach & Argument (75%) /75

Content is clearly relevant to the topic, the approach comprehensively answers the question and the argument proceeds logically and is within the set word limit. (10%)	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically and is within the set word limit	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit	Content answers the question the argument is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit)	Content is irrelevant and or does not answer the question and the argument lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance
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 %)	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'.	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' . .	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'.	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 how the midwife 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.

Referencing (10%) /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.	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.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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 Clinical Practice Placement: End of Term Documents

Assessment Type

Professional Practice Placement

Task Description

CLINICAL PLACEMENT

Due date: Friday 16th October 2020 (Week 13)

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 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.
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 2020.
 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

Review/Exam Week Friday (16 Oct 2020) 6:00 pm AEST

Please clearly scan and email your end of term documents to the unit coordinator: Record of Hours, Competency Assessment Tool, Running Sheet, Record of CoC Experiences

Return Date to Students

Exam Week Friday (23 Oct 2020)

Please allow for up to 2 weeks post the due date for the return of marked assignments.

Weighting

Pass/Fail

Assessment Criteria

Not applicable.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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