



# MDWF12006 Midwifery Practice 2

## Term 2 - 2021

Profile information current as at 29/04/2024 07:17 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 - 2021

- 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 SUTE

##### **Feedback**

Interaction from lecturers and maintaining positive contact and support throughout the term. Lots of valuable learning aspects The support given is well above expectations. Doing placement I have hardly seen the ward educator and I know the teachers try their best to ensure our placement learning has no concerns.

##### **Recommendation**

The unit coordinator implemented weekly debriefing and catch-ups with students via Zoom to enhance timely feedback and increase accessibility. Continue to support students whilst on clinical placement and ensure they have access to help, feedback and assistance whilst in the clinical environment.

#### Feedback from SUTE

##### **Feedback**

The workload is insanely heavy. Placement, plus study, plus COC's is very difficult to manage. Don't see the need for an assignment for this subject. With the placement requirements and portfolio assessments this written assignments does not value add to learning

##### **Recommendation**

The Midwifery Practice units within the Bachelor of Midwifery course are 12 credit units and therefore double the load of all other units. The inclusion of a written assessment in this unit is a course requirement dictated by the ANMAC accredited overarching curriculum document. The unit coordinator strives to set assessment tasks that align with the term teachings in co-requisite units so that students are provided with an opportunity to combine and streamline relevant learning.

#### Feedback from SUTE

##### **Feedback**

One thing I was a little disappointed on was the submission times for assessment pieces. This was 6pm rather than midnight and most of my other subjects had a midnight deadline. I was lucky that Bridget reminded us leading up the submission date otherwise I would've accidentally sent it in late. i can be hard to juggle work with student placement as well as academic requirements so it would be easy easier if all submission times were the same... one less thing to worry about then.

##### **Recommendation**

Submission times were changed to an early time in response to some student suggestions from term 1, 2020. The assessment times were set in Moodle and the unit profile prior to the commencement of the term and available to students from the start of term. The first assessment was not due until week 8 giving students ample time to orientate and familiarise themselves with all submission requirements. The unit coordinator also sent out an email reminding students of the changed time in advance. The set submission time has now been added to all assessment task sheets for ease of student access.

#### Feedback from SUTE

##### **Feedback**

Lots of practical work and tasks associated with this unit. Would be nice to break from placement when uni week breaks.

##### **Recommendation**

The Bachelor of Midwifery (Graduate Entry) course is a two-year degree that is compressed and accelerated into 18 months. This means that workloads have a full-time equivalency thus allowing for faster graduation, registration as a midwife and a return to paid employment. Students have the option to undertake more clinical placement hours during the term to achieve the minimum clinical hours required thus allowing for a break. However, this is at the discretion and capacity of the clinical placement provider to offer extra shifts during the term times.

## 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
<b>1 - Portfolio - 40%</b>	•	•	•	
<b>2 - Written Assessment - 60%</b>	•	•		
<b>3 - Professional Practice Placement - 0%</b>	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>1 - Communication</b>	•	•	•	•
<b>2 - Problem Solving</b>	•	•		•
<b>3 - Critical Thinking</b>	•	•	•	•
<b>4 - Information Literacy</b>	•	•	•	•
<b>5 - Team Work</b>	•	•		•
<b>6 - Information Technology Competence</b>				

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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

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)
- Headphones or speaker, and a microphone
- Lap top or Computer

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Rachelle Chee** Unit Coordinator

[r.chee@cqu.edu.au](mailto:r.chee@cqu.edu.au)

## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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 - 19 Jul 2021

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

### Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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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 4 - 02 Aug 2021

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

#### Week 5 - 09 Aug 2021

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

#### Vacation Week - 16 Aug 2021

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

#### Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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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 7 - 30 Aug 2021

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

#### Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives. Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines. CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.	Ongoing Clinical Placement <b>Written Assessment</b> Due: Week 8 Friday (10 Sept 2021) 6:00 pm AEST

#### Week 9 - 13 Sep 2021

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

#### Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 27 Sep 2021

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

### Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives. Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines. CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.	Ongoing Clinical Placement  <b>Reflective Portfolio</b> Due: Week 12 Friday (8 Oct 2021) 6:00 pm AEST

### Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Nursing and Midwifery Board of Australia: Code of Conduct, Ethics and Professional Standards for Midwives. Queensland Health State-Wide Maternal and Neonatal Clinical Guidelines. CQ University Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book.	Ongoing Clinical Placement  <b>Clinical Placement: Hours, Skills and Competency Assessment Tool</b> Due: Review/Exam Week Friday (15 Oct 2021) 6:00 pm AEST

### Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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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

## 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.

## Assessment Tasks

### 1 Reflective Portfolio

#### Assessment Type

Portfolio

#### Task Description

##### Assessment 1 - Reflective Portfolio

Type: Written assessment: ongoing reflective journal

Due date: 18:00 hrs AEST 8th of October 2021 (week 12)

Weighting: 40%

Length: N/A. Each journal entry should be approximately 400 words however labour and birth reflections can be longer.

Unit Coordinator: Bridget Ferguson

#### Learning Outcomes Assessed:

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.

#### Aim:

The aim of this assessment is to allow you to demonstrate reflective practice.

Reflective practice is a key element that contributes to 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.

*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 many 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.

### **Instructions**

1. 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.

Please upload your minimum of 6 completed journals to the Bachelor of Midwifery (Graduate Entry) meta page

#### *Reflective Journal Requirements*

Refer to the provided Reflective Journal Template and the Two Reflective Journal examples.

Journal entries are your written reflections of face to face or telehealth episodes of care with the recruited Continuity of Care woman. Phone calls, emails, text messages or any other form of communication other than face to face contact or telehealth is not acceptable. \*If you are experiencing COVID-19 restrictions in the clinical area and this impedes face to face contact please contact the unit coordinator to discuss your options well before 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, 2019). 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: (do not 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!

### **Literature and references**

In this assessment you may use contemporary references (<5 years) to support your reflective writing. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Midwives.

### **Requirements**

- Each CoC woman must have their own individual journal in Word Doc. Format and be uploaded as an individual file to the Bachelor of Midwifery Meta page.
- Each journal entry in the portfolio must adhere to the template provided on the MDWF12006 Moodle page.
- Each CoC woman must be de-identified within the journal.
- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- You may write in the first-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

### **Resources**

- You must use unit provided journal templates and other credible sources of information (e.g. journal articles, books) to

reference your discussion. The quality and credibility of your sources are important.

- We recommend that you access your discipline-specific library guide: Midwifery Resource Guide
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

### Submission

Submit your assessment via the Bachelor of Midwifery Meta Moodle site in Microsoft Word format only.

### Marking Criteria

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

### References

- Benner, P. (1984). *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. Menlo Park.
- Driscoll, J. (1994). Reflective practice for practice. *Sr Nurse*, 14(1), 47-50.
- Gimenez, J. (2019). *Writing for Nursing and Midwifery Students*. Springer Nature.
- Hays, R., & Gay, S. (2011). Reflection or 'pre-reflection': what are we actually measuring in reflective practice? *Medical Education*, 45(2), 116-118. doi:10.1111/j.1365-2923.2010.03813.x
- Macdonald, J., & Poniatowska, B. (2011). Designing the professional development of staff for teaching online: an OU (UK) case study. *Distance Education*, 32(1), 119-134. doi:10.1080/01587919.2011.565481

### Assessment Due Date

Week 12 Friday (8 Oct 2021) 6:00 pm AEST

Please submit all portfolios to the Bachelor of Midwifery Meta page in the 2021 group submission section. All submissions must be kept in draft format only.

### Return Date to Students

Exam Week Friday (22 Oct 2021)

Please allow for up to two weeks post the due date for the return of marked assessments.

### Weighting

40%

### Assessment Criteria

HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F <50%
<b>Structure (10%)</b>				
Excellent presentation of portfolio. Reflective journals set out as per template. Consistently accurate with spelling, grammar, and paragraph structure. <b>(10%)</b>	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 portfolio. Provided template not utilised. Many inaccuracies with spelling, grammar, and paragraph structure (> 5 errors).
<b>Approach &amp; Argument (90%)</b> 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. <b>(45 %)</b>	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

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

## Referencing Style

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

## Submission

Online

## Submission Instructions

Please submit all portfolios to the Bachelor of Midwifery Meta page in the 2020 group submission section. All submissions must be kept in draft format only.

## 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 Assessment

### Assessment Type

Written Assessment

### Task Description

#### Assessment 2 - Written Essay

Type: Written assessment

Due date: 18:00 hrs 10th of September 2021 (week 8)

Weighting: 60%

Length: 3000 words

Unit Coordinator: Bridget Ferguson

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.

### Aim:

The aim of this assessment is to review, research and analyse current evidence that guides maternity healthcare care for women diagnosed with one of the two sexually transmitted infections diseases below. Research and read widely to gain insight and understanding into the disease, treatment and multidisciplinary care of women and infants experiencing these complexities. This assessment will provide you with an opportunity to disseminate your analysis and findings.

### Instructions:

You are writing an essay on complex midwifery care. Choose **one** of the following complex midwifery practice topics:

- HIV infection in pregnancy
- Syphilis infection in pregnancy

*Please follow the steps below to complete your assessment task:*

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'. 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.

#### **Literature and references**

In this assessment, you are to use contemporary references (<5 years) to support your writing. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Midwives.

#### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

#### **Resources**

- You may use unit materials provided and other credible sources of information (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific library guide: Midwifery Resource Guide
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

#### **Submission**

Submit your assessment via the MDWF12006 Moodle site in Microsoft Word format only.

#### **Marking Criteria**

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

#### **Assessment Due Date**

Week 8 Friday (10 Sept 2021) 6:00 pm AEST

Submit your assessment via the MDWF12006 Moodle site in Microsoft Word format only.

#### **Return Date to Students**

Week 10 Friday (24 Sept 2021)

Please allow up to two 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. (5-4.25)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper (4.2-3.75)	Appropriate introduction that introduces the topic and outlines the direction of the paper (3.7-3.25)	Introduction is apparent and the topic is introduced but there is not clear direction to the paper (3.2-2.5)	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper (<2.5)
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 (5-4.25)	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 (4.2-3.75)	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 (3.7-3.25)	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity (3.2-2.5)	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper (<2.5)
Excellent presentation of assignment with inclusion of all correct components, 1.5 line spaced, 12-point font, title page, page numbers, and a contents page. Consistently accurate with spelling, grammar and paragraph structure. (5-4.25)	Well-presented assignment, 1.5 line spaced, 12-point font, title page, page numbers, and a contents page, 1 or 2 errors in spelling, grammar, or paragraph structure. (4.2-3.75)	Well-presented assignment, 1.5 line spaced, 12-point font, title page, page numbers, and a contents page, 3 or 4 consistent errors with spelling, grammar, or paragraph structure. (3.7-3.25)	Adequate assignment presentation, 1.5 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. (3.2-2.5)	Poorly presented assignment. 1.5 spacing not used, 12-point font not used. No title or contents page included. >7 inaccuracies in spelling, grammar, or paragraph structure. (<2.5)

### 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%) (10-8.5)	Content is relevant to the topic; the approach clearly answers the question, and the argument proceeds logically and is within the set word limit (8.4-7.5)	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit. (7.4-6.6)	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) (6.4-5)	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 (<5)
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 %) (25-21.25)	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'. (21-18.75)	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'. (18.5-16.5)	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'. (16.-12.5)	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'. (<12.5)
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%) (25-21.25)	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 (21-18.75)	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. (18.5-16.5)	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. (16.-12.5)	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. (<12.5)
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%) (15-12.75)	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. (12.6-11.25)	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. (11.1-9.75)	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. (9.6-7.5)	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. (7.45-0)

### Referencing (10%) /10

Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5-4.25)	Generally, integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions (4.2-3.75)	Frequently integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions (3.7-3.25)	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions (3.2-2.5)	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations (<2.5)
Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant websites. (5-4.25)	1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant websites. (4.2-3.75)	3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant websites. (3.7-3.25)	5 or 6 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant websites. (3.2-2.5)	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant websites not included. (<2.5)

## Referencing Style

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

## Submission

Online

## Submission Instructions

Please review TURNITIN scores prior to submission and submit assessments to the Midwifery Practice 2 Moodle page via the assessment submission zone.

## 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 Placement: Hours, Skills and Competency Assessment Tool

### Assessment Type

Professional Practice Placement

### Task Description

#### Assessment 3 - Clinical Practice Placement: End of Term Documents.

Type: Clinical Hours, Skills and Competency Assessment Tool.

Due date: 18:00 hrs 15 of October 2021 (week 13)

Weighting: 0% - Pass/Fail

Unit Coordinator: Bridget Ferguson

### Learning Outcomes Assessed:

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

### Aim:

The aim of this assessment is to aid you in consolidating your midwifery knowledge and the application of theory to practice for ensuring safe and effective care is received by the women and infants in your care. This assessment aims to provide you with the opportunity to develop competent midwifery clinical practice that aligns to the requirements of the NMBA Midwife Standards for Practice (2018).

### Task Description:

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

*Please follow the steps below to complete your assessment task:*

You are expected to work towards minimal clinical requirements which include:

1. Complete the three 'Continuity of Care (CoC), experience women recruited in term 1 and recruited a further 3 CoC women who will be due to birth in term 3. By week 13 you must have submitted at least 6 CoC journals that include the following: a minimum of 3 "new recruit" journals and a minimum of 3 completed reflective journals that include a minimum of:
  - 4 antenatal visits
  - Labour & birth/intrapartum care of at least 6 women
  - 2 postnatal visits
2. Complete the Term 2 Competency Performance Assessment
3. Complete 224 hours of clinical practice experience plus continuity of care hours (10-20 in total per woman recruited).

### Submit the following completed documents:

- Bachelor of Midwifery (Graduate Entry) Record of Hours.
- Midwifery clinical hours running sheet.
- Term 2 Competency Assessment Tool.
- Record of CoCE sheet.

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

### Resources

- You must use the correct documents (as listed above) that are provided on the MDWF 12006 Moodle unit page.

### Submission

All four documents, listed above - must be completely filled out with no mistakes, no white out, and correctly calculated hours, with all sections signed by the student and registered midwife assessor. All completed and correct documents must be legible and clearly scanned with a high resolution scanner. Clear, readable scanned copies will be emailed to



the unit coordinator by the due date.

### **Marking Criteria**

There is no marking rubric for this assessment as this is a Pass/Fail assessment.

### **Assessment Due Date**

Review/Exam Week Friday (15 Oct 2021) 6:00 pm AEST

Please email the unit coordinator with a high quality scan of your completed and signed end of term documents. Do not send photos of the documents as this will not be accepted for submission.

### **Return Date to Students**

Exam Week Friday (22 Oct 2021)

Please allow up to two weeks post the due date for the return of marked assessments.

### **Weighting**

Pass/Fail

### **Assessment Criteria**

This is a pass/fail assessment and therefore no marking rubric applies to this assessment.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Please email the unit coordinator with a high quality scan of your completed and signed end of term documents. Do not send photos of the documents as this will not be accepted for submission.

### **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