



MDWF13001 *Cultural and Psychosocial Diversity* in Midwifery

Term 3 - 2018

Profile information current as at 18/05/2024 04:52 pm

All details in this unit profile for MDWF13001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit examines the influences of cultural and psychosocial diversity in relation to midwifery practice. In particular a focus will be on Aboriginal and Torres Strait Islander peoples' history, health, wellness and culture and the influence of these on their childbearing continuum. You will also explore the psychosocial factors which may impact on the childbearing woman and her family including perinatal mental health, domestic violence and substance use. The role of the midwife in referring woman to appropriate support services will be examined.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-req MDWF12004 Critical Inquiry and Midwifery Practice

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 3 - 2018

- Distance

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Discussion**

Weighting: 30%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student feedback: Unit evaluation

Feedback

I thoroughly enjoyed the content in this unit. The postings were timed well and I found it easy to contribute. The Unit Coordinator was easily contactable with any questions and was always in touch. Good communication!

Recommendation

Continue to provide open and timely communication

Feedback from Student feedback: Unit Evaluation

Feedback

The introduction to Indigenous health was really helpful for practical experience. The discussion questions were relevant and a great way to learn.

Recommendation

Continue to provide relevant subject material and information

Feedback from Student feedback: Unit Evaluation

Feedback

The assignments were interesting to research

Recommendation

Continue to provide topical and interesting assessment items

Feedback from Student feedback: Unit Evaluation

Feedback

Some assignment timings could have been better throughout this unit and others.

Recommendation

Improve timing and spacing of assessment items across term 3

Unit Learning Outcomes

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

1. Explore the cultural and psychosocial diversity in relation to midwifery practice.
2. Discuss the provision of culturally appropriate midwifery care with a specific focus on Aboriginal and Torres Strait Islander peoples.
3. Explore the psychosocial factors which may impact on the childbearing woman and her family including perinatal mental health, domestic violence and substance use.
4. Explore the midwife's role in providing support services to woman from culturally and socially diverse backgrounds.

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 6: Provides safe and quality midwifery practice.
















Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - 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 - Group Discussion - 30%										
2 - Written Assessment - 30%										
3 - Written Assessment - 40%										

Textbooks and Resources

Textbooks

MDWF13001

Prescribed

Midwifery: Preparation for Practice

Edition: 3rd (2014)

Authors: Pairman, S., Pincombe, J., Thorogood, C., & Tracy, S.

Churchill Livingstone

Sydney , NSW , Australia

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Meredith Lovegrove Unit Coordinator

m.lovegrove@cqu.edu.au

Schedule

Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to MDWF 13001 and What is Culture?		

Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Social Determinants of Health		

Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Australian Rural & Remote Maternity Services		

Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Perinatal Mental Health		Week 4 Online discussion post due.

Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Adolescent Pregnancy		

Week 6 - 17 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Disability & Excluded Groups		Week 6 Online Discussion post due.

Week 7 - 02 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Vulnerable & Disadvantaged Groups		Assessment 2: Written Essay due. Written Essay Due: Week 7 Friday (4 Jan 2019) 11:55 pm AEST

Week 8 - 07 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Safety & Midwifery Practice		Week 8 Online Discussion post due.

Week 9 - 14 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Culturally & Linguistically Different Backgrounds		

Week 10 - 21 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Traditional & Non-Traditional Families		Assessment 3: Written Essay due. Written Essay Due: Week 10 Friday (25 Jan 2019) 11:55 pm AEST

Week 11 - 28 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Parenting & Grandparenting		Assessment 1: Online discussion final submission due. Online Discussion Due: Week 11 Friday (1 Feb 2019) 11:55 pm AEST

Week 12 - 04 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
Family in Crisis		

Exam Week - 11 Feb 2019

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

All students must remain subscribed to the discussion forum for all of Term 3.

Assessment Tasks

1 Online Discussion

Assessment Type

Group Discussion

Task Description

You are required to participate in an online group discussion via the Moodle subject discussion forum, which will be directed by the Unit Coordinator. The online activities will require you to participate in a group discussion on 3 (three) set weeks over the semester that is based on topics in your study guide. Marks will be awarded as per the marking rubric. Give your professional opinion and write a discussion, using professional and academic dialogue that is supported by evidence. Each online submission is due by the Friday of that week at 11:45pm AEST.

The Online Discussion will occur on weeks: 4, 6, and 8

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

Length of Post/Discussion: 300-350 words

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

Total weighting 30%

Week 4 Topic: Analyze and discuss how important it is to listen to women? What perinatal mental health services are available where you are undertaking clinical practice as a midwifery student? Is this sufficient and why or why not?

Week 6 Topic: Do you think maternity units are well set up to cater for the needs of disabled mothers? What strategies can midwives implement to assist both physically and intellectually disabled women and families with the responsibilities of early parenthood?

Week 8 Topic: From the 1800's to 1969, part-Australian Aboriginal babies and children were taken from their mothers and families and placed in government-run institutions or fostered or adopted by white families. Should all midwifery education programs include compulsory units of study aimed at increasing midwives' understanding of the effects of the Stolen Generation on Aboriginal culture, history and health? If so why? (White, 2015. p.53)

Contribution to the online group discussion is to add to the designated questions being posed in the study guide and to contribute to the discussion generated by your colleagues. Simply stating 'yes I agree with previous statements' will not be considered to be contributing to the discussion. If you are citing from other work in your post you will be required to reference this using APA 6th edition style.

Assessment Due Date: Each post will be due on the Friday of that week by 2355hrs AEST and final submission is due Week 11 on Friday the 1st of February 2019 by 11:55 PM AEST

Final Submission of the assessment one (all the posts/blogs) will be due: 1st of Feb 2019 (Week 11).

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

Assessment Criteria

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

Comprehension of Topic: 40%

Critical Thinking: 40%

Responsive and timely postings and further contributions to other student's posts: 20%

Total weighting 30%

Please Note:

Participation in the online activities will be directed by the Unit Coordinator/lecturer throughout the course. If a topic of discussion arises that is challenging for you please contact the Unit Coordinator for private correspondence.

Assessment Due Date

Week 11 Friday (1 Feb 2019) 11:55 pm AEST

Return Date to Students

Exam Week Friday (15 Feb 2019)

Please allow for up to 3 weeks from the due date for the return of marked assessments.

Weighting

30%

Assessment Criteria

	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-0%	%
Comprehension of topic	Comprehensively addresses all aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Thorough comprehension of relevance of content clearly evident.	Extensively addresses the majority of the aspects for the questions raised by the lecturer in the weekly online lecture material/course resources and effectively comprehends relevance of content.	Broadly addresses most aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Generally demonstrates comprehension of how content is relevant.	Content basically addresses aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Demonstrates limited comprehension of how content is relevant.	Content does not address all aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Inadequate comprehension of required content.	40
Critical thinking	Clear, coherent and convincing critical thought. Comprehensively inclusive of concepts and evidence.	Clear, coherent critical thought that is well developed and logically builds each point on the last. Effectively inclusive of both concepts and evidence.	Clear, critical and logically developed thought presented. Generally inclusive of concepts and evidence.	Critical thought discernible. Generally demonstrates logical flow although some reliance on descriptive discussion.	Discussion is poorly developed or absent. No or minimal evidence of critical thought.	40

Critical linking and responding to other students blog's

Postings consistently respond directly to course content material and demonstrate a critical and thoughtful approach to the content. Critical and mindful connections are made to other student's blogs throughout the discussion thread.

Postings largely respond directly to course content material and demonstrate a critical and thoughtful approach. Mindful connections are made to other student's blogs throughout the discussion thread.

Postings in the majority of the time respond directly to course content material and demonstrate a thoughtful approach. Connections are made to other student's blogs throughout some of the discussion thread.

Postings in the majority of the time respond directly to course content material. However could demonstrate a more thoughtful approach. Connections are made to other student's blogs sometimes in the discussion thread.

Postings in the majority of the time do not respond directly to course content material. Connections are not made to other student's discussion in the majority of postings. 20

Referencing Style

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

Submission

Online

Submission Instructions

Final submission will be completed by the unit coordinator.

Learning Outcomes Assessed

- Explore the cultural and psychosocial diversity in relation to midwifery practice.
- Discuss the provision of culturally appropriate midwifery care with a specific focus on Aboriginal and Torres Strait Islander peoples.
- Explore the psychosocial factors which may impact on the childbearing woman and her family including perinatal mental health, domestic violence and substance use.
- Explore the midwife's role in providing support services to woman from culturally and socially diverse backgrounds.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Written Essay

Assessment Type

Written Assessment

Task Description

Written assessment: Weighting 30%

Assessment Due Date: Week 7 (4-Jan-2019) 11:45 PM AEST

Objectives: This assessment relates to learning outcomes one (1), two (2) and four (4).

Task Description

This assessment gives students the opportunity to explore the key challenges and issues associated with adolescent pregnancy which may impact on the childbearing woman and her infant.

This assessment requires the student to provide a literature review on the impact of adolescent pregnancy on women and their infants. You will review the literature, highlight the key findings and issues of adolescence upon pregnancy for both the woman and her infant. You will explore relevant evidenced based midwifery practice from a cultural and psychosocial perspective. Clinical information is to be kept to a minimum. Following the review of the literature, you are to make a recommendation/s on how maternity/postnatal services could be enhanced to assist adolescent mothers.

This assessment is required to be submitted in an academic essay format. (This is not a discussion about current 'clinical' midwifery practice).

Word Limit: 2000

A 10% leeway on either side of the word limit will be accepted. The word count will be measured from the first word of the introduction to the last word of the conclusion. The word count includes in text references and citations. Not included in the word count are the title page and the reference list.

Assessment Criteria

The School of Nursing and Midwifery Marking Rubric will be used. This will be available on the Moodle site for this course. Your written assessment will be evaluated on the following assessment criteria:

Structure - 15%

Approach and argument - 75%

Referencing - 10%

Plagiarism detection software - Turnitin - will be used to evaluate assignments before marking. The Turnitin program has been set to evaluate the assignments once they have been uploaded, but prior to the final submission. This will enable Students to check the plagiarism score prior to the assessment being submitted. It will take approximately 15 minutes for Turnitin to evaluate the assignment. Those students with a high plagiarism scores will then be able to download their

assignments and correct the errors identified by Turnitin prior to the due date. Acceptable Turnitin score for this assignment is no more than 10% similarity without the reference list.

Assessment Due Date

Week 7 Friday (4 Jan 2019) 11:55 pm AEST

Return Date to Students

Week 10 Friday (25 Jan 2019)

Please allow for up to 3 weeks from the due date for the return of marked assessments.

Weighting

30%

Assessment Criteria

Marking Criteria MDWF13001 Cultural & Psychosocial Diversity in Midwifery Assessment 2

Student name:		Student Number:			
HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
5 Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers, well-structured academic abstract and a contents page. Consistently accurate with spelling, grammar and paragraph structure.	4 Well-presented assignment, double line spaced, 12 point font, page numbers, concise abstract and a contents page, 1 or 2 errors in spelling, grammar or paragraph structure.	3 Well-presented assignment, double line spaced, 12 point font, page numbers, abstract and a contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure.	2.5 Adequate assignment presentation, double line spaced with 12 point font. No abstract or contents page included or page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure.	<2.5 Poorly presented assignment. Double spacing not used, 12 point font not used. No abstract or contents page included. Many inaccuracies in spelling, grammar or paragraph structure.	
5 Clear and succinct introduction that introduces the topic and outlines the direction of the paper.	4 Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.	3 Appropriate introduction that introduces the topic and outlines the direction of the paper.	2.5 Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced.	<2.5 No recognisable introduction—the topic is not introduced and/or there is no direction offered in respect of the paper.	
5 Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature.	4 Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately.	3 Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature.	2.5 Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature.	<2.5 Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature.	
Approach and Argument -75%					
35 - 29.75 Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. (35 %)	29.4 - 26.25 Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically.	25.9 - 22.75 Content is appropriate and answers the question and the argument for the most part proceeds logically.	22.4 - 17.5 Content answers the question although the argument is at times repetitive or lacks cohesion.	16.8 - 0 Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought.	
40 - 34 Provides a detailed literature review and discussion on the key challenges and issues associated with adolescent pregnancy in childbearing women & their families. Comprehensively identifies and highlights the key findings and issues of adolescence upon pregnancy for both the woman and her infant and relevance to midwifery practice. This is extensively addressed from a cultural and psychosocial perspective. Recommendation/s on how Maternity services could be enhanced to support adolescent mothers and fathers are exceptionally well addressed. (40%)	33 - 30 Extensively includes a thorough detailed literature review and discussion on the key challenges and issues associated with adolescent pregnancy in childbearing women & their families. Extensively identifies and highlights the key findings and issues of adolescence upon pregnancy for both the woman and her infant and relevance to midwifery practice. This is extensively addressed from a cultural and psychosocial perspective. Recommendation/s on how Maternity services could be enhanced to support adolescent parents are well addressed.	29 - 26 Generally includes a reasonable literature review and discussion on the key challenges and issues associated with adolescent pregnancy in childbearing women & their families. Generally identifies and highlights the key findings and issues of adolescence upon pregnancy for both the woman and her infant and relevance to midwifery practice. Generally addresses these issues from a cultural and psychosocial perspective. Recommendation/s on how Maternity services could be enhanced are mostly addressed.	25 - 20 Demonstrates a limited literature review and discussion on the key challenges and issues associated with adolescent pregnancy in childbearing women & their families. Limited identification or highlighting of the key issues of adolescence upon pregnancy for both the woman and her infant and relevance to midwifery practice. Limited discussion of this issue from a cultural and psychosocial perspective. Recommendation/s on how Maternity services could be enhanced are poorly addressed.	19 - 0 Not able to provide a literature review and discussion on the key challenges and issues associated with adolescent pregnancy in childbearing women & their families. Fails to identify or highlight the key issues of adolescent pregnancy or relevance to midwifery practice and does not address these from a cultural and psychosocial perspective. Recommendation/s on how Maternity services could be enhanced are not addressed.	
Referencing - 10%					
5 Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. A minimum of 10 up-to-date references used including 5 up-to-date journal articles as well as relevant books and web sites.	4 1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 9 references used including 4 journal articles as well as relevant books and web sites.	3 3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 8 references used including 4 journal articles as well as relevant books and web sites.	2.5 3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 7 references used including 3 journal articles as well as relevant books and web sites.	<2.5 Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. The required number of 7 references not used journal articles not sourced. Relevant web sites not used.	
5 Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.	4 Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style.	3 Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style.	2.5 Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	<2.5 Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.	
				Total Marks	
Marker's Comments					
Marker			Date		

Referencing Style

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

Submission

Online

Submission Instructions

Please submit to TURNITIN and upload via the Moodle unit page.

Learning Outcomes Assessed

- Explore the cultural and psychosocial diversity in relation to midwifery practice.
- Discuss the provision of culturally appropriate midwifery care with a specific focus on Aboriginal and Torres Strait Islander peoples.
- Explore the midwife's role in providing support services to woman from culturally and socially diverse backgrounds.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 Written Essay

Assessment Type

Written Assessment

Task Description

Due date: Week 10 Friday (25-Jan-2019) 11:45 PM AEST

Weighting: 40%

Objectives: This assessment item relates to learning outcomes three (3) and four (4).

Task Description:

In Australia's Northern Territory Indigenous women account for 36% of all mothers. Of these women, the majority (64%) live in rural and remote areas. Aboriginal women in remote areas are the least likely of all Australian women to have choice and control over their pregnancy care, choice of care provider or planned place of birth.

Ireland, S., Belton, S., McGrath, A., Saggars, S., & Wulili Narjic, C. (2015) Paperback and pinard: A historical account of maternity care in one remote Australian Aboriginal town. *Women and Birth*, 28, p.293.

Considering the above quote explore how rural and remote maternity health services across Australia impact on the health and well-being of pregnant Indigenous women and their families. Discuss why midwives must provide care underpinned by the Nursing and Midwifery Board of Australia (NMBA) (2018) Midwife Standards for Practice: Standard 1 & 2 which outline how midwives can optimize midwifery practice that is woman centered, evidenced based and culturally safe for Aboriginal and Torres Strait Islander women and their families. Conclude your discussion with recommendations on how maternity services can provide specific services to meet the needs of Aboriginal and Torres Strait Islander women.

Word limit: 2500 words

A 10% leeway on either side of the word limit will be accepted. The word count will be measured from the first word of the introduction to the last word of the conclusion. The word count includes in text references and citations. Not included in the word count are the title page and the reference list.

Plagiarism detection software - Turnitin - will be used to evaluate assignments before marking. The Turnitin program has been set to evaluate the assignments once they have been uploaded, but prior to the final submission. This will enable students to check their plagiarism score prior to the assessment being submitted. It will take approximately 15 minutes for Turnitin to evaluate your assignment. Those students with high plagiarism scores will then be able to download their assignments and correct the errors identified by Turnitin prior to the due date. Acceptable Turnitin score for this assignment is no more than 10% similarity without the reference list.

Referencing Style: American Psychological Association (APA 6th)

Assessment Due Date

Week 10 Friday (25 Jan 2019) 11:55 pm AEST

Return Date to Students

Exam Week Friday (15 Feb 2019)

Please allow for up to 3 weeks for the return of marked assessments.

Weighting

40%

Assessment Criteria

Marking Criteria MDWF13001 Cultural & Psychosocial Diversity in Midwifery Assessment 3

Student name:		Student Number:			
HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
<p>5 Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers, well-structured academic abstract and a contents page. Consistently accurate with spelling, grammar and paragraph structure.</p> <p>5 Clear and succinct introduction that introduces the topic and outlines the direction of the paper.</p> <p>5 Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature.</p>	<p>4 Well-presented assignment, double line spaced, 12 point font, page numbers, concise abstract and a contents page, 1 or 2 errors in spelling, grammar or paragraph structure.</p> <p>4 Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.</p> <p>4 Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately.</p>	<p>3 Well-presented assignment, double line spaced, 12 point font, page numbers, abstract and a contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure</p> <p>3 Appropriate introduction that introduces the topic and outlines the direction of the paper.</p> <p>3 Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature.</p>	<p>2.5 Adequate assignment presentation, double line spaced with 12 point font. No abstract or contents page included or page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure.</p> <p>2.5 Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced.</p> <p>2.5 Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature.</p>	<p><2.5 Poorly presented assignment. Double spacing not used, 12 point font not used. No abstract or contents page included. Many inaccuracies in spelling, grammar or paragraph structure.</p> <p><2.5 No recognisable introduction—the topic is not introduced and/or there is no direction offered in respect of the paper.</p> <p><2.5 Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature.</p>	
Approach and Argument -75%					
<p>35 - 29.75 Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. (35%)</p> <p>40 - 34 Comprehensively explores how rural and remote maternity health services has impacted upon the health of ATSI pregnant women and their families. Comprehensively includes a detailed discussion on how midwives provide care underpinned by the NMBA, Midwife Standards for Practice: Standard 1 & 2. The discussion comprehensively discusses how midwives optimize, woman centered care, evidenced based and culturally safe care for ATSI women & their families with detailed recommendations on how maternity services can provide specific services to the meet the needs of ATSI women. (40%)</p>	<p>29.4 - 26.25 Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically.</p> <p>33 - 30 Extensively includes a thorough discussion on how rural and remote maternity health services has impacted upon the health of ATSI pregnant women and their families. Includes a detailed discussion on why midwives need to provide care underpinned by the NMBA, Midwife Standards for Practice: Standard 1 & 2. The essay thoroughly discusses how midwives optimize woman centered care, evidenced based and culturally safe care for ATSI women & their families with detailed recommendations on how maternity services can provide specific services to the meet the needs of ATSI women.</p>	<p>25.9 - 22.75 Content is appropriate and answers the question and the argument for the most part proceeds logically.</p> <p>29 - 26 Generally includes a very good discussion on how rural and remote maternity health services has impacted upon the health of ATSI pregnant women and their families. Includes a very good discussion on why midwives need to provide care underpinned by the NMBA, Midwife Standards for Practice: Standard 1 & 2. The essay discusses satisfactorily how midwives optimize woman centered care, evidenced based and culturally safe care for ATSI women & their families with detailed recommendations on how maternity services can provide specific services to the meet the needs of ATSI women.</p>	<p>22.4 - 17.5 Content answers the question although the argument is at times repetitive or lacks cohesion.</p> <p>25 - 20 Demonstrates a limited discussion on how has impacted upon the health of ATSI pregnant rural and remote maternity health services women and their families. Includes a limited discussion on why midwives need to provide care underpinned by the NMBA, Midwife Standards for Practice: Standard 1 & 2. The essay broadly discusses how midwives optimize, woman centered care, evidenced based and culturally safe care for ATSI women & their families with detailed some recommendations on how maternity services can provide specific services to the meet the needs of ATSI women.</p>	<p>16.8 - 0 Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought.</p> <p>19 - 0 Limited discussion on how rural and remote maternity health services has impacted upon the health of ATSI pregnant women and their families. Provides a poor discussion on why midwives need to provide care underpinned by the NMBA, Midwife Standards for Practice: Standard 1 & 2. The essay does not discuss how midwives optimize, woman centered, evidenced based and culturally safe care for ATSI women & their families with no or absent recommendations on how maternity services can provide specific services to the meet the needs of ATSI women.</p>	
Referencing - 10%					
<p>5 Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. A minimum of 10 up-to-date references used including 5 up-to-date journal articles as well as relevant books and web sites.</p> <p>5 Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.</p>	<p>4 1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 9 references used including 4 journal articles as well as relevant books and websites.</p> <p>4 Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style.</p>	<p>3 3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 8 references used including 4 journal articles as well as relevant books and web sites.</p> <p>3 Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style.</p>	<p>2.5 3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 7 references used including 3 journal articles as well as relevant books and web sites.</p> <p>2.5 Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.</p>	<p><2.5 Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. The required number of 7 references not used journal articles not sourced. Relevant web sites not used.</p> <p><2.5 Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.</p>	
				Total Marks	
Marker's Comments					
Marker			Date		

Referencing Style

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

Submission

Online

Submission Instructions

Please submit using TURNITIN and via the Moodle unit page.

Learning Outcomes Assessed

- Explore the psychosocial factors which may impact on the childbearing woman and her family including perinatal mental health, domestic violence and substance use.
- Explore the midwife's role in providing support services to woman from culturally and socially diverse backgrounds.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- 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