



MDWF13001 *Cultural and Psychosocial Diversity* in Midwifery Term 3 - 2019

Profile information current as at 04/05/2024 06:09 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 - 2019

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 Unit evaluation via Moodle

Feedback

Assessment work could be marked and returned to students quicker. I feel this would enhance our learning.

Recommendation

The Unit Coordinator will ensure the return of assessments complies with the time frame, as stated in the Unit guide

Feedback from Unit evaluation via Moodle

Feedback

this unit really opened my eyes to the many diverse needs of mothers in my care and how best I can support them through their journey. having the input from other students through the discussion boards enabled me to see how other areas manage the care for some of these women, and it was gratifying to know that our small unit appears to care for women with diverse needs well.

Recommendation

The Online Group discussions in this Unit are a highly beneficial for student learning, networking and student to student support. The Online Group discussions will continue to be offered as part of this Unit assessment

Feedback from Unit evaluation via Moodle

Feedback

As it has been recognised by the tutors, this semester challenged time management for completing assessment tasks due to the mandatory university breaks.

Recommendation

The Central Queensland University Midwifery team acknowledge and have discussed this issue. This will be further discussed when this course comes up for Australian Nursing and Midwifery Accreditation Council (ANMAC) review in 2021

Feedback from Unit evaluation via Moodle

Feedback

I really enjoyed this unit. I liked all aspects of the assessment process

Recommendation

Positive feedback reinforces students are learning and can apply their knowledge to practice, while assessments meet ANMAC requirements. The structure of this Unit will continue until reviewed by ANMAC in 2021

Feedback from Unit evaluation via Moodle

Feedback

A very positive Course CoOrdinator. Meredith's kindness and knowledge shone through her dealings with us as students. She certainly showed her wealth of midwifery knowledge in this course

Recommendation

Course coordinators to continue to be available to discuss student concerns, and answer their questions in a timely manner. Unit Coordinators continue to be clinically up to date with current Midwifery practice.

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



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: 4th ed. (2019)

Authors: Pairman, S., Tracy, S, Dahlen, H., & Dixon, L.

Elsevier

Sydney , NSW , Australia

ISBN: 978-0-7295-4314-9

Binding: Paperback

MDWF13001

Supplementary

Midwifery Preparation for Practice

Edition: 3rd ed (2015)

Authors: Pairman, Pincombe, Thorogood & Tracey

Elsevier

Sydney , NSW , Australia

Binding: Paperback

Additional Textbook Information

An electronic copy of the 3rd ed. of Midwifery Preparation for Practice will be available to students via the subject Moodle page.

[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

Bridget Ferguson Unit Coordinator

b.ferguson@cqu.edu.au

Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to MDWF13001 and What is Culture?	NA: reading available in the week 1 study guide.	

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Social Determinants of Health Chapter 8 in Midwifery Preparation for Practice (4th ed.)
or
Chapter 3 in Midwifery Preparation for Practice (3rd ed.)

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Rural & Remote Communities	NA: reading available in the week 3 study guide.	

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Perinatal Mental Health	Chapter 33 in Midwifery Preparation for Practice (4th ed.) or Chapter 8 in Midwifery Preparation for Practice (3rd ed.)	Online Blog/Post due Friday 11:45pm AEST

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Adolescent Pregnancy	NA: reading available in the week 5 study guide.	

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disability and Excluded Groups	NA: reading available in the week 6 study guide.	Online Blog/Post due Friday 11:45pm AEST

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander Populations	NA: reading available in the week 7 study guide.	

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Safety in Midwifery Practice	Chapter 15 in Midwifery Preparation for Practice (4th ed.) or Chapter 16 in Midwifery Preparation for Practice (3rd ed.)	Online Blog/Post due Friday 11:45pm AEST Written Assessment Due: Week 8 Friday (17 Jan 2020) 11:45 pm AEST

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Women from Culturally Diverse Backgrounds	Chapter 15 in Midwifery Preparation for Practice (4th ed.) or Chapter 3 in Midwifery Preparation for Practice (3rd ed.)	

Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Traditional and Non-Traditional Families	Chapter 28 in Midwifery Preparation for Practice (4th ed.) or Chapter 31 in Midwifery Preparation for Practice (3rd ed.)	Online Group Discussion Due: Week 10 Friday (31 Jan 2020) 11:45 pm AEST

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Parent & Grand Parenting	Chapter 28 in Midwifery Preparation for Practice (4th ed.) or Chapter 31 in Midwifery Preparation for Practice (3rd ed.)	

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Family in Crisis and MDWF13001 Summary	Chapter 33 in Midwifery Preparation for Practice (4th ed.) or Chapter 8 in Midwifery Preparation for Practice (3rd ed.)	Written Assessment Due: Week 12 Friday (14 Feb 2020) 11:45 pm AEST

Exam Week - 17 Feb 2020

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

Students must remain subscribed to all the online forums for the entire duration of term 3: Discussion forum, Q & A and News forum.

Assessment Tasks

1 Online Group 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 11:45 pm 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 11:45 pm AEST.

Length of Post/Discussion: 300-350 words

Total weighting 30%

Week 4 Topic: Women experiencing depressive symptoms before or after birth may have difficulty responding sensitively to their baby's cues. How would you identify if a woman was not responding sensitively to her newborn baby and what might be the impact of this?

Week 6 Topic: Do you think maternity services in Australia adequately cater for the needs of disabled mothers? What strategies can midwives and maternity services 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 23:45hrs AEST and final submission is due Week 10 on Friday the 31st of January 2020 by 11:45 PM AEST

Final Submission of the assessment one (all the posts/blogs) will be due: 31st of Jan 2020 (Week 10).

***The Unit co-ordinator will collate all your posts/blogs and complete the final submission by the 31st of Jan 2020.*

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%

A detailed marking rubric is available for this assessment. Review the marking rubric sheet. Consider that your 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 work.

Please Note:

Participation in 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 10 Friday (31 Jan 2020) 11:45 pm AEST

Return Date to Students

Week 12 Friday (14 Feb 2020)

Please allow up to three weeks for the due date

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

Please submit each weeks post/blog to the relevant thread in the discussion forum. Final submission will 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 Assessment

Assessment Type

Written Assessment

Task Description

Assessment Two

Written assessment: Weighting 30%

Assessment Due Date: Week 8 (17-Jan-2020) 11:45 PM AEST

Task Description: *"Birthing on Country and Closing the Gap"*

According to the Australian Institute for Health and Welfare (AIHW), (2015) indigenous infants born in Australia are twice as likely to be born with a low birth weight compared to non-indigenous infants and the infant mortality rate for indigenous infant's stands at 6.4 per 1000 live births versus 3.3 per 1000 births for non-indigenous infants (p.1). Further to this, the AIHW (2015) reports that approximately half of all indigenous adults report being removed from their natural family (p.1).

Birthing on Country is a centuries-old cultural tradition where Australia's First People undertake cultural practices that connect the pregnant woman, birthing mother, and infant to their ancestor's land, known as Country.

In a joint position statement, the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM), the Australian College of Midwives and CRANA, describe Birthing on Country as "a metaphor for the best start in life for Aboriginal and Torres Strait Islander babies and their families", which provides an appropriate transition to motherhood and parenting, and an integrated, holistic and culturally appropriate model of care for all'.

Ref: Australian Institute of Health and Welfare (2015) The health and welfare of Australia's Aboriginal and Torres Strait Islander peoples. Retrieved from

<https://www.aihw.gov.au/reports/indigenous-health-welfare/indigenous-health-welfare-2015/contents/life-expectancy-and-mortality-key-points>

This assessment gives students the opportunity to explore the key challenges, barriers, issues, and facilitators associated with Birthing on Country for Aboriginal & Torres Strait Islander (ATSI) women which may impact on the childbearing woman, her infant, family, and community at large.

This assessment requires the student to provide a literature review on Birthing on Country and Australian maternity services for ATSI women, their infants, family, and community. You will:

Task:

Undertake a review of the literature

1. Highlight and discuss: the key findings, issues, barriers and facilitators to Birthing on Country for ATSI women.
2. Explore relevant evidenced-based midwifery practice from a cultural and psychosocial perspective.
3. Following the review of the literature, you are to make a recommendation/s on how maternity services could Close the Gap to enhance Birthing on Country and to assist indigenous mothers in a culturally safe way.

This assessment is required to be submitted in an academic essay format.

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. Review the marking criteria sheet. Consider that your paper's grade will be derived from criteria outlined in that sheet and thus clear explanations of the expectations for varying grades are provided for both your direction and the assessment of your paper.

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 score 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 8 Friday (17 Jan 2020) 11:45 pm AEST

Return Date to Students

Week 10 Friday (31 Jan 2020)

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

Weighting

30%

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%
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.</p> <p>15-12.75 Provides a comprehensive and detailed literature review and discussion on the key challenges, barriers, issues and facilitators associated with Birthing on Country for Aboriginal women, their families and communities.</p> <p>15-12.75 Comprehensively identifies and highlights the key findings and issues of Birthing on Country and maternity services in Australia upon both the woman and her infant and relevance to midwifery practice is extensively defined. This is comprehensively addressed from a cultural and psychosocial perspective.</p> <p>10-8.5 Comprehensive recommendation/s on how maternity services could be enhanced to support Aboriginal mothers and fathers are exceptionally well addressed.</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>12.6-11.25 Extensively includes a thorough literature review and discussion on the key challenges, barriers, issues and facilitators associated with Birthing on Country for Aboriginal women, their families and communities.</p> <p>12.6-11.25 Clearly and extensively identifies and highlights the key findings and issues of Birthing on Country upon the woman and her infant and relevance to midwifery practice is very well defined. This is extensively addressed from a cultural and psychosocial perspective.</p> <p>8.4-7.5 Recommendation/s on how Maternity services could be enhanced to support Aboriginal parents are well addressed.</p>	<p>25.9 - 22.75 Content is appropriate and answers the question and the argument, for the most part, proceeds logically.</p> <p>11.1-9.75 Generally, includes an appropriate literature review and discussion on the key challenges and issues associated with Birthing on Country for Aboriginal women, their families and communities.</p> <p>11.1-9.75 Appropriately identifies and highlights the key findings and issues of Birthing on Country for both the woman and her infant and relevance to midwifery practice is identified. Generally, addresses these issues from a cultural and psychosocial perspective.</p> <p>7.4-6.6 General recommendation/s on how Maternity services could be enhanced for Aboriginal parents are mostly addressed.</p>	<p>22.4 - 17.5 Content answers the question although the argument is at times repetitive or lacks cohesion.</p> <p>9.6-7.5 Demonstrates an adequate literature review and discussion on the key challenges, barriers, issues and facilitators associated with Birthing on Country for Aboriginal women & their families.</p> <p>9.6-7.5 Adequate identification or highlighting of the key issues of Birthing on Country upon the woman and her infant and relevance to midwifery practice limitedly defined. Broad discussion of this issue from a cultural and psychosocial perspective.</p> <p>6.4-5 Adequate recommendation/s on how Maternity services could be enhanced or are limitedly addressed.</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>7.35-0 Limited literature review and discussion on the key challenges, barriers, issues and facilitators associated with Birthing on Country for Aboriginal women, their families and communities.</p> <p>7.35-0 Limited or absent identification or highlighting of the key issues of Birthing on Country or relevance to midwifery practice and does not address these from a cultural and psychosocial perspective.</p> <p>4.9-0 Limited or absent recommendation/s on how Maternity services are not addressed adequately.</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 web sites.</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>

Referencing Style

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

Submission

Online

Submission Instructions

Please submit via the Moodle unit page assessment 2 upload zone.

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 Assessment

Assessment Type

Written Assessment

Task Description

Assessment 3: Written Assessment

Due date: Week 12 Friday (14th Feb 2020) 11:45 PM AEST

Weighting: 40%

Task Description

Family and Domestic Violence is a significant contributor to health and welfare across all demographics. Certain populations experience greater vulnerability such as Indigenous women, migrant women, young women and pregnant women. This assessment gives students the opportunity to explore the psychosocial factors associated with domestic violence within Australia which may impact on the childbearing woman and her family.

This assessment requires the student to:

Review and Analyse current literature on the impact of domestic violence upon both reproductive-aged women and their families.

Discuss, Identify and Highlight the key findings and issues of domestic violence in Australia inclusive of vulnerable populations and the relevance to midwifery practice from a cultural and psychosocial perspective.

Clinical information is to be kept to a minimum.

Develop recommendation/s on how maternity/postnatal services could be enhanced to address this issue specifically for the ATSI population.

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

Word limit: 3000 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.

Assessment Criteria

The School of Nursing and Midwifery Marking Rubric will be used. This will be available on the Moodle site for this course. Review the marking criteria sheet. Consider that your paper's grade will be derived from criteria outlined in that sheet and thus clear explanations of the expectations for varying grades are provided for both your direction and the assessment of your paper.

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 their plagiarism scores 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)

Assessment Due Date

Week 12 Friday (14 Feb 2020) 11:45 pm AEST

Return Date to Students

Exam Week Friday (21 Feb 2020)

Please allow up to three weeks from the due date for the return of marked papers.

Weighting

40%

Assessment Criteria

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.	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.
15-12.75 Provides a detailed literature review, analysis and discussion on the impact of domestic violence upon both reproductive aged women and their families.	12.6-11.25 Extensively includes a detailed literature review, analysis and logical discussion on the impact of domestic violence upon both reproductive aged women and their families.	11.1-9.75 Generally, includes an appropriate literature review, analysis and discussion on the on the impact of domestic violence upon both reproductive aged women and their families.	9.6-7.5 Demonstrates an adequate literature review, analysis and discussion on the on the impact of domestic violence upon both reproductive aged women and their families.	7.35-0 Limited literature review and discussion on the on the impact of domestic violence upon both reproductive aged women and their families.
15-12.75 Comprehensively discusses identifies and highlights the key findings and issues of domestic violence in Australia inclusive of vulnerable populations and the relevance to midwifery practice. This is extensively addressed these from a cultural and psychosocial perspective.	12.6-11.25 Clearly and extensively identifies and highlights the key issues of domestic violence in Australia inclusive of vulnerable populations and the relevance to midwifery practice. This is extensively addressed from a cultural and psychosocial perspective.	11.1-9.75 Appropriately identifies and highlights the key issues of domestic violence in Australia inclusive of vulnerable populations and the relevance to midwifery practice. This is appropriately addressed from a cultural and psychosocial perspective.	9.6-7.5 Adequately identifies and highlights the key issues of domestic violence in Australia inclusive of vulnerable populations and the relevance to midwifery practice. This is broadly addressed from a cultural and psychosocial perspective	7.35-0 Limited or absent identification and/or highlighting of the key issues of domestic violence in Australia and does not include vulnerable populations and the relevance to midwifery practice. This is not addressed from a cultural and psychosocial perspective.
10-8.5 Provides comprehensive recommendation/s on how maternity services could be enhanced to support ATSI families experiencing domestic violence are exceptionally well addressed.	8.4-7.5 Thoughtful, relevant and extensive recommendation/s on how maternity services could be enhanced to support ATSI families experiencing domestic violence are well addressed.	7.4-6.6 General recommendation/s on how maternity services could be enhanced to support ATSI families experiencing domestic violence are addressed.	6.4-5 Broad recommendation/s on how maternity services could be enhanced to support ATSI families experiencing domestic violence are addressed.	4.9-0 Inappropriate or nil recommendation/s on how maternity services could be enhanced to support ATSI families experiencing domestic violence are 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

Referencing Style

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

Submission

Online

Submission Instructions

Please submit via the Moodle page assessment 3 upload zone.

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