



# MDWF13001 *Cultural and Psychosocial Diversity* in Midwifery

## Term 3 - 2021

Profile information current as at 19/04/2024 12:14 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 - 2021

- 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 SUTE Feedback

**Feedback**

I loved the support given to assist our education

**Recommendation**

To continue to ensure that students are provided with appropriate support when required.

#### Feedback from SUTE Feedback

**Feedback**

Jane was great with communicating and prompt to respond

**Recommendation**

To continue to ensure that student communications and queries are promptly responded to.

#### Feedback from SUTE Feedback

**Feedback**

The assignments instructions for me could be interpreted rather broadly. I would have found it beneficial if the instructions were more clear.

**Recommendation**

To ensure that assessment task outlines are clear and specific.

## 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: 9780729543149

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Camera and microphone for attending Zoom tutorials
- Computer- ability to access study materials, including instructional videos & upload assessment. Printer for printing assessment. Scanner or equivalent for uploading assessment.
- Camera or mobile phone capable of capturing video for practical tasks

## Referencing Style

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Bridget Ferguson** Unit Coordinator

[b.ferguson@cqu.edu.au](mailto:b.ferguson@cqu.edu.au)

## Schedule

### Week 1 - 08 Nov 2021

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

### Week 2 - 15 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Social Determinants of Health	Chapter 8 in Midwifery Preparation for Practice (4th ed.) See e-reading list.	

### Week 3 - 22 Nov 2021

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

**Week 4 - 29 Nov 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Perinatal Mental Health	Chapter 33 in Midwifery Preparation for Practice (4th ed.) See e-reading list.	Online discussion: your first blog and response are due on Friday the 3rd of December by 23:45hrs AEST,

**Vacation Week - 06 Dec 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 5 - 13 Dec 2021**

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

**Week 6 - 20 Dec 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Disability and Excluded Groups	NA: reading available in the week 6 study guide and e-reading list.	Online discussion: your second blog and response are due on Friday the 24th of December by 23:45hrs AEST,

**Vacation Week - 27 Dec 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 7 - 03 Jan 2022**

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

**Week 8 - 10 Jan 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Safety in Midwifery Practice	Chapter 15 in Midwifery Preparation for Practice (4th ed.). See e-reading list.	Online discussion: your third blog and response are due on Friday the 14th of January by 23:45hrs AEST,  <b>Assessment Two: Written Essay and Interview.</b> Due: Week 8 Friday (14 Jan 2022) 6:00 pm AEST

**Week 9 - 17 Jan 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Women from Culturally Diverse Backgrounds	Chapter 15 in Midwifery Preparation for Practice (4th ed.). See e-reading list.	

**Week 10 - 24 Jan 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Traditional and Non-Traditional Families	Chapter 28 in Midwifery Preparation for Practice (4th ed.) See e-reading list.	

**Week 11 - 31 Jan 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Parent & Grand Parenting	Chapter 28 in Midwifery Preparation for Practice (4th ed.) See e-reading list.	<b>Assessment One: Online Discussion</b> Due: Week 11 Friday (4 Feb 2022) 5:00 pm AEST

**Week 12 - 07 Feb 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Family in Crisis and MDWF13001 Summary	Chapter 33 in Midwifery Preparation for Practice (4th ed.) See e-reading list.	<b>Assessment Three: Written Essay</b> Due: Week 12 Friday (11 Feb 2022) 6:00 pm AEST

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 Assessment One: Online Discussion

**Assessment Type**

Group Discussion

**Task Description**

**Assessment 1:** Online Group Discussion

**Type:** Online posts in a discussion thread via the unit discussion forum

**Due date:** 17:00 AEST 04/02/2022 (Week 11)

**Weighting:** 30%

**Length:** 3 posts of 350-450 words per post

**Unit Coordinator:** Bridget Ferguson

**Learning Outcomes Assessed**

1. Explore 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 women from culturally and socially diverse backgrounds.

**Aim:**

The aim of this assessment is to demonstrate your understanding of the cultural and psychosocial diversity of the childbearing women and families who may seek your care. You will gain a greater understanding of the challenges faced by Aboriginal and Torres Strait Islander peoples and the psychosocial factors impacting their families. You will also gain a greater understanding of your role as a midwife, caring for women from diverse backgrounds.

**Instructions:**

You are required to participate in an online group discussion via the Moodle discussion forum, which will be directed by the Unit Coordinator. The online activities will require you to participate in a group discussion based on topics in your study guide on 3 set weeks over the term. 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.

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

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

- Locate and read each week's discussion topic initiated by the Unit Coordinator on the Moodle discussion forum.
- Each week post a primary response to the corresponding week's discussion topic.
- Respond to at least one other student's post within the discussion thread for this topic.
- Your contribution to the online group discussion is to add to your own knowledge and that of your student peers. Simply stating 'yes I agree with previous statements' will not contribute to the discussion.

Please note each topic will be posted one week in advance to provide you with adequate time to respond to the topic and each other.

**The weekly topics for discussion are as follows:**

**Week 4 Topic:** What are some risk factors for poor maternal mental and social health? What are some of the protective factors? What are the key elements of psychosocial assessment and when should this be undertaken? What strategies can the midwife implement for women with perinatal mental health concerns?

**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? What services are available at your clinical setting to assist

disabled mothers?

**Week 8 Topic:** Review box 9.1 on page 160 of Midwifery Preparation for Practice 4<sup>th</sup> ed. and consider these statistics, the availability of maternity services in regional, rural and remote Australia and the impact of colonisation on Australian indigenous people. Describe how midwives can contribute to “Closing the Gap” for Aboriginal and Torres Strait Islander women and families. What action or strategies are being undertaken at your clinical setting?

**Literature and references:**

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

**Requirements:**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial.
- You may write in the first-person perspective.
- Use professional and academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of each post to the last word of the post. The word count excludes the reference list but includes in-text references and direct quotations.

**Resources :**

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

**Submission :**

- Submit your posts via the unit Moodle discussion forum in the corresponding week's thread.
- Assessment Due Dates: Each post will be due on the Friday of the following week.
- **Week 4 topic due:** Friday 3rd December 23:45 AEST.
- **Week 6 topic due:** Friday 24th December 23:45 AEST.
- **Week 8 topic due:** Friday 14th January 23:45 AEST.
- **Final submission:** The Unit Coordinator will collate your blogs and responses and complete the final submission on your behalf by **Friday the 4th February 2022 17:00 AEST (Week 11)**.

**Marking Criteria**

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

**Assessment Due Date**

Week 11 Friday (4 Feb 2022) 5:00 pm AEST

The Unit Coordinator will collate your blogs and responses and complete the final submission on your behalf.

**Return Date to Students**

Exam Week Friday (18 Feb 2022)

Please allow for up to two weeks post the submission date for the return of marked assignments.

**Weighting**

30%

**Assessment Criteria**

Key Criteria	High Distinction 84.5-100%	Distinction 74.50-84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.50%	Fail (content absent) 0%
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<b>Comprehension of topic (40%)</b>	Comprehensively addresses all aspects of the discussion topic, strongly links to the weekly online lecture material/course resources, and thoroughly demonstrates relevance of content. (40.00-33.80)	Extensively addresses most aspects of the discussion topic, links to the weekly online lecture material/course resources and effectively demonstrates relevance of content. (33.80-29.80)	Broadly addresses most aspects of the discussion topic, links to the weekly online lecture material/course resources and generally demonstrates relevance of content. (29.80-25.80)	Content basically addresses aspects of the discussion topic, with minimal links to the weekly online lecture material/course resources. Demonstrates limited comprehension of relevance of content. (25.80-19.80)	Content does not address the discussion topic and/or does not link to the weekly online lecture material/course resources and/or inadequate comprehension of required content. (19.80-0.00)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
<b>Discussion (40%)</b>	Clear, coherent, and convincing discussion. Comprehensively inclusive of concepts and evidence. (40.00-33.80)	Clear and coherent discussion that is well developed and logically builds each point on the last. Effectively inclusive of both concepts and evidence. (33.80-29.80)	Clear and logical discussion. Generally inclusive of concepts and evidence. (29.80-25.80)	Discussion discernible. Generally, demonstrates logical flow although some reliance on description. (25.80-19.80)	Discussion is poorly developed or absent. (19.80-0.00)	No discussion of topic for discussion evident. (0)
<b>Professional responses to other students' posts (20%)</b>	Professional, kind, and mindful connections are made to other students' posts throughout the discussion thread. All posts are made by the respective deadline. (20.00-16.90)	Mindful connections are made to other students' posts throughout the discussion thread. All posts are made by the respective deadline. (16.90-14.90)	Connections are made to other students' posts in some of the discussion thread. All posts are made by the respective deadline. (14.90-12.90)	Connections are made to other students' posts sometimes in the discussion thread. Some posts are made by the respective deadline. (12.90-9.90)	Connections are not made to other students' discussion in many postings. Greater than 50% of posts are not made by the respective deadline. (9.90-0.00)	No response to other students' discussions. (0)

## Referencing Style

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

## Submission

Online

### Submission Instructions

Please submit your weekly posts to the online discussion forum on the MDWF13001 Moodle page. The Unit Coordinator will collate your blogs and responses and complete the final submission on your behalf.

### 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 Assessment Two: Written Essay and Interview.

### Assessment Type

Written Assessment

### Task Description

#### Assessment 2- Written Assignment

Type:Written Assessment

Due date: Time (18:00) 14/01/2022 (Week 8)

Weighting: 30%

Length: 2000 words

Unit Coordinator: Bridget Ferguson

### Learning Outcomes Assessed

- 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.
- 4: Explore the role of the midwife in providing support services to woman from culturally and socially diverse backgrounds.

### Aim:

The aim of this assessment is to gain an insight and understanding of cultural issues relevant to women and their families, who are from culturally and psychosocially diverse backgrounds, which may impact the provision of high quality maternity care and midwifery practice.

### **Instructions**

This assessment requires you to interview a woman who is culturally and or psychosocially diverse. For example, she could be an Aboriginal or Torres Strait Islander person, a refugee or migrant, have a disability, or be in a same-sex partnership/marriage. You are to explore with her what their culture means to them, what cultural considerations are important to her and her childbearing and mothering experience in relation to this. She may have prior birthing experience that you wish to explore with her in regards to the psychosocial factors that impacted them.

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

1. Obtain the woman's consent in writing, see attached document. You will give her a pseudonym to protect her privacy.
2. Conduct an interview which should be no longer than 20 minutes.
3. Record the interview and then transcribe it.
4. Listen to the interview and identify the main themes that arise in the interview in relation to the woman's experience of culture, childbirth and early parenting. From the identified themes explore the role of the midwife in the provision of culturally appropriate care and support services to this woman. Provide in your discussion the key challenges, barriers, issues, and facilitators associated with culturally and/or psychosocially diverse women, their families, and communities.
5. Your submission includes the consent form, interview transcript and recording and your accompanying essay.

**\*\*Please note that your interview recording will not be marked but must be submitted as evidence that you have completed the task. You can record your interview using a smart phone, tablet or mobile device. You will upload the recording to Google Drive and you will provide the link to your recording at the bottom of your transcript Word Doc. The instructions for undertaking this are here:**

How to upload files to Google Drive:

<https://support.google.com/drive/answer/2424368?co=GENIE.Platform%3DDesktop&hl=en>

Share files from Google Drive

<https://support.google.com/drive/answer/2494822?hl=en>

*If you require further assistance with this task please contact TaSAC at 4930 9090.*

### **Literature and references**

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Midwives.

### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Write in the third-person perspective
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

### **Resources**

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

### **Submission**

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

### **Marking Criteria**

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

### **Assessment Due Date**

Week 8 Friday (14 Jan 2022) 6:00 pm AEST

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

## Return Date to Students

Week 10 Friday (28 Jan 2022)

Please allow for up to two weeks post the submission date for the return of marked assignments.

## Weighting

30%

## Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%
<b>Structure -15%</b>				
<p>5 Excellent presentation of assignment with inclusion of all correct components: consent form, recording &amp; comprehensive transcript, double line spaced, 12-point font, page numbers, well-structured. Consistently accurate with spelling, grammar, and paragraph structure. De-identification of the woman has been undertaken.</p> <p>5 Clear and succinct introduction that introduces the topic and outlines the direction of the paper.</p> <p>5 Clear and succinct conclusion that summarises the topic without unnecessary repetition bringing the discussion to a logical closure.</p>	<p>4 Well-presented assignment, double line spaced, 12-point font, all correct components: consent form, recording &amp; extensive transcript. 1 or 2 errors in spelling, grammar, or paragraph structure. De-identification of the woman has been undertaken.</p> <p>4 Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.</p> <p>4 Clear and appropriate conclusion that outlines the main aspects of the topic and closes the paper.</p>	<p>3 Well-presented assignment, double line spaced, 12-point font, 3 or 4 consistent errors with spelling, grammar, or paragraph structure. Includes the components of consent form, recording and appropriate transcript. De-identification of the woman has been undertaken.</p> <p>3 Appropriate introduction that introduces the topic and outlines the direction of the paper.</p> <p>3 Appropriate conclusion that broadly summarises the topic and draws some conclusion.</p>	<p>2.5 Adequate assignment presentation, double line spaced with 12-point font. 5 to 6 consistent errors with spelling, grammar, or paragraph structure. Includes the components of consent form, recording and broad transcript. De-identification of the woman has been undertaken.</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 Conclusion is apparent although consists only of a list of the contents of the paper. Paper is not clearly or logically concluded.</p>	<p>&lt;2.5 Poorly presented assignment. Double spacing not used, 12-point font not used. Many inaccuracies (&gt;6) in spelling, grammar, or paragraph structure. Does not include the components of consent form and/or recording and transcript. De-identification of the woman has not been undertaken.</p> <p>&lt;2.5 No recognisable introduction—the topic is not introduced and/or there is no direction offered in respect of the paper.</p> <p>&lt;2.5 No recognisable conclusion—the topic is not summarised and/or there is no logical conclusion of the paper.</p>
<b>Approach and Argument -75%</b>				
<p>15-12.75 Content is clearly relevant and extensively applicable to the topic. The approach comprehensively answers the question, and the argument proceeds logically.</p> <p>30-25.5 Provides an astute thematic analysis of the interview and identifies the 3 main themes arising from the interview. Provides an in-depth, comprehensive, and thoughtful discussion of the 3 main themes. The discussion is underpinned by a comprehensive literature review and discussion on the key challenges, barriers, issues, and facilitators associated with culturally and/or psychosocially diverse women, their families, and communities.</p> <p>30-25.5 From the identified themes a comprehensive exploration of the role of the midwife, in the provision of culturally appropriate care and support services to the woman is discussed and comprehensive appropriate recommendation for future service provision is provided.</p>	<p>12.6-11.25 Content is insightful and relevant to the topic; the approach clearly answers the question, and the argument proceeds logically.</p> <p>25.2-22.5 Provides an insightful thematic analysis of the interview and identifies the 3 main themes arising from the interview. Provides a well-developed and thoughtful discussion of the 3 main themes. The discussion is underpinned by an extensive literature review and logical discussion on the key challenges, barriers, issues, and facilitators associated with culturally and/or psychosocially diverse women, their families, and communities.</p> <p>25.2-22.5 From the identified themes an insightful exploration of the role of the midwife, in the provision of culturally appropriate care and support services to the woman is discussed and appropriate recommendations for future service provision are provided.</p>	<p>11.1-9.75 Content is appropriate and answers the question and the argument mostly proceeds logically.</p> <p>22.2-19.5 Provides a logical thematic analysis of the interview and identifies the 3 main themes arising from the interview. Provides a logical and broad discussion of the 3 main themes. The discussion is underpinned by an adequate literature review and logical discussion on the key challenges, barriers, issues, and facilitators associated with culturally and/or psychosocially diverse women, their families, and communities.</p> <p>22.2-19.5 From the identified themes an adequate and logical exploration of the role of the midwife in the provision of culturally appropriate care and support services to the woman is discussed and mostly appropriate recommendations for future service provision are provided.</p>	<p>9.6-7.5 Content basically answers the question although the argument is at times repetitive or lacks cohesion.</p> <p>19.2-15 Provides a broad thematic analysis of the interview and identifies the 3 main themes arising from the interview. Provides a satisfactory and broad discussion of the 3 main themes. The discussion is underpinned by a satisfactory literature review and broad discussion on the key challenges, barriers, issues, and facilitators associated with culturally and/or psychosocially diverse women, their families, and communities.</p> <p>19.2-15 From the identified themes a broad and satisfactory exploration of the role of the midwife in the provision of culturally appropriate care and support services to the woman is discussed and some broad recommendations for future service provision are provided.</p>	<p>7.35-0 Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought.</p> <p>14.9-0 Provides a limited thematic analysis of the interview and does not identify the 3 main themes arising from the interview. Provides a limited and unsatisfactory discussion of the 3 main themes. The discussion is underpinned by a limited or absent literature review with limited discussion on the key challenges, barriers, issues, and facilitators associated with culturally and/or psychosocially diverse women, their families, and communities.</p> <p>14.9-0 From the identified themes a limited or absent exploration of the role of the midwife in the provision of culturally appropriate care and support services to the woman is discussed and inappropriate or limited recommendations for future service provision are provided.</p>
<b>Referencing - 10%</b>				
<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>&lt;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, &gt; 3 journal articles sourced. Relevant web sites not used.</p> <p>&lt;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 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

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

## 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 Assessment Three: Written Essay

### Assessment Type

Written Assessment

### Task Description

#### Assessment 3- Written Essay

Due date: Time (18:00) 11/02/2022 (Week 12)

Weighting: 40%

Length: 2500 words

Unit Coordinator: Bridget Ferguson

### Learning Outcomes Assessed

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

### Task Description

In Australia, domestic and family violence (DFV) against women is a significant public health and social problem. Pregnancy and early parenthood are an "at risk" time, associated with either commencement of, or increase in domestic violence. Pregnancy and early parenthood are opportune times for early detection and intervention as women have increased contact with health professionals such as midwives.

### Aim:

This assessment gives you the opportunity to explore the statistics and factors associated with domestic violence in Australia, gain an understanding of the screening, services, and strategies employed to address DFV and the role of the midwife in caring for women experiencing DFV.

### Instructions

This assessment requires you to:

Review, analyse and discuss the current Australian statistics on DFV, factors associated with DFV, and effects of DFV during pregnancy for the mother and fetus.

Identify, examine, and describe perinatal screening for DFV, perinatal and postnatal services and interventions for responding to DFV in pregnancy.

Discuss the role of the midwife in working with women experiencing DFV & Provide recommendations for supporting midwives to competently care for women experiencing DFV.

### Literature and references

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

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial
- Write in the third-person perspective.
- Use professional and academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of each blog/post to the last word of the blog/post. The word count excludes the reference list but includes in-text references and direct quotations.

### Resources

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

Instructions are available here.

## Submission

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

## Marking Criteria

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

## Assessment Due Date

Week 12 Friday (11 Feb 2022) 6:00 pm AEST

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

## Return Date to Students

Exam Week Friday (18 Feb 2022)

Please allow for up to two weeks post the submission date for the return of marked assignments.

## Weighting

40%

## Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%
<b>Structure -15%</b>				
5 Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, page numbers, and well-structured. Consistently accurate with spelling, grammar, and paragraph structure.	4 Well-presented assignment, double line spaced, 12-point font, page numbers, 1 or 2 errors in spelling, grammar, or paragraph structure.	3 Well-presented assignment, double line spaced, 12-point font, page numbers, 3 or 4 consistent errors with spelling, grammar, or paragraph structure.	2.5 Adequate assignment presentation, double line spaced with 12-point font. No page numbers, 4 to 5 consistent errors with spelling, grammar, or paragraph structure.	<2.5 Poorly presented assignment. Double spacing not used, 12-point font not used. 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 Clear and succinct conclusion that summarises the topic without unnecessary repetition bringing the discussion to a logical closure.	4 Clear and appropriate conclusion that outlines the main aspects of the topic and closes the paper.	3 Appropriate conclusion that broadly summarises the topic and draws some conclusion.	2.5 Conclusion is apparent although consists only of a list of the contents of the paper. Paper is not clearly or logically concluded.	<2.5 No recognisable conclusion— the topic is not summarised and/or there is no logical conclusion of the paper.
<b>Approach and Argument -75%</b>				
15-12.75 Organisation and structure are 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.	12.6-11.25 Organisation and structure are clear. Content is mostly relevant to the topic; the approach clearly addresses the topic, and the argument proceeds logically. Supporting literature is used appropriately.	11.1-9.75 Organisation and structure are appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature.	9.6-7.5 Organisation and structure allow 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.	7.35-0 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.
20-17 Provides a detailed comprehensive discussion on the current Australian statistics for DFV, factors associated with DFV, and effects of DFV during pregnancy for the mother and fetus.	16.8-15 Includes an extensive discussion on the current Australian statistics for DFV, factors associated with DFV, and effects of DFV during pregnancy for the mother and fetus.	14.8-13 Generally, includes an appropriate and logical discussion on the current Australian statistics for DFV, factors associated with DFV, and effects of DFV during pregnancy for the mother and fetus.	12.9-10 Demonstrates an adequate but broad discussion on the current Australian statistics for DFV, factors associated with DFV, and effects of DFV during pregnancy for the mother and fetus.	9-0 Limited discussion on the current Australian statistics for DFV, factors associated with DFV, and effects of DFV during pregnancy for the mother and fetus. .
20-17 Comprehensively discusses, identifies, and describes perinatal screening for DFV, various perinatal and postnatal services and interventions for responding to DFV in pregnancy.	16.8-15 Clearly and extensively discusses, identifies, and describes perinatal screening for DFV, various perinatal and postnatal services and interventions for responding to DFV in pregnancy.	14.8-13 Appropriately and logically discusses, identifies, and describes perinatal screening for DFV, various perinatal and postnatal services and interventions for responding to DFV in pregnancy	12.9-10 Adequately and broadly discusses, identifies, and describes perinatal screening for DFV, various perinatal and postnatal services and interventions for responding to DFV in pregnancy	9-0 Limited, illogical, or absent discussion, that fails to describe perinatal screening for DFV, various perinatal and postnatal services and interventions for responding to DFV in pregnancy
20-17 Comprehensively discusses the role of the midwife in working with women experiencing DFV & provides appropriate recommendations for supporting midwives to competently care for women experiencing DFV.	16.8-15 Thoughtful, relevant, and extensive discussion on the role of the midwife in working with women experiencing DFV & provides appropriate recommendations for supporting midwives to competently care for women experiencing DFV.	14.8-13 Appropriate and logical discussion on the role of the midwife in working with women experiencing DFV & provides appropriate recommendations for supporting midwives to competently care for women experiencing DFV.	12.9-10 Broad discussion on the role of the midwife in working with women experiencing DFV & provides appropriate recommendations for supporting midwives to competently care for women experiencing DFV.	9-0 Inappropriate, limited, and illogical discussion on the role of the midwife in working with women experiencing DFV & provides appropriate recommendations for supporting midwives to competently care for women experiencing DFV.
<b>Referencing - 10%</b>				
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 3 journal articles as well as relevant books and web sites.	2.5 5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 7 references used including 2 journal articles as well as relevant books and web sites.	<2.5 >6 in-text referencing errors. 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.

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## Learning Outcomes Assessed

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- 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