



# MDWF13002 *Postnatal Health and Wellbeing*

## Term 3 - 2017

Profile information current as at 04/05/2024 02:42 am

All details in this unit profile for MDWF13002 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.

## Corrections

### Unit Profile Correction added on 02-11-17

Assessment One: Online Discussion is now a fortnightly discussion, not a weekly discussion. Online posts will be held on weeks 2, 4, 6, 8 and 10.

## General Information

### Overview

This unit provides the theory to understand the physiological needs of the mother and baby during the postnatal period. An emphasis will be placed on the psychosocial adaption of the mother and significant other in bonding with their newborn infant. It will consolidate the knowledge related to primary health care, specifically breast feeding and family planning. You will investigate current research relating to postnatal care. This unit is to be studied in conjunction with the clinical unit Midwifery Practice 3.

### 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

Co-req MDWF13003 Midwifery Practice 3 Pre-req MDWF12005 Foundations of Midwifery 2 MDWF12006 Midwifery Practice 2

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 - 2017

- Distance

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Group Discussion**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Unit Learning Outcomes

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

1. Explore the physiological needs of the mother and baby during the post natal period.
2. Analyse the needs of the woman and her significant other during the postnatal period.
3. Demonstrate primary health care principles in relation to breast feeding and family planning.
4. Critique current research in the provision of postnatal midwifery care.

### NMBA Midwife Standards for Practice

Standard 1: Promotes evidence-based maternal health and wellbeing.

Standard 2: Engages in respectful partnerships and professional relationships.

Standard 4: Undertakes comprehensive assessments.

Standard 5: Develops plans 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 - Group Discussion - 30%	•	•	•	
2 - Written Assessment - 30%	•	•		•
3 - Written Assessment - 40%	•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving				
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>9 - Social Innovation</b>				
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Group Discussion - 30%</b>	•		•	•			•	•		
<b>2 - Written Assessment - 30%</b>	•		•	•			•	•		
<b>3 - Written Assessment - 40%</b>	•		•	•			•	•		

## Textbooks and Resources

### Textbooks

MDWF13002

#### Prescribed

##### **Myles Textbook for Midwives**

Edition: 16th (2014)

Authors: Marshall, J & Raynor, M

Churchill Livingstone

London , England

Binding: Paperback

MDWF13002

#### Supplementary

##### **Midwifery : Preparation for Practice**

Edition: 3rd (2014)

Authors: Pairman, Pincombe, Thorogood & Tracy

Elsevier

Sydney , NSW , Australia

Binding: Paperback

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

## Schedule

### Week 1 - 06 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to MDWF13002. The Puerperium.	Chapter 29 in Midwifery: preparation for practice (3rd ed.). Chapter 23 in Myles Textbook for Midwives (16th ed.).	Weekly online discussion post

### Week 2 - 13 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Transition to Motherhood: Infant bonding and creating a family.	Chapter 30 & 31 in Midwifery: preparation for practice (3rd ed.).	Weekly online discussion post

### Week 3 - 20 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Breastfeeding part 1	Chapter 29 & 33 in Midwifery: preparation for practice (3rd ed.). Chapter 34 in Myles Textbook for Midwives (16th ed.).	Weekly online discussion

### Week 4 - 27 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Breastfeeding part 2	Chapter 33 in Midwifery: preparation for practice (3rd ed.). Chapter 34 in Myles Textbook for Midwives (16th ed.).	weekly online discussion

### Vacation Week - 04 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Week 5 - 11 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Postnatal Mental Health	Chapter 25 in Myles Textbook for Midwives (16th ed.).	Weekly online discussion

### Week 6 - 18 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Family Planning & Contraception	Chapter 36 in Midwifery: preparation for practice (3rd ed.). Chapter 27 in Myles Textbook for Midwives (16th ed.).	Weekly online discussion

### Week 7 - 01 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Complications in the Puerperium	Chapter 41 in Midwifery: preparation for practice (3rd ed.). Chapter 24 in Myles Textbook for Midwives (16th ed.).	Weekly online discussion, Assessment 2: Written Essay (5 Jan 2018) 11:45 PM AEST <b>Written Assessment</b> Due: Week 7 Friday (5 Jan 2018) 11:45 pm AEST

### Week 8 - 08 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

The Healthy Newborn	Chapter 32 in Midwifery: preparation for practice (3rd ed.). Chapter 28 in Myles Textbook for Midwives (16th ed.).	Weekly online discussion
<b>Week 9 - 15 Jan 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Neonatal Resuscitation	Chapter 42 in Midwifery: preparation for practice (3rd ed.). Chapter 29 in Myles Textbook for Midwives (16th ed.).	Weekly online discussion
<b>Week 10 - 22 Jan 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The Sick Neonate	Chapter 42 in Midwifery: preparation for practice (3rd ed.). Chapter 33 in Myles Textbook for Midwives (16th ed.).	Weekly online discussion
<b>Week 11 - 29 Jan 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Infant Feeding	Chapter 34 in Myles Textbook for Midwives (16th ed.).	Weekly Online discussion Assessment 3: Written essay (29 Jan 2018) 11:45 PM AEST <b>Written Assessment</b> Due: Week 11 Monday (29 Jan 2018) 11:45 pm AEST
<b>Week 12 - 05 Feb 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Subject Summary		Final Submission of all online discussions (5 Feb 2018) 11:45 PM AEST <b>Group Discussion</b> Due: Week 12 Monday (5 Feb 2018) 11:45 pm AEST
<b>Review/Exam Week - 12 Feb 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 12 Feb 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Group Discussion

#### Assessment Type

Group Discussion

#### Task Description

You are required to participate in a weekly online group discussion via Moodle that will be directed by the Unit Coordinator. The online activities will require you to participate in a group discussion that is based on set questions posed in your study guide. Marks will be awarded for your online participation in the group discussion.

Contribution to the online group discussion is to add to the question 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.

#### Assessment Due Date

Week 12 Monday (5 Feb 2018) 11:45 pm AEST

Week 12 (5 Feb 2018) 11:45 PM AEST

**Return Date to Students**

Exam Week Friday (16 Feb 2018)

Exam Week (16 Feb 2018). Approximately 3 weeks after submission.

**Weighting**

30%

**Assessment Criteria**

A Marking Rubric will be used. This will be available on the unit Moodle site.

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

Comprehension of Topic: 30%

Critical Thinking: 40%

Online posting: 30%

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Explore the physiological needs of the mother and baby during the post natal period.
- Analyse the needs of the woman and her significant other during the postnatal period.
- Demonstrate primary health care principles in relation to breast feeding and family planning.

**Graduate Attributes**

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

## 2 Written Assessment

**Assessment Type**

Written Assessment

**Task Description****TASK DESCRIPTION:**

Written Essay 2000 words +/-10%

Objectives:

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

You must be able to demonstrate your understanding of the concepts learned throughout this course. You are expected to use an academic approach to answer all components of this assessment. Using this approach, you will need to demonstrate that you have researched the relevant issues. You are required to read widely and analyze the information that you gather, ensuring that it is applicable, evidence-based and up-to-date.

Assessment: Critical Essay on Postnatal Depression.

Women can experience postnatal depression within days to weeks of giving birth. Postnatal depression can have a devastating effect upon the mother and new family.

Using a midwifery perspective you are required to:

Describe the symptoms and contributing risk factors of PND. In your discussion include the physiological, emotional and social changes that contribute to PND and differentiate PND from the baby blues.

Explore evidence-based treatment modalities for postnatal depression and discuss collaboration between the multidisciplinary team and their roles in caring for these women.

Outline how the midwife will support the woman's partner/father of the baby to assist the transition to parenthood and provide care for the infant. Include in your discussion contraception options for child spacing allowing for full recovery

prior to the next pregnancy.

**Assessment Due Date**

Week 7 Friday (5 Jan 2018) 11:45 pm AEST

Week 7 Friday (5 Jan 2018) 11:45 PM AEST

**Return Date to Students**

Week 10 Friday (26 Jan 2018)

Week 10 (26 Jan 2018). Assessments will be returned approximately 3 weeks after submission.

**Weighting**

30%

**Assessment Criteria**

MDWF 13002 Postnatal Health & Wellbeing - Assessment Criteria Sheet - Assessment Two- Written Assessment

Student Name:

HD	D	C	P	F
<b>Structure (15%)</b>				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper	Appropriate introduction that introduces the topic and outlines the direction of the paper	Introduction is apparent and the topic is introduced but there is not clear direction to the paper	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper
Clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close	Conclusion outlines most of the main points and brings some sense of closure	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper
Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure. (5%)	Well-presented assignment, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
<b>Approach &amp; Argument (75%)</b>				
Content is clearly relevant to the topic, the approach comprehensively answers the question and the argument proceeds logically and is within the set word limit. (10%)	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically and is within the set word limit	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit	Content answers the question the argument is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit)	Content is irrelevant and or does not answer the question and the argument lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance
An articulate and comprehensive discussion on the symptoms and contributing risk factors of PND. In your discussion include the physiological, emotional and social changes that contribute to PND and differentiate PND from the baby blues. (35 %)	Insightful and well-developed discussion on the symptoms and contributing risk factors of PND. In your discussion include the physiological, emotional and social changes that contribute to PND and differentiate PND from the baby blues.	A logical discussion that demonstrates competent discussion on the symptoms and contributing risk factors of PND. In your discussion include the physiological, emotional and social changes that contribute to PND and differentiate PND from the baby blues.	A disjointed discussion that demonstrates a limited discussion on the symptoms and contributing risk factors of PND. In your discussion include the physiological, emotional and social changes that contribute to PND and differentiate PND from the baby blues.	An inadequate discussion which demonstrates a poor discussion on the symptoms and contributing risk factors of PND. In your discussion include the physiological, emotional and social changes that contribute to PND and differentiate PND from the baby blues.



Comprehensive description of the evidence based treatment modalities for postnatal depression and discuss collaboration between the multidisciplinary team and their roles in caring for these women. (20%)	Well-developed description of the evidence based treatment modalities for postnatal depression and discuss collaboration between the multidisciplinary team and their roles in caring for these women.	Broad description of the evidence based treatment modalities for postnatal depression and discuss collaboration between the multidisciplinary team and their roles in caring for these women.	Minimal analysis and disjointed description of the evidence based treatment modalities for postnatal depression and discuss collaboration between the multidisciplinary team and their roles in caring for these women.	Inadequate description of the evidence based treatment modalities for postnatal depression and discuss collaboration between the multidisciplinary team and their roles in caring for these women.
Clear, coherent outline of how the midwife will support the woman's partner/father of the baby to assist the transition to parenthood and provide care for the infant. Include in your discussion contraception options for child spacing allowing for full recovery prior to the next pregnancy. (10%)	A clear and relevant outline of how the midwife will support the woman's partner/father of the baby to assist the transition to parenthood and provide care for the infant. Include in your discussion contraception options for child spacing allowing for full recovery prior to the next pregnancy.	A logical outline of how the midwife will support the woman's partner/father of the baby to assist the transition to parenthood and provide care for the infant. Include in your discussion contraception options for child spacing allowing for full recovery prior to the next pregnancy.	Satisfactory outline of how the midwife will support the woman's partner/father of the baby to assist the transition to parenthood and provide care for the infant. Include in your discussion contraception options for child spacing allowing for full recovery prior to the next pregnancy.	Poor understanding of the topic. Content does not outline how the midwife will support the woman's partner/father of the baby to assist the transition to parenthood and provide care for the infant. Include in your discussion contraception options for child spacing allowing for full recovery prior to the next pregnancy.
<b>Referencing (10%)</b>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%)	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions	Frequently integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations
Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant web-sites. (5%)	1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant web-sites.	3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant web-sites.	3 or 4 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant web-sites.	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant web-sites not included.

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Explore the physiological needs of the mother and baby during the post natal period.
- Analyse the needs of the woman and her significant other during the postnatal period.
- Critique current research in the provision of postnatal midwifery care.

### Graduate Attributes

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

## 3 Written Assessment

### Assessment Type

Written Assessment

## Task Description

### TASK DESCRIPTION:

Written Essay 3000 words +/-10%

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

You must be able to demonstrate your understanding of the concepts learned throughout this course. You are expected to use an academic approach to answer all components of this assessment. Using this approach, you will need to demonstrate that you have researched the relevant issues. You are required to read widely and analyze the information that you gather, ensuring that it is applicable, evidence-based and up-to-date.

Assessment: Critical Essay on Family Planning and Contraception.

You are required to write an essay on the topic of Family Planning & Contraception and how midwifery provides access to unbiased knowledge regarding the basic human right to plan a family.

The United Nations Population Fund (2010), states that "Family Planning is the information, means, and methods that allow individuals to decide if and when to have children. Access to safe, voluntary family planning is a human right."

REF: United Nations Population Fund (2010), The Right to Contraceptive Information and Services for Women and Adolescents. Retrieved from: <http://www.unfpa.org/sites/default/files/resource-pdf/Contraception.pdf>

Your essay will be based on the following case study:

You are caring for Jasmin a 23yr old multigravida woman who has given birth to her 4th child, Ben. Jasmin and her husband Peter are both interested in spacing their next child and are also considering family completion. Jasmin and Peter tell you that they have not planned any of their children and Jasmin falls pregnant easily. Peter is employed whilst Jasmin is a stay at home mother. Jasmin has a history of successfully breastfeeding her children to one year of age and she tells you she wishes to do this for Ben too.

Using a midwifery perspective you are required to:

Describe: the various methods and types of contraception currently available such as short acting and long acting reversible, hormonal, natural, barrier, emergency contraception, and sterilization.

Explore: the benefits of family planning and contraception for women, their children and family, and society at large. Discuss these benefits in relation to the case study.

Outline: the family planning advice and suitable contraceptive options the midwife will provide to both Jasmin and Peter in regards to child spacing and family completion

### Assessment Due Date

Week 11 Monday (29 Jan 2018) 11:45 pm AEST

Week 11 (29 Jan 2018) 11:45 PM AEST

### Return Date to Students

Exam Week Friday (16 Feb 2018)

Exam week (16 Feb 2018). Approximately 3 weeks after submission

### Weighting

40%

### Assessment Criteria

HD	D	C	P	F
<b>Structure (15%)</b>				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper	Appropriate introduction that introduces the topic and outlines the direction of the paper	Introduction is apparent and the topic is introduced but there is not clear direction to the paper	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper
Clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close	Conclusion outlines most of the main points and brings some sense of closure	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper

Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure. (5%)	Well-presented assignment, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
<b>Approach &amp; Argument (75%)</b>				
Content is clearly relevant to the topic, the approach comprehensively answers the question and the argument proceeds logically and is within the set word limit. (10%)	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically and is within the set word limit	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit	Content answers the question the argument is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit)	Content is irrelevant and or does not answer the question and the argument lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance
An articulate and comprehensive discussion on the various methods and types of contraception currently available such as short acting and long acting reversible, hormonal, natural, barrier, emergency, and sterilization. (30 %)	Insightful and well-developed discussion on the various methods and types of contraception currently available such as short acting and long acting reversible, hormonal, natural, barrier, emergency, and sterilization.	A logical discussion that demonstrates competent discussion on the various methods and types of contraception currently available such as short acting and long acting reversible, hormonal, natural, barrier, emergency, and sterilization.	A disjointed discussion that demonstrates a limited discussion on the various methods and types of contraception currently available such as short acting and long acting reversible, hormonal, natural, barrier, emergency, and sterilization.	An inadequate discussion which demonstrates a poor discussion on the various methods and types of contraception currently available such as short acting and long acting reversible, hormonal, natural, barrier, emergency, and sterilization.
Comprehensive explanation of the benefits of family planning and contraception for women, their children and family, and society at large. Discussion relates to the case study. (20%)	Well-developed explanation of the benefits of family planning and contraception for women, their children and family, and society at large. Discussion relates to the case study.	Broad explanation of the benefits of family planning and contraception for women, their children and family, and society at large. Discussion relates to the case study.	Minimal analysis and disjointed explanation of the benefits of family planning and contraception for women, their children and family, and society at large. Discussion relates to the case study.	Inadequate explanation of the benefits of family planning and contraception for women, their children and family, and society at large. Discussion relates to the case study.
Clear, coherent outline of the family planning advice and suitable contraceptive options the midwife will provide to both Jasmin and Peter in regards to child spacing and family completion. (15%)	A clear and relevant outline of the family planning advice and suitable contraceptive options the midwife will provide to both Jasmin and Peter in regards to child spacing and family completion.	A logical outline of the family planning advice and suitable contraceptive options the midwife will provide to both Jasmin and Peter in regards to child spacing and family completion.	Satisfactory outline of the family planning advice and suitable contraceptive options the midwife will provide to both Jasmin and Peter in regards to child spacing and family completion.	Poor understanding of the topic. Content does not outline the family planning advice and suitable contraceptive options the midwife will provide to both Jasmin and Peter in regards to child spacing and family completion.
<b>Referencing (10%)</b>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%)	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions	Frequently integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations
Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant web-sites. (5%)	1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant web-sites.	3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant web-sites.	3 or 4 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant web-sites.	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant web-sites not included.

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Explore the physiological needs of the mother and baby during the post natal period.

- Demonstrate primary health care principles in relation to breast feeding and family planning.
- Critique current research in the provision of postnatal midwifery care.

### **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