



MDWF13002 *Postnatal Health and Wellbeing*

Term 3 - 2018

Profile information current as at 29/04/2024 10:12 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.

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 adaptation 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 - 2018

- Distance

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Discussion**

Weighting: 30%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student feedback: Subject Evaluation

Feedback

Really enjoyed this unit and found it very informative. I have gained a great deal of knowledge about the postnatal period.

Recommendation

Continue to provide useful and relevant subject material

Feedback from Student feedback: Subject Evaluation

Feedback

Great resources, and information that could be easily applied to real life experiences

Recommendation

Continue to provide useful and relevant subject material

Feedback from Student feedback: Subject Evaluation

Feedback

I really enjoyed having Bridget as this units facilitator. She is easy to contact when needed and very helpful when contacted. She has been very understanding through a very busy period. I liked the spacing of the discussion board posts, having them fortnightly was very beneficial.

Recommendation

Continue to provide timely and open communication channels for the students to access the unit coordinator

Feedback from Student feedback: Subject Evaluation

Feedback

The timings of the assessment pieces could coordinate better across all of the courses. The topic of contraception was quite repetitive in the assessment pieces

Recommendation

Improve the timing of due dates across term 3. Restructure assessment pieces to minimise and avoid repetition.

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	•	•	•	•
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

MDWF13002

Prescribed

Myles Textbook for Midwives

Edition: 16th (2014)

Authors: Marshall J. & Raynor M.

Churchill Livingstone

London , England

Binding: Hardcover

MDWF13002

Supplementary

Midwifery: Preparation for Practice

Edition: 3rd (2014)

Authors: Pairman, Pincombe, Thorogood & Tracy

Elsevier

Sydney , NSW , Australia

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Bridget Ferguson Unit Coordinator

b.ferguson@cqu.edu.au

Schedule

Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to MDWF13002 and the Puerperium.	Chapter 29 Midwifery: Preparation for Practice (3rd ed.). Chapter 23 Myles Textbook for Midwives (16th ed.).	

Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Transition to Motherhood: Infant bonding and creating a family.	Chapter 30 & 31 Midwifery: Preparation for Practice (3rd ed.).	

Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Breastfeeding Pt 1	Chapter 29 & 33 Midwifery: preparation for Practice (3rd ed.). Chapter 34 Myles Textbook for Midwives (16th ed.).	Assessment 1: Online Discussion post due

Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Breastfeeding Pt 2	Chapter 33 Midwifery: Preparation for practice (3rd ed.). Chapter 34 Myles Textbook for Midwives (16th ed.).	

Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Postnatal Mental Health	Chapter 25 in Myles Textbook for Midwives	Assessment 1: Online discussion post due

Week 6 - 17 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Family Planning & Contraception	Chapter 36 Midwifery: Preparation for Practice (3rd ed.). Chapter 27 Myles Textbook for Midwives (16th ed.).	Assessment 2: Written Essay due Written Assignment Due: Week 6 Friday (21 Dec 2018) 11:55 pm AEST

Week 7 - 02 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Complications in the Puerperium.	Chapter 41 Midwifery: Preparation for Practice (3rd ed.). Chapter 24 Myles Textbook for Midwives (16th ed.).	Assessment 1: Online discussion post due.

Week 8 - 07 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Healthy Newborn	Chapter 32 Midwifery: Preparation for Practice (3rd ed.). Chapter 28 Myles Textbook for Midwives (16th ed.).	

Week 9 - 14 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Neonatal resuscitation	Chapter 42 Midwifery: Preparation for Practice (3rd ed.). Chapter 33 Myles Textbook for Midwives (16th ed.).	

Week 10 - 21 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Sick Neonate	Chapter 42 Midwifery: Preparation for Practice (3rd ed.). Chapter 33 Myles Textbook for Midwives (16th ed.).	Assessment 1: Online discussion final submission due. Online Discussion Due: Week 10 Friday (25 Jan 2019) 11:55 pm AEST

Week 11 - 28 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic

Infant Feeding

Chapter 34 Myles Textbook for
Midwives (16th ed.).

Assessment 3: Written Essay due

Written Assignment/Case Study
Due: Week 11 Friday (1 Feb 2019)
11:55 pm AEST

Week 12 - 04 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
Subject Summary/Review		

Exam Week - 11 Feb 2019

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

All students must remain subscribed to the discussion forum for term 3.

Assessment Tasks

1 Online Discussion

Assessment Type

Group Discussion

Task Description

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

The Online Discussion will occur on weeks 3, 5, 7

Objectives: This assessment item relates to learning outcomes:

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.

Length of Post/Discussion: **300-350 words**

Weighting: 30%

Week 3 Topic: What advice and management would you give to sleep deprived mothers and fathers who believe that breastfeeding does not provide enough milk for their infant in the first weeks of life?

Week 5 Topic: Explain various strategies that midwives can apply when mothers experience psychological and emotional distress after birth. Provide examples.

Week 7 Topic: A postpartum woman presents to maternity via ambulance with heavy vaginal bleeding. Discuss the assessment for secondary post-partum haemorrhage, what physiological findings would indicate this and what initial treatment would be applied?

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

Assessment Due Date: Each post will be due on the Friday of that week by 2355hrs AEST and final submission is due Week 10 on Friday the 25th of January 2019 by 11:55 PM AEST

Final Submission of the assessment one (all the posts/blogs) will be due: 25th of Jan 2019 (Week 10).

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

Assessment Criteria

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

Comprehension of Topic: 40%

Critical Thinking: 40%

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

Total weighting 30%

Please Note:

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

Assessment Due Date

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

Each post will be due on the Friday of that week and final submission will be due on the 25th of January 2019.

Return Date to Students

Friday (15 Feb 2019)

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

Weighting

30%

Assessment Criteria

	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-0%	%
COMPREHENSION OF TOPIC	Comprehensively addresses all aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Thorough comprehension of relevance of content clearly evident.	Extensively addresses the majority of the aspects for the questions raised by the lecturer in the weekly online lecture material/course resources and effectively comprehends relevance of content.	Broadly addresses most aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Generally demonstrates comprehension of how content is relevant.	Content basically addresses aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Demonstrates limited comprehension of how content is relevant.	Content does not address all aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Inadequate comprehension of required content.	40
CRITICAL THINKING	Clear, coherent and convincing critical thought. Comprehensively inclusive of concepts and evidence.	Clear, coherent critical thought that is well developed and logically builds each point on the last. Effectively inclusive of both concepts and evidence.	Clear, critical and logically developed thought presented. Generally inclusive of concepts and evidence.	Critical thought discernible. Generally demonstrates logical flow although some reliance on descriptive discussion.	Discussion is poorly developed or absent. No or minimal evidence of critical thought.	40
Critical linking and responding to other students blog's	Postings consistently respond directly to course content material and demonstrate a critical and thoughtful approach to the content. Critical and mindful connections are made to other student's blogs throughout the discussion thread.	Postings largely respond directly to course content material and demonstrate a critical and thoughtful approach. Mindful connections are made to other student's blogs throughout the discussion thread. .	Postings in the majority of the time respond directly to course content material and demonstrate a thoughtful approach. Connections are made to other student's blogs throughout some of the discussion thread.	Postings in the majority of the time respond directly to course content material. However could demonstrate a more thoughtful approach. Connections are made to other student's blogs sometimes in the discussion thread. .	Postings in the majority of the time do not respond directly to course content material. Connections are not made to other student's discussion in the majority of postings.	20

Referencing Style

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

Submission

Online

Submission Instructions

The unit coordinator will collate your responses and complete the final submission on the 25th of January 2019.

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 Assignment

Assessment Type

Written Assessment

Task Description

Weighting 30%

Word Count 2000 words (+ or - 10%)

Due Date 21/12/2018 (Week 6)

Task Description

Written essay on the topic of 'Postnatal Depression (PND) and Psychosis'.

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 postnatal psychosis and the baby blues.

Explore current research to provide a literature review on the diagnosis and multidisciplinary treatment of postnatal depression and psychosis.

Outline how the midwife will support the woman's partner/father of the baby to assist with the transition to parenthood and provide care for the infant when the mother is hospitalized for PND. Include in your discussion male and female contraception options for child spacing allowing for full recovery prior to the next pregnancy.

Assessment Criteria

Formatting according to academic conventions:

1. Your essay is to follow academic conventions of structure with an introduction, body and conclusion.
2. Your introduction will outline the key points of your essay.
3. The body of the essay will cover all the elements of your discussion.
4. Your conclusion will provide an overall summary of your main points with no new information or references.

Line spacing: 2.0 Font size: 12

Further information:

- 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.
- Use a separate page for the reference list.
- The quality of your references is what is important rather than the volume of references (use references that are from contemporary and valid sources such as peer reviewed journals; do not use websites that end in ".com.au" as academic sources).
- Word count is from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and appendices. The word count includes in-text references, but not reference list.
- Page numbers are only required for direct quotes but preferably use no direct quotes or keep these to a bare minimum.
- Words in excess of 2200 words will not be read and thus not contribute to your grade.
- The cover sheet should include your name, student number, the unit code, the assessment item number and word count.

Assessment Due Date

Week 6 Friday (21 Dec 2018) 11:55 pm AEST

Return Date to Students

Week 9 Friday (18 Jan 2019)

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

Weighting

30%

Assessment Criteria

HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-0%
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Structure (15%)

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).

Approach & Argument (75%)

Content is clearly relevant to the topic, the approach comprehensively answers the question and the argument proceeds logically and is within the set word limit. (15%)

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. The discussion comprehensively includes the physiological, emotional and social changes that contribute to PND and clearly differentiates PND from postnatal psychosis and the baby blues. (20%)

Insightful and well-developed discussion on the symptoms and contributing risk factors of PND. The discussion includes the physiological, emotional and social changes that contribute to PND and clearly differentiates PND from postnatal psychosis and the baby blues.

A logical discussion that demonstrates competent discussion on the symptoms and contributing risk factors of PND. The discussion includes some of the physiological, emotional and social changes that contribute to PND with some differentiation of PND from postnatal psychosis and the baby blues.

A disjointed discussion that demonstrates a limited discussion on the symptoms and contributing risk factors of PND. The discussion includes a limited inclusion of the physiological, emotional and social changes that contribute to PND and limited differentiation of PND from postnatal psychosis the baby blues.

An inadequate discussion which demonstrates a poor discussion on the symptoms and contributing risk factors of PND. Absent discussion of the physiological, emotional and social changes that contribute to PND and no differentiation of PND from postnatal psychosis and the baby blues.

Comprehensive literature review on the diagnosis and multidisciplinary treatment of postnatal depression and psychosis (20%)

Well-developed literature review on the diagnosis and multidisciplinary treatment of postnatal depression and psychosis

Broad literature review on the diagnosis and multidisciplinary treatment of postnatal depression and psychosis

Minimal and disjointed literature review on the diagnosis and multidisciplinary treatment of postnatal depression and psychosis.

Inadequate literature review on the diagnosis and multidisciplinary treatment of postnatal depression and psychosis.

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. Comprehensive discussion on contraception options for child spacing allowing for full recovery prior to the next pregnancy. (20%)

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. Insightful discussion on 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. Broad discussion on the 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. No or limited discussion of contraception options for child spacing allowing for full recovery prior to the next pregnancy.

Referencing (10%)

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.

This assignment is worth **30%** of the total assessment for this subject. **/100**
COMMENTS:

Late Penalty (if applicable) % Final Grade: Overall percentage: /30%

Marker: Date:

Referencing Style

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

Submission

Online

Submission Instructions

Please submit online via the Moodle Unit page and to TURNITIN.

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 Assignment/Case Study

Assessment Type

Written Assessment

Task Description

Weighting 40%

Word Count 3000 words (+ or - 10%)

Due Date 1/02/2019 (Week 11)

Task Description

You are required to write an essay on the topic of : 'Physiological adaptation to extra uterine life for Preterm Infants in Special Care Nursery (SCN)

Your essay will be based upon the following case study:

You are caring for Rebecca and her newborn daughter Hannah. Rebecca is a G2P1M1 who had a normal vaginal birth at 35weeks and is breastfeeding. Rebecca is day 1 postpartum. Hannah has been admitted to SCN for close observations due to prematurity and her APGARS at birth were 8 & 9. Rebecca is spending most of her time in the

nursery to be close to Hannah and establish breastfeeding.

Using a midwifery perspective you are required to:

Describe the physiological adaptations infants must make to survive outside of the uterus: to breathe, maintain their core body temperature and blood sugar levels. Discuss how prematurity impacts this adaptation to extra-uterine life.

Explore the evidence and undertake a literature review on the benefits of skin to skin and kangaroo mother care for preterm infants and postpartum women.

Formulate a breastfeeding plan of care for Rebecca and Hannah keeping in mind that Hannah is preterm, has a weak suck and swallow and tires easily at the breast.

Assessment Criteria

Formatting according to academic conventions:

1. Your essay is to follow academic conventions of structure with an introduction, body and conclusion.
2. Your introduction will outline the key points of your essay.
3. The body of the essay will cover all the elements of your discussion.
4. Your conclusion will provide an overall summary of your main points with no new information or references.

Line spacing: 2.0 Font size: 12

Further information:

- 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.
- Use a separate page for the reference list.
- The quality of your references is what is important rather than the volume of references (use references that are from contemporary and valid sources such as peer reviewed journals; do not use websites that end in ".com.au" as academic sources).
- Word count is from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and appendices. The word count includes in-text references, but not reference list.
- Page numbers are only required for direct quotes but preferably use no direct quotes or keep these to a bare minimum.
- Words in excess of 3300 words will not be read and thus not contribute to your grade.
- The cover sheet should include your name, student number, the unit code, the assessment item number and word count.

Assessment Due Date

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

Return Date to Students

Exam Week Friday (15 Feb 2019)

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

Weighting

40%

Assessment Criteria

HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-0%
Structure (15%) 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).
Approach & Argument (75%)				
Content is clearly relevant to the topic, the approach comprehensively answers the question and the argument proceeds logically and is within the set word limit. (15%)	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 physiological adaptations infants must make to survive outside of the uterus: to breathe, maintain their core body temperature and blood sugar levels. Comprehensive discussion on how prematurity impacts this adaptation to extra-uterine life. (20 %)	Insightful and well-developed discussion on the physiological adaptations infants must make to survive outside of the uterus: to breathe, maintain their core body temperature and blood sugar levels. Well-developed discussion on how prematurity impacts this adaptation to extra-uterine life.	A logical discussion that demonstrates competent discussion on the physiological adaptations infants must make to survive outside of the uterus: to breathe, maintain their core body temperature and blood sugar levels. Logical discussion on how prematurity impacts this adaptation to extra-uterine life.	A disjointed approach that demonstrates a limited discussion on the physiological adaptations infants must make to survive outside of the uterus: to breathe, maintain their core body temperature and blood sugar levels. Disjointed and limited discussion on how prematurity impacts this adaptation to extra-uterine life.	An inadequate and poor discussion on the physiological adaptations infants must make to survive outside of the uterus: to breathe, maintain their core body temperature and blood sugar levels. Inadequate and poor discussion on how prematurity impacts this adaptation to extra-uterine life.
Comprehensive literature review on the benefits of skin to skin and kangaroo mother care for preterm infants and postpartum women. (20%)	Well-developed literature review on the benefits of skin to skin and kangaroo mother care for preterm infants and postpartum women.	Broad and general literature review on the benefits of skin to skin and kangaroo mother care for preterm infants and postpartum women.	Minimal and disjointed literature review on the benefits of skin to skin and kangaroo mother care for preterm infants and postpartum women.	Inadequate literature review on the benefits of skin to skin and kangaroo mother care for preterm infants and postpartum women.
Clear, coherent formulation of an appropriate breastfeeding plan of care for Rebecca and Hannah that directly relates to the care of a preterm infant in SCN. (20%)	A clear and relevant formulation of an appropriate breastfeeding plan of care for Rebecca and Hannah that directly relates to the care of a preterm infant in SCN.	A logical formulation of an appropriate breastfeeding plan of care for Rebecca and Hannah that directly relates to the care of a preterm infant in SCN.	Satisfactory formulation of an appropriate breastfeeding plan of care for Rebecca and Hannah that directly relates to the care of a preterm infant in SCN.	Poor understanding of the topic. Content does not demonstrate appropriateness the breastfeeding plan of care for Rebecca and Hannah and does not directly relate to the care of a preterm infant in SCN.
Referencing (10%)				
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.

This assignment is worth **40%** of the total assessment for this subject. /100

COMMENTS:

Late Penalty (if applicable) % Final Grade: Overall percentage: /40%

Marker: Date:

Referencing Style

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

Submission

Online

Submission Instructions

Please submit via the Moodle unit page and to TURNITIN.

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