



# MDWF13003 *Midwifery Practice 3*

## Term 3 - 2017

Profile information current as at 02/05/2024 01:12 am

All details in this unit profile for MDWF13003 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 clinical placement unit is the third of four that provides you with midwifery clinical experience. You will be able to apply your knowledge of the physiological needs of the mother and baby in their adaption to the post-natal period. An emphasis will be placed on the psychosocial adaption of the mother and significant other in bonding with their newborn infant. You will follow the principles of primary health care in providing education, specifically in relation to breast feeding and family planning. This unit is to be studied in conjunction with Postnatal Health and Wellbeing.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *12*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0.25*

#### Pre-requisites or Co-requisites

Co-req MDWF13002 Postnatal Health and Wellbeing 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 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **Portfolio**

Weighting: 40%

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

Weighting: 60%

#### 3. **Professional Practice Placement**

Weighting: Pass/Fail

### 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. Apply midwifery knowledge to ensure a safe transition for the mother and baby following birth.
2. Assess and monitor the physiological and psychosocial needs of the mother and baby in the postnatal period.
3. Assist with the transition of the mother and her significant other to becoming parents.
4. Reflect on clinical learning and midwifery practice in relation to the adaptation of the mother, significant other and baby in the postnatal period.
5. Demonstrate midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) requirements.

### 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 4: Undertakes comprehensive assessments.

Standard 5: Develops plans for midwifery practice.

Standard 6: Provides safe and quality midwifery practice.

Standard 7: Evaluates outcomes to improve 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	5
<b>1 - Portfolio - 40%</b>	•	•	•	•	
<b>2 - Written Assessment - 60%</b>	•	•	•		
<b>3 - Professional Practice Placement - 0%</b>	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>1 - Communication</b>	•	•	•	•	•
<b>2 - Problem Solving</b>	•	•	•		•
<b>3 - Critical Thinking</b>	•	•	•	•	•
<b>4 - Information Literacy</b>	•	•	•	•	•
<b>5 - Team Work</b>	•	•	•		•
<b>6 - Information Technology Competence</b>					

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>7 - Cross Cultural Competence</b>	•	•	•	•	•
<b>8 - Ethical practice</b>	•	•	•	•	•
<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 - Portfolio - 40%</b>	•	•	•	•	•		•	•		
<b>2 - Written Assessment - 60%</b>	•	•	•	•	•		•	•		
<b>3 - Professional Practice Placement - 0%</b>	•	•	•	•	•		•	•		

## Textbooks and Resources

### Textbooks

MDWF13003

#### Prescribed

#### **Myles textbook for Midwives**

Edition: 16th Ed (2014)

Authors: Marshall, J & Raynor, M.

Churchill Livingstone

London , England

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

## Schedule

### Week 1 - 06 Nov 2017

#### Module/Topic

This clinical placement course is the third of four that provides you with midwifery clinical experience. You will be able to apply your knowledge of the physiological needs of the mother and baby in their adaptation to the post-natal period. An emphasis will be placed on the psychosocial adaption of the mother and significant other in bonding with their newborn infant. You will follow the principles of primary health care in providing education, specifically in relation to breast feeding and family planning. This course is to be studied in conjunction with Postnatal Health and Wellbeing.

#### Chapter

Australian College of Midwives Guidelines for Consultation and Referral. Nursing and Midwifery Board of Australia: Code of Conduct, Ethics, and Professional Standards for Midwives. Queensland Health State Wide Maternal and Neonatal Clinical Guidelines CQ University Midwifery Student Clinical Placement Logbook

#### Events and Submissions/Topic

Ongoing clinical placement

### Week 2 - 13 Nov 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Ongoing clinical placement

### Week 3 - 20 Nov 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Ongoing clinical placement

### Week 4 - 27 Nov 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Ongoing clinical placement

### Vacation Week - 04 Dec 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Ongoing clinical placement

### Week 5 - 11 Dec 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Ongoing clinical placement

### Week 6 - 18 Dec 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Ongoing clinical placement

### Week 7 - 01 Jan 2018

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Ongoing clinical placement

### Week 8 - 08 Jan 2018

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Ongoing clinical placement

Week 9 - 15 Jan 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement
Week 10 - 22 Jan 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement, Assessment 2: Written Essay due (26 Jan 2018) 11:45 PM AEST <b>Assessment Two: Written Essay</b> Due: Week 10 Friday (26 Jan 2018) 11:45 pm AEST
Week 11 - 29 Jan 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement
Week 12 - 05 Feb 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement
Review/Exam Week - 12 Feb 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement <b>Portfolio: Ongoing Reflective Journal</b> Due: Exam Week Friday (16 Feb 2018) 11:45 pm AEST <b>Assessment 3: Clinical Hours and Skills &amp; Competency Assessment Tool.</b> Due: Exam Week Friday (16 Feb 2018) 11:45 pm AEST
Exam Week - 12 Feb 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement Portfolio: Reflective Journal due week 14 (23 Feb 2018) 11:45 PM AEST Assessment 3: Clinical Hours & Competency Assessment wk 14 (23 Feb 2018)  <b>Portfolio: Ongoing Reflective Journal</b> Due: Exam Week Friday (16 Feb 2018) 11:45 pm AEST <b>Assessment 3: Clinical Hours and Skills &amp; Competency Assessment Tool.</b> Due: Exam Week Friday (16 Feb 2018) 11:45 pm AEST

## Assessment Tasks

### 1 Portfolio: Ongoing Reflective Journal

#### Assessment Type

Portfolio

#### Task Description

Reflective practice is listed as one of the key domains that make up the National Competency Standards for the Midwife. It is through reflective processes that both students and

registered midwives can identify and explore diverse values, beliefs, learning needs and sociocultural structures. To facilitate your reflective skill development you are required to complete a

reflective piece of writing for each of the three (3) recruited 'continuity of care experience' women you recruited in term 2, and the four (4) newly recruited women in term 3.

#### Overview of Reflective Journal Writing:

A reflective journal is a way of thinking in a critical and analytical way about your clinical experience. It involves looking at a situation, assessing what you have learnt from it, what you could have

done differently, realising new approaches to your care and ultimately, how you felt about the whole experience. As a student midwife it shows how different aspects of your work interconnect and

can be very useful for identifying gaps in knowledge and ethical dilemmas or situations that need further thought.

Understanding your feelings is a vital skill for reflective writing, and studying midwifery involves being exposed to a lot of new situations - doing your first antenatal booking; helping a woman with

breastfeeding support; witnessing a birth - which can bring new reactions to the surface. It's important to comprehend what you feel, why you feel that way and to then learn from it, as failing to

reflect can lead to poor insight and therefore poor performance in practice (Hays & Gay, 2011).

\*Reflective writing is more personal than other kinds of academic writing and is an exploration of events not just a description of them.

#### Reflective Journal Requirements:

(Refer to the provided Reflective Journal Template and the Two Reflective Journal examples)

#### How to structure reflective writing

It can be useful to use a reflective model, or series of questions, which will help you look at the whole event from many different angles (Macdonald, 2011; Driscoll, 1994; Benner, 1984). The

Driscoll model has a very simple 'what', 'so what' and 'now what' model, which is easy to remember and write up. There are three common reflective writing models that you may choose to follow

when writing reflectively: Van Manen, Gibbs and Durgahee (Giminez, 2011). The models all involve thinking systematically about the phases of an activity, using headings including: description,

feelings, evaluation, analysis, conclusion and action plan. These theoretical frameworks provide a starting point for the critical skills that all student midwives should develop by the end of their

educational program.

#### Example:

1. Description: (don't make this too long - refer to the provided template)

What is it? What happened? Why am I talking about it?

2. Interpretation: What is important and relevant? Look through your description and try to find words or phrases that require further exploration. Include the rationale for what was done or

why it was done. Where there is controversy about what was done or found, provide the rationale and sources of evidence for both sides of the argument. How can it be explored and explained

using contemporary theories.

3. Outcome: What have I learned from this? How will it influence my future work?

Above all, enjoy writing the journal - it is about you and your reflection and your development as a clinical midwife!

## Assessment Due Date

Exam Week Friday (16 Feb 2018) 11:45 pm AEST

Week 14 (23 Feb 2018) 11:45 PM AEST

## Return Date to Students

Exam Week Friday (16 Feb 2018)

Approximately 3 after submission

## Weighting

40%

## Assessment Criteria

HD	D	C	P	F
<b>Structure (10%)</b>				
Excellent presentation of portfolio. Reflective journals set out as per template. Consistently accurate with spelling, grammar and paragraph structure. (10%)	Well-presented portfolio, Reflective journals set out as per template. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented portfolio. Reflective journals set out as per provided template. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented portfolio, reflective journals set out per provided template. 2 or 3 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented journal. Provided template not utilised. Many inaccuracies with spelling, grammar and paragraph structure (> 5 errors).
<b>Approach &amp; Argument (90%)</b> As per template.				
Comprehensive critical and analytical reflective journals that explore and identify gaps in knowledge. Each reflective journal provides - A description - An Interpretation - An outcome -what was learnt (45 %) (Learning Outcome 1-4)	Insightful and well-developed reflective journals that explore and identifies gaps in knowledge. Each reflective journal provides - A description - An Interpretation - An outcome - what was learnt	Provides logical and broadly reflective journals that explore and identifies gaps in knowledge. Each reflective journal provides - A description - An Interpretation - An outcome - what was learnt	Disjointed reflective journals that explores and identify some gaps in knowledge. Each reflective journal provides some of the following: - A description - An Interpretation - An outcome - what was learnt	Inadequate reflective journals that do not explore or identify gaps in knowledge. The following have not been included: - A description - An Interpretation - An outcome -what was learnt
7 Comprehensive reflective journals that include a minimum of: - 4 antenatal visits - +/- the labour (intrapartum care) - 2 postnatal visits (45%) (Learning Outcome 1-4)	7 Well-developed reflective journals that include a minimum of: - 4 antenatal visits - +/- the labour (intrapartum care) - 2 postnatal visits	7 reflective journals that include a minimum of: - 4 antenatal visits - +/- the labour (Intrapartum care) - 2 postnatal visits	7 disjointed reflective journals that include some of the following: - 4 antenatal visits - +/- the labour (intrapartum care) - 2 postnatal visits	7 or less inadequate reflective journals that have not met the minimum requirements of: - 4 antenatal visits - +/- the labour (Intrapartum Visits) - 2 postnatal visits

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Apply midwifery knowledge to ensure a safe transition for the mother and baby following birth.
- Assess and monitor the physiological and psychosocial needs of the mother and baby in the postnatal period.
- Assist with the transition of the mother and her significant other to becoming parents.
- Reflect on clinical learning and midwifery practice in relation to the adaption of the mother, significant other and baby in the postnatal period.

## Graduate Attributes

- Communication



- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

## 2 Assessment Two: Written Essay

### Assessment Type

Written Assessment

### Task Description

Task Description:

Written Essay 3000 words +/- 10%

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

You are required to write an essay on the topic of: 'Adaptation of the newborn to extrauterine life'

Your essay will encompass the following neonatal transitions:

Breathing & Circulation: Foetal Circulation, Neonatal Circulation

Neonatal energy metabolism

Neonatal thermal regulation

Using a midwifery perspective and current literature you are required to:

**Describe** the initial neonatal physiological adaptations, as listed above, which occur in the newborn from the time of birth through the first days of life.

**Critically analyze** the benefits of skin to skin and kangaroo mother care in supporting the neonate's physiological transition to extrauterine life. Include in your discussion the benefits of skin to skin on the mother's physical and emotional transition to the non-pregnant state.

**Outline** how the midwife will educate the woman and her partner to promote skin to skin and kangaroo mother care from the time of birth and throughout the postnatal period.

### Assessment Due Date

Week 10 Friday (26 Jan 2018) 11:45 pm AEST

Week 10 (26 Jan 2018) 11:45 PM AEST

### Return Date to Students

Review/Exam Week Friday (16 Feb 2018)

Week 13 (16 Feb 2018). Approximately 3 weeks after submission.

### Weighting

60%

### 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 addresses the essay task and the argument proceeds logically and is within the set word limit. (10%)	Content is relevant to the topic, the approach clearly addresses the essay task and the argument proceeds logically and is within the set word limit	Content is appropriate and addresses the essay task for the most part proceeds logically and is within the set word limit	Content addresses the essay task but, 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 addresses the essay task and 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 analysis and description of the neonatal physiological adaptations of extra uterine life from the time of birth through to the first days of life (35 %)	Insightful and well-developed analysis and description of the neonatal physiological adaptations of extra uterine life from the time of birth through to the first days of life	A logical discussion that demonstrates competent description of the neonatal physiological adaptations of extra uterine life from the time of birth through to the first days of life	A disjointed discussion that demonstrates a limited description of the neonatal physiological adaptations of extra uterine life from the time of birth through to the first days of life	An inadequate discussion which demonstrates a poor Description of the neonatal physiological adaptations of extra uterine life from the time of birth through to the first days of life
Comprehensive critical analysis of the of the benefits of skin to skin and kangaroo mother care upon the neonatal transition to extra uterine life and maternal transition to the postnatal non-pregnant state (20%)	Well-developed critical analysis of the benefits of skin to skin and kangaroo mother care upon the neonatal transition to extra uterine life and maternal transition to the postnatal non-pregnant state	Broad analysis of the benefits of skin to skin and kangaroo mother care upon the neonatal transition to extra uterine life and maternal transition to the postnatal non-pregnant state	Minimal analysis and disjointed discussion of the benefits of skin to skin and kangaroo mother care upon the neonatal transition to extra uterine life and maternal transition to the postnatal non-pregnant state	Inadequate analysis of the benefits of skin to skin and kangaroo mother care upon the neonatal transition to extra uterine life and maternal transition to the postnatal non-pregnant state
Clear, coherent outline of how the midwife will educate the mother and her partner to promote and support skin to skin and kangaroo mother care from the time of birth and throughout the postnatal period (10%)	A clear and relevant outline of how the midwife will educate the mother and her partner to promote and support skin to skin and kangaroo mother care from the time of birth and throughout the postnatal period	A logical outline of how the midwife will educate the mother and her partner to promote and support skin to skin and kangaroo mother care from the time of birth and throughout the postnatal period	Satisfactory outline of how the midwife will educate the mother and her partner to promote and support skin to skin and kangaroo mother care from the time of birth and throughout the postnatal period	Poor understanding of the topic. Content does not outline how the midwife will educate the mother and her partner to promote and support skin to skin and kangaroo mother care from the time of birth and throughout the postnatal period
<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

- Apply midwifery knowledge to ensure a safe transition for the mother and baby following birth.
- Assess and monitor the physiological and psychosocial needs of the mother and baby in the postnatal period.
- Assist with the transition of the mother and her significant other to becoming parents.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Team Work
- Cross Cultural Competence
- Ethical practice

### 3 Assessment 3: Clinical Hours and Skills & Competency Assessment Tool.

#### Assessment Type

Professional Practice Placement

#### Task Description

Assessment 3: Clinical Placement: Pass/Fail

Objectives:

This assessment item relates to learning outcomes one (1), two (2) three (3), four (4) and five (5).

Minimal clinical practice experience of 224 hours is required by completion of this course. This clinical experience will allow you to consolidate knowledge and skills acquired throughout the term and enable you to draw distinction in your scope of practice between normal and complex midwifery care. You are required to meet the clinical requirements listed below and these requirements need to be documented within your Student Clinical Experience Record Book.

You are expected to work towards minimal clinical requirements and they include:

1. Recruit four (4) 'Continuity of Care' (CoC) experience women, and add this to your reflective journals, that can be found on the Bachelor of Midwifery Meta page.
2. Complete three (3) CoC experiences from term 2 2017.
3. Competency Performance Assessment
4. Complete 224 hours of clinical practice experience plus continuity of care hours (10-20 in total per woman recruited)

The required clinical experience will be reviewed by the midwifery educator/manager in conjunction with the course coordinator.

Weighting 0% - Pass/Fail

#### Assessment Due Date

Exam Week Friday (16 Feb 2018) 11:45 pm AEST

Exam week (23 Feb 2018) 11:45 PM AEST

#### Return Date to Students

Exam Week Friday (16 Feb 2018)

Approximately three week after submission

#### Weighting

Pass/Fail

#### Assessment Criteria

This is a pass/ fail assessment item and therefore no marking rubric is applied to this assessment item.

#### Referencing Style

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

#### Submission

Online

#### Learning Outcomes Assessed

- Apply midwifery knowledge to ensure a safe transition for the mother and baby following birth.
- Assess and monitor the physiological and psychosocial needs of the mother and baby in the postnatal period.
- Assist with the transition of the mother and her significant other to becoming parents.
- Reflect on clinical learning and midwifery practice in relation to the adaption of the mother, significant other and baby in the postnatal period.
- Demonstrate midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) requirements.

#### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work

- 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