



MDWF13003 *Midwifery Practice 3*

Term 3 - 2018

Profile information current as at 17/05/2024 02:14 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 - 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 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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Unit evaluation

Feedback

Whilst only 4 students responded to the unit evaluation, overall satisfaction was 4.5

Recommendation

Continue to provide support to students undertaking clinical placement.

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 adaption 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
1 - Portfolio - 40%	•	•	•	•	
2 - Written Assessment - 60%	•	•	•		
3 - Professional Practice Placement - 0%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Portfolio - 40%	•	•	•	•	•		•	•		
2 - Written Assessment - 60%	•	•	•	•	•		•	•		
3 - Professional Practice Placement - 0%	•	•	•	•	•		•	•		

Textbooks and Resources

Textbooks

MDWF13003

Prescribed

Myles Textbook for Midwives

Edition: 16th (2014)

Authors: Marshall J. & Raynor M.

Churchill Livingstone

London , England

Binding: Hardcover

Additional Textbook Information

[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
Clinical placement		Ongoing clinical placement

Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing Clinical Placement

Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement

Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement

Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week 5 - 10 Dec 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement
Week 6 - 17 Dec 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement
Week 7 - 02 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement
Week 8 - 07 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement
Week 9 - 14 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement Assessment 2: PowerPoint Video Presentation & Script due.
		Written Script and PowerPoint presentation Due: Week 9 Friday (18 Jan 2019) 11:55 pm AEST
Week 10 - 21 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement
Week 11 - 28 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement
Week 12 - 04 Feb 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement Assessment 1: Reflective Portfolios due Assessment 3: End of term Documents (clinical hours, skills and competency assessment tool) due
		Reflective Portfolio Due: Week 12 Friday (8 Feb 2019) 11:55 pm AEST Clinical Practice Placement Due: Week 12 Friday (8 Feb 2019) 11:55 pm AEST
Exam Week - 11 Feb 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Ongoing clinical placement

Term Specific Information

All students must remain subscribed to the discussion forums for the entire term.

Assessment Tasks

1 Reflective Portfolio

Assessment Type

Portfolio

Task Description

Assessment One - Portfolio/Ongoing Reflective Journal

40% Weighting

Word Count: N/A

Due Date: 8/02/2019 (Week 12)

Objectives: This assessment item relates to learning outcomes:

One (1): Apply midwifery knowledge to ensure a safe transition for the mother and baby following birth.

Two (2): Assess and monitor the physiological and psychosocial needs of the mother and baby in the postnatal period.

Three (3): Reflect on clinical learning and midwifery practice in relation to the adaptation of the mother, significant other and baby in the postnatal period.

Four (4): Reflect on clinical learning and midwifery practice in relation to the adaptation of the mother, significant other and baby in the postnatal period.

Reflective practice is one of the key elements that contribute to the NMBA Midwife Standards for Practice. 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) 'continuity of care experience' women you recruited in term 2, and the four (4) newly recruited women in term 3. You will submit 7 journals in total.

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 many 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

Week 12 Friday (8 Feb 2019) 11:55 pm AEST

Please submit via the Bachelor of Midwifery Meta Page journal upload zone. Do not submit to the Midwifery Practice 3 Moodle page.

Return Date to Students

Exam Week Friday (15 Feb 2019)

Please allow approximately 3 weeks from the due date for return of assessments.

Weighting

40%

Assessment Criteria

MDWF 13003 – Midwifery Practice Three - Assessment Criteria Sheet – Assessment One – Portfolio

Student Name:

HD 85-100%	D 75-84%	C 74-65%	P 64-50%	F 49-0%
Structure (10%)				
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).
Approach & Argument (90%) 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

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

Referencing Style

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

Submission

Online

Submission Instructions

Please submit journals to the Bachelor of Midwifery Meta Page journal upload zone only.

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 Written Script and PowerPoint presentation

Assessment Type

Written Assessment

Task Description

Assessment 2: Video & Written Script

You are required to:

Create: a 20 minute teaching session designed for incarcerated men addressing transition to fatherhood.

- Choose 1 topic from the list provided.
- Create a teaching session in a PowerPoint presentation format.
- Narrate and record your PPT/teaching session (you do not have to record your image)
- Upload your PPT to YouTube.
- Provide the unit coordinator with the YouTube address for your video by the due date.

Explore and Critically Analyse your chosen topic and Formulate: You must include a written script for your PowerPoint presentation that provides comprehensive information related to your chosen topic. Your script will:

- follow your PowerPoint presentation,
- adhere to the 2000- 2500 word limit
- be written in accordance with an academic style, using APA 6th referencing.

I suggest developing 20 slides that you will discuss for 1 minute and write 100 to 200 words per slide.

- You may use diagrams and images in your PowerPoint presentation however please do not include graphic anatomical photography of women or infants.
- Please note that the session topics provided are taken from the co-requisite subject Postnatal Health and Wellbeing and course material you have learnt thus far.
- Please include the YouTube link at the end of your script.

Education Session Topics:

- **Transition to Fatherhood:** Attachment theory: the importance of fathers. Altered relationship, domestic roles and adjusting to a new family dynamic, supporting the new mother and bonding with a newborn. Postnatal Depression in men: Diagnosis and treatment. Community resources for help.
- **What to expect when she's expecting and supporting new mothers:** Hormonal changes and mood swings/ normal labour patterns and behaviours. Effective coping strategies in high stress situations (labour, early postnatal phase) appropriate coping mechanisms, teamwork: couple power (working together to have

your baby and caring for a newborn)

- **Newborn behaviours and needs:** Feeding and sleeping patterns, swaddling and safe sleeping, safe car travel, baby baths and changing nappies, dealing with sore/windy tummies, settling a crying baby, effective coping strategies when settling doesn't work. Immunisation, NNST and healthy hearing. Bonding with mum and baby during separation.
- **Supporting optimal infant feeding:** breastfeeding, why breastmilk is best & what's in it, discovering the human microbiome (what is it and why is it important), lifelong health benefits for breastfed bubs and mums, how to support breastfeeding mums, EBM, returning to work and continuing to support breastfeeding. How to formula feed and correct formula preparation.
- **Recognising a sick newborn:** Babies can't tell you when they are sick: signs of illness in a neonate: when to seek medical attention. Normal urination and bowel movements, normal weight gain in the first 6 weeks of life, milestones in the first year of life. Basic infant resus: checking an airway, look listen and feel breathing, normal breathing, normal tone and colour in a newborn,
- **Sexual & Reproductive Health:** Family planning and contraception: it's a man right and responsibility. Benefits of family planning, protecting yourself from unplanned pregnancy and STI's. Resuming normal intimacy post birth: it's ok to take your time. Modern and Traditional methods of contraception.

Formatting according to academic conventions:

- 1. Your written script is to follow academic style and have a logical structure that follows your PPT presentation.
- 2. Your PPT presentation will have an introduction that outlines the key points of your teaching session.
- 3. The PPT presentation and script will contain a main body of information that will cover all the elements of your chosen topic.
- 4. Your PPT and script will contain a conclusion that provides an overall summary of the main points of the teaching session with no new information.

Line spacing: 2.0 Font size: 12

Further information:

- Review the marking criteria sheet. Consider that your assessment's grade will be derived from criteria outlined in that sheet. Clear explanations of the expectations for various grades are provided.
- Use a separate page for the reference list.
- The quality of your references is what is important rather than the volume of references (references should be credible, contemporary and valid sources such as from peer reviewed journals or credible websites).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count includes in-text references and direct quotes. Word count excludes cover pages, contents page, reference list and appendices'.

- Page numbers are only required for direct quotes but preferably keep direct quotes to a bare minimum.
 - Words in excess of 2750 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.
- Reference List and title page are not included in the word count page

Assessment Due Date

Week 9 Friday (18 Jan 2019) 11:55 pm AEST

Return Date to Students

Week 12 Friday (8 Feb 2019)

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

Weighting

60%

Assessment Criteria

MDWF13002 Midwifery Practice 3: Assessment Two Part A: Video 40 marks

	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-0%	%
COMPREHENSION OF TOPIC	Comprehensively includes all concepts and aspects of the chosen topic. Clear and specific analysis of the teaching session content that includes current evidence and is applicable and appropriate for men transitioning to fatherhood.	Extensively includes all concepts and aspects of the chosen topic. In-depth analysis of the teaching session content that includes current evidence and is applicable and appropriate for men transitioning to fatherhood.	Broadly includes all concepts and aspects of the chosen topic. General overarching analysis of the teaching session content that includes current evidence and is applicable and appropriate for men transitioning to fatherhood.	Content basically includes concepts and aspects of the chosen topic. Basic analysis of the teaching session content that includes some evidence and is applicable and appropriate for men transitioning to fatherhood.	Content does not address all aspects of the chosen topic. Inadequate comprehension of required content with limited or no analysis of the teaching session content and is not appropriate for men transitioning to fatherhood.	50
PRESENTATION, ORGANISATION & STRUCTURE	Overall PPT presentation and narration is excellent, correct length of time, logically organised and well-structured slides, appropriate images used, high level of standard academic writing conventions: spelling, grammar and punctuation.	Overall PPT presentation and narration is very good, correct length of time, logically organised and well-structured slides, appropriate images used, high level of standard academic writing conventions: spelling, grammar and punctuation.	Overall PPT presentation and narration is good, correct length of time, logically organised slides, appropriate images used, acceptable level of standard academic writing conventions: spelling, grammar and punctuation.	Overall PPT presentation and narration is acceptable, correct length of time, somewhat logically organised slides, appropriate images used, basic level of standard academic writing conventions: spelling, grammar and punctuation.	Overall PPT presentation and narration is poor, incorrect length of time, disorganised and poorly structured slides, inappropriate images used, poor level of standard academic writing conventions: spelling, grammar and punctuation.	50

Midwifery Practice 3: Assessment Two Part B: Written Script 60 marks

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 teaching session. (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the teaching session	Appropriate introduction that introduces the topic and outlines the direction of the teaching session	Introduction is apparent and the topic is introduced but there is not clear direction to the teaching session	No recognisable introduction-the topic is not introduced and/or there is no direction of the teaching session
Clear and succinct conclusion that outlines the main points and brings the teaching session to a logical close. (5%)	Clear and appropriate conclusion that outlines the main points and brings the teaching session 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 teaching session to a close-there may be some incongruity	No recognisable conclusion-little reference to the main points and no clear conclusion to the teaching session
Excellent presentation of script, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure. (5%)	Well-presented script, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented script, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented script, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented script. 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. (25%)	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 addresses the topic for the most part proceeds logically and is within the set word limit	Content addresses the topic 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 address the topic and the script 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 teaching session on the chosen topic. Comprehensive discussion on all relevant elements of the topic and the approach is appropriate for the proposed target audience. (50 %)	Insightful and well-developed teaching session on the chosen topic. Well-developed discussion on a majority of various elements within the topic. The approach is appropriate for the proposed target audience.	A logical but broad teaching session that demonstrates competent discussion on the chosen topic. Logical and general discussion on the topic which covers most of the elements within the topic. The approach is mostly appropriate for the target audience.	A disjointed approach that demonstrates a limited teaching session on the chosen topic. Disjointed and limited discussion that only superficially covers the elements within the topic. The approach is basically appropriate for the target audience.	An inadequate and poor teaching session on the chosen topic. Inadequate and poor discussion that excludes the elements within the topic. The approach is inappropriate for the proposed target audience.
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.

Total marks available, Parts A + B = 100 marks.

Referencing Style

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

Submission

Online

Submission Instructions

Please attach your YouTube video link to the written script. Submit the script document to Turnitin and upload for final submission into the MDWF13003 Moodle page assessment zone.

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 Clinical Practice Placement

Assessment Type

Professional Practice Placement

Task Description

Assessment 3 - Placement

MDWF12006 - Midwifery Practice 3 - Clinical Placement

Due date: 8/02/2019 (Week 12)

Weighting: 0% - Pass/Fail

Objectives:

This assessment item relates to learning outcomes:

One (1): Apply midwifery knowledge to ensure a safe transition for the mother and baby following birth.

Two (2): Assess and monitor the physiological and psychosocial needs of the mother and baby in the postnatal period.

Three (3): Reflect on clinical learning and midwifery practice in relation to the adaptation of the mother, significant other and baby in the postnatal period.

Four (4): Reflect on clinical learning and midwifery practice in relation to the adaptation of the mother, significant other and baby in the postnatal period.

Five (5): Demonstrate midwifery competence based upon the Nursing & Midwifery Board of Australia (NMBA) requirements.

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 2018.
3. Complete 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

Week 12 Friday (8 Feb 2019) 11:55 pm AEST

Return Date to Students

Exam Week Friday (15 Feb 2019)

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

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

Submission Instructions

Please clearly scan all end of term documents to Robyn Buis: r.buis@cqu.edu.au by the due date.

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