



MDWF13003 *Midwifery Practice 3*

Term 3 - 2019

Profile information current as at 01/05/2024 09:17 pm

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 adaptation to the post-natal period. An emphasis will be placed on the psychosocial adaptation 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 - 2019

- Mixed Mode

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. Student feedback.

Feedback

Great support from the unit coordinator. Once again I feel it's the lecturer taking the 360 lessons that make the modules. I put five stars for the explanation of the assessment piece as I felt the tutor went to a lot of trouble to ensure there was great information on how to produce a powerpoint presentation that was uploaded to youtube. I found the explanation for the script and powerpoint and youtube address to be easy to follow. As this subject is directly linked to my practical student days, it is a great subject as I get to put into practice what I am reading and hearing about with my other subjects.

Recommendation

Continue to provide helpful support and timely communication to students. Continue to provide relevant teaching material.

Feedback from Unit evaluation. Student feedback.

Feedback

Although it is an enjoyable unit I feel that the assessment for each unit is too full on. with work and clinical and other commitments, it is very stressful. I would prefer an additional assessment as opposed to one assessment that carried a weight of 60% of the unit.

Recommendation

The unit coordinator follows the prescribed assessment format provided in the accredited curriculum document. Student feedback from both 2017 and 2018 has stated that for the Midwifery Practice subjects the students would like to see the removal of the written assessment and have only the clinical hours, skills and competency assessment tool and the Continuity of Care experience reflective journal as assessment items. The unit coordinator has raised this with the Head of Course for consideration in the next curriculum review/accreditation. The unit coordinator will restructure assignments and reconsider due dates for term 3, 2019 to attempt to alleviate the distress of several due dates across term 3 in the future.

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



N/A
Level



Introductory
Level



Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

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 ed. (2014)

Authors: Marshall, J. & Raynor, M.

Churchill Livingstone

London, England

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

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 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/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 breastfeeding and family planning. This course is to be studied in conjunction with Postnatal Health & Wellbeing.	Australian College of Midwives Guidelines for Consultation and Referral Nursing & Midwifery Board of Australia: Code of Conduct, Code of Ethics, and Midwife Standards for Practice. Queensland Health State-wide Clinical Guidelines CQUniversity Midwifery Student Clinical Placement logbook CQUniversity Clinical Placement Attendance Policy	Ongoing clinical placement

Week 2 - 18 Nov 2019

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

Week 3 - 25 Nov 2019		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
Week 4 - 02 Dec 2019		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
Vacation Week - 09 Dec 2019		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
Week 5 - 16 Dec 2019		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
Week 6 - 23 Dec 2019		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
		Written Assessment 2 Due: Week 6 Monday (23 Dec 2019) 11:45 pm AEST
Week 7 - 06 Jan 2020		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
Week 8 - 13 Jan 2020		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
Week 9 - 20 Jan 2020		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
Week 10 - 27 Jan 2020		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
Week 11 - 03 Feb 2020		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
Week 12 - 10 Feb 2020		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
Exam Week - 17 Feb 2020		
Module/Topic	Chapter	Events and Submissions/Topic Ongoing clinical placement
		Reflective Journals/Portfolios Due: Exam Week Friday (21 Feb 2020) 11:55 pm AEST Clinical Placement: End of Term Documents Due: Exam Week Friday (21 Feb 2020) 11:55 pm AEST

Term Specific Information

All students must remain subscribed to all online forums for the duration of term 3: Discussion forum, Q & A and News forum. To notify sick leave or approved absence from clinical placement students must adhere to the instructions on the Midwifery Practice 3 Moodle page and the CQUniversity clinical placement policy for the Bachelor of Midwifery course. This is available of the Midwifery Practice 3 Moodle page.

Assessment Tasks

1 Reflective Journals/Portfolios

Assessment Type

Portfolio

Task Description

Assessment One - Portfolio/Ongoing Reflective Journal

40% Weighting

Word Count: N/A

Due Date: 21/02/2020 (Week 13)

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 who will birth in term 3, and the four (4) newly recruited women in term 3 who will birth in term 4.

Overview: by the end of term 3 you will have submitted a minimum of 10 journals in total:

Term 1: 3 journals

Term 2: 3 journals

Term 3: 4 recruited women due to birth in term 4.

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 learned 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.

Journal entries are the student's written reflections of face to face episodes of care with the recruited Continuity of Care woman. Phone calls, emails, text messages or any other form of communication other than face to face contact is not acceptable.

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: (do not 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 (21 Feb 2020) 11:55 pm AEST

Please submit journals to the Bachelor of Midwifery Meta Page. Do not submit to the Midwifery Practice 3 Moodle page

Return Date to Students

Exam Week Friday (21 Feb 2020)

Marked assessments will be returned approximately three weeks from the due date.

Weighting

40%

Assessment Criteria

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. 2 or 3 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 learned (45 %)	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 learned	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 learned	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 learned	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 learned

10 comprehensive reflective journals that include a minimum of: - 4 antenatal visits - +/- the labour (intrapartum care) - 2 postnatal visits - Face to face visits (45%)	10 well-developed reflective journals that include a minimum of : - 4 antenatal visits - +/- the labour (intrapartum care) - 2 postnatal visits - Face to face visits	10 reflective journals that include a minimum of: - 4 antenatal visits - +/- the labour (Intrapartum care) - 2 postnatal visits - Face to face visits	10 disjointed reflective journals that include some of the following: - 4 antenatal visits - +/- the labour (Intrapartum care) - 2 postnatal visits - Face to face visits	10 or less inadequate reflective journals that have not met the minimum requirements of: - 4 antenatal visits - +/- the labour (Intrapartum Visits) - 2 postnatal visits - Face to face visits
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Referencing Style

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

Submission

Online

Submission Instructions

Please submit to the Bachelor of Midwifery Meta page upload zone. Do not submit to the Moodle unit/Midwifery Practice 3 page.

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 Assessment 2

Assessment Type

Written Assessment

Task Description

Weighting 60%

Word Count 3000 words (+ or - 10%)

Due Date 23/12/2019 (Week 6)

Task Description

Transition to motherhood: the impact of mode of birth and negative birth experiences on breastfeeding.

The process of becoming a mother is more than the physical task of pregnancy and giving birth. New mothers can feel unprepared and overwhelmed, resulting in a range of complex emotions. Factors that can contribute to this include mode of birth, negative birth experiences and lack of experience in infant care including breastfeeding.

You are required to:

- **Discuss and analyse:** the impact of negative birth experiences and Obstetric Post Traumatic Stress Disorder upon postnatal mental health and transition to motherhood.
- **Explore and analyse** the evidence and literature on how the mode of birth (vaginal vs. caesarean) and birth complications can either positively or negatively impact breastfeeding and the development of the human microbiota of the infant.
- **Formulate** a comprehensive midwifery education plan for a new mother and her partner discussing the following: lactogenesis, benefits of skin to skin care upon infant physiology and breastfeeding, the letdown reflex and signs the infant is getting enough milk.

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 (from the last 5 to 7 years) and valid sources such as peer-reviewed journals; do not use websites that end in ". com.au" as academic sources).
- Word count excludes the cover page, abstract, contents page, reference list, and appendices. The word count includes in-text references and direct quotes.
- 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 6 Monday (23 Dec 2019) 11:45 pm AEST

Please submit to the Midwifery Practice 3 Moodle page via the assessment 2 upload zone.

Return Date to Students

Week 8 Friday (17 Jan 2020)

Marked assessments will be returned approximately 2 weeks from the due date.

Weighting

60%

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%
Structure -15%				
5 Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers, well-structured academic language used and a contents page. Consistently accurate with spelling, grammar and paragraph structure.	4 Well-presented assignment, double line spaced, 12 point font, page numbers, academic language used and a contents page, 1 or 2 errors in spelling, grammar or paragraph structure.	3 Well-presented assignment, double line spaced, 12 point font, page numbers, and a contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure.	2.5 Adequate assignment presentation, double line spaced with 12 point font. No contents page included or page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure.	<2.5 Poorly presented assignment. Double spacing not used, 12 point font not used. No contents page included. Many inaccuracies in spelling, grammar or paragraph structure.
5 Clear and succinct introduction that introduces the topic and outlines the direction of the paper.	4 Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.	3 Appropriate introduction that introduces the topic and outlines the direction of the paper.	2.5 Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced.	<2.5 No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper.
5 Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature.	4 Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately.	3 Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature.	2.5 Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature.	<2.5 Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature.

Approach and Argument -75%

15 - 12.75 Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically.	12.6-11.25 Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically.	11.1-9.75 Content is appropriate and answers the question and the argument for the most part proceeds logically.	9.6-7.5 Content answers the question although the argument is at times repetitive or lacks cohesion.	7.35-0 Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought.
20-17 Comprehensively provides a detailed discussion and analysis of the impact of negative birth experiences and Obstetric Post Traumatic Stress Disorder upon postnatal mental health and transition to motherhood.	16.8-15 Extensively includes a thorough discussion and analysis of the impact of negative birth experiences and Obstetric Post Traumatic Stress Disorder upon postnatal mental health and transition to motherhood.	14.8-13 Includes a generally detailed discussion and analysis of the impact of negative birth experiences and Obstetric Post Traumatic Stress Disorder upon postnatal mental health and transition to motherhood.	12.9-10 Demonstrates a broad and basic discussion and analysis of the impact of negative birth experiences and Obstetric Post Traumatic Stress Disorder upon postnatal mental health and transition to motherhood.	9-0 Limited attempt or does not provide a discussion or analysis of the impact of negative birth experiences and Obstetric Post Traumatic Stress Disorder upon postnatal mental health and transition to motherhood.
20-17 Comprehensively provides a detailed exploration and analysis of the evidence and literature on how the mode of birth (vaginal vs. caesarean) and birth complications can either positively or negatively impact breastfeeding and the development of the human microbiota of the infant.	16.8-15 Extensively includes a thorough exploration and analysis of the evidence and literature on how the mode of birth (vaginal vs. caesarean) and birth complications can either positively or negatively impact breastfeeding and the development of the human microbiota of the infant.	14.8-13 Includes a generally detailed exploration and analysis of the evidence and literature on how the mode of birth (vaginal vs. caesarean) and birth complications can either positively or negatively impact breastfeeding and the development of the human microbiota of the infant.	12.9-10 Demonstrates a broad and basic exploration and analysis of the evidence and literature on how the mode of birth (vaginal vs. caesarean) and birth complications can either positively or negatively impact breastfeeding and the development of the human microbiota of the infant.	9-0 Limited attempt or does not provide a discussion or analysis of the evidence and literature on how the mode of birth (vaginal vs. caesarean) and birth complications can either positively or negatively impact breastfeeding and the development of the human microbiota of the infant.
20-17 Clear, coherent and comprehensive midwifery education plan for a new mother and her partner discussing the following: lactogenesis, benefits of skin to skin care upon infant physiology and breastfeeding, the letdown reflex and signs the infant is getting enough milk.	16.8-15 A clear and relevant midwifery education plan for a new mother and her partner discussing the following: lactogenesis, benefits of skin to skin care upon infant physiology and breastfeeding, the letdown reflex and signs the infant is getting enough milk.	14.8-13 A logical and broad midwifery education plan for a new mother and her partner discussing the following: lactogenesis, benefits of skin to skin care upon infant physiology and breastfeeding, the letdown reflex and signs the infant is getting enough milk.	12.9-10 Satisfactory midwifery education plan for a new mother and her partner discussing the following: lactogenesis, benefits of skin to skin care upon infant physiology and breastfeeding, the letdown reflex and signs the infant is getting enough milk.	9-0 Poor understanding of the topic. Content does not provide a midwifery education plan for a new mother and her partner discussing the following: lactogenesis, benefits of skin to skin care upon infant physiology and breastfeeding, the letdown reflex and signs the infant is getting enough milk.

Referencing - 10%

5 Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. A minimum of 10 up-to-date references used including 5 up-to-date journal articles as well as relevant books and web sites.	4 1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 9 references used including 4 journal articles as well as relevant books and web sites.	3 3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 8 references used including 4 journal articles as well as relevant books and web sites.	2.5 3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 7 references used including 3 journal articles as well as relevant books and web sites.	<2.5 Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. The required number of 7 references not used journal articles not sourced. Relevant web sites not used.
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5 Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.

4 Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style.

3 Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style.

2.5 Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.

<2.5 Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.

Referencing Style

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

Submission

Online

Submission Instructions

Please submit via the Midwifery Practice 3 assessment submission 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 Placement: End of Term Documents

Assessment Type

Professional Practice Placement

Task Description

Assessment 3 - Placement

MDWF12006 - Midwifery Practice 3 - Clinical Placement

Due date: 21/02/2020 (Week 13)

Weighting: 0% - Pass/Fail

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 a 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. Please note that successful completion of this unit is not merely the completion of requisite clinical hours and skills but also the demonstration of midwifery novice competency based upon the NMBA requirements and professional behaviour as per relevant CQUniversity policies.

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 unit coordinator.

Weighting 0% - Pass/Fail.

Assessment Due Date

Exam Week Friday (21 Feb 2020) 11:55 pm AEST

Please scan a high resolution and clear copy of your fully completed and signed off end of term documents to the designated midwifery faculty member by the due date.

Return Date to Students

Exam Week Friday (21 Feb 2020)

Your graded assessments will be returned to you in approximately three from the due date.

Weighting

Pass/Fail

Assessment Criteria

This is a pass/fail assessment item and therefore a marking rubric is not applied to this assessment item.

Referencing Style

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

Submission

Online

Submission Instructions

Please scan all end of term documents to the unit co-ordinator.

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