



# MDWF13003 Midwifery Practice 3

## Term 3 - 2023

Profile information current as at 27/04/2024 04:53 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 apply your knowledge of highly complex physiological and psychosocial factors that impact upon the childbearing continuum. In addition to this, you will employ midwifery knowledge, cultural safety, and inclusivity in the care of marginalised groups such as women experiencing substance misuse, and/or incarceration, refugee and immigrant women, or members of the Lesbian, Gay, Bisexual, Transgender, or Queer (LGBTQ+) community. The clinical practicum component of this unit will require you to complete a minimum of 224 hours in addition to Continuity of Care Experiences (COCE).

#### 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-requisites: MDWF13008 Foundations of Midwifery 3

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 - 2023

- 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. **Critical Review**

Weighting: 40%

#### 2. **Portfolio**

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 SUTE data

##### **Feedback**

The reflections in the current format are pointless. I suggest reflecting on a set number of clinical experiences per term. I think this would be more helpful to learning.

##### **Recommendation**

This comment refers to assessment tasks which require students to reflect on their continuity of care experiences in the Midwifery Practice 1, 2, 3, & 4 units. The students believe this task to be very demanding and they may thus benefit from the provision of further reflective writing resources or tutorials which provide instruction on how to complete this task with enhanced efficiency.

## Unit Learning Outcomes

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

1. Critically evaluate the consequences of physiological and socio-cultural complexities upon the physical, social and emotional wellbeing of women across the childbearing continuum
2. Apply midwifery knowledge, cultural safety, inclusivity, and digital health and emerging technologies to the care of women from marginalised groups.
3. Demonstrate midwifery knowledge of regional, national, and global maternal health priorities and translate these into practice
4. Employ midwifery knowledge, cultural safety, and inclusivity in the care of Aboriginal and Torres Strait Islander women and their families
5. Critically reflect on clinical learning related to your continuity of care experiences (COCE) to enhance practice
6. Demonstrate developing midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) Midwife Standards for Practice (2018) requirements.

The proposed changes to learning outcomes and the unit will meet the following:

#### **The draft ANMAC Midwifery Education Standards (2020).**

Standard 1: Safety of the public.

Standard 3: Program of study.

Standard 4: Student experience.

Standard 5: Student assessment.

#### **NMBA Midwife Standards for Practice (2018).**

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.

#### **The Nursing and Midwifery Board of Australia (NMBA) Code of Conduct for Midwives (2018).**

Principle 1. Legal compliance.

Principle 2. Woman-centred practice.

Principle 3. Cultural practice and respectful relationships.

Principle 4. Professional Behaviour.

Principle 5: Teaching, supervising, and assessing.

Principle 7: Health and wellbeing.

#### **The International Confederation of Midwives (ICM) International Code of Ethics for Midwives (2014).**

1. Midwifery Relationships.

2. Practice of Midwifery.

3. The Professional Responsibilities of Midwives.

4. Advancement of Midwifery Knowledge and Practice.

#### **National Safety and Quality Health Service Standards (2017).**

Clinical Governance Standard.

Partnering with Consumers Standard.

Preventing and Controlling Healthcare-Associated Infection Standard.

Medication Safety Standard.

Comprehensive Care Standard.

Communicating for Safety Standard.

Blood Management Standard.

Recognising and Responding to Acute Deterioration Standard.

#### **The Nursing and Midwifery Digital Health Framework.**

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Critical Review - 40%	•	•	•	•		
2 - Portfolio - 60%	•	•	•		•	
3 - Professional Practice Placement - 0%						•

## Textbooks and Resources

### Textbooks

MDWF13003

#### Prescribed

#### Midwifery: Preparation for Practice

Edition: 5th (2023)

Authors: Sally Pairman, Sally Tracy, Hannah Dahlen, Lesley Dixon

Elsevier

Chatswood, NSW, Australia

Binding: Paperback

MDWF13003

#### Prescribed

#### Myles Textbook for Midwives

Edition: 17th (2020)

Authors: Jayne Marshall, Maureen Raynor

Elsevier

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)
- Computer - ability to access study materials, including instructional videos and scan and upload assessment.
- Zoom (both microphone and webcam capability)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Rachelle Chee** Unit Coordinator

[r.chee@cqu.edu.au](mailto:r.chee@cqu.edu.au)

**Bridget Roache** Unit Coordinator

[b.roache@cqu.edu.au](mailto:b.roache@cqu.edu.au)

## Schedule

### Week 1 - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>This clinical placement unit is the third of four that provides you with midwifery clinical experience. The focus of this unit is on the role of the midwife in complex childbearing. You will be involved in the provision of care of the woman and her family throughout pregnancy, birth, and the postnatal period. The practical application of different models of care will be explored with an emphasis on best practice. The clinical practicum component of this unit will require a minimum of 224 hours to be completed in addition to Continuity of Care Experiences (COCE). This unit is to be studied in conjunction with the units Foundations of Midwifery 3 and Midwifery Practice for Aboriginal &amp; Torres Strait Islander Families.</p>	<p>Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book</p>	<p>Ongoing clinical placement.</p>

### Week 2 - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book</p>	<p>Ongoing clinical placement.</p>

### Week 3 - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
	<p>Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book</p>	<p>Ongoing clinical placement.</p>

**Week 4 - 27 Nov 2023**

Module/Topic	Chapter	Events and Submissions/Topic
	Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.  <b>Critical Review</b> Due: Week 4 Friday (1 Dec 2023) 11:55 pm AEST

**Vacation Week - 04 Dec 2023**

Module/Topic	Chapter	Events and Submissions/Topic
	Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

**Week 5 - 11 Dec 2023**

Module/Topic	Chapter	Events and Submissions/Topic
	Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

**Week 6 - 18 Dec 2023**

Module/Topic	Chapter	Events and Submissions/Topic
	Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement. Assessment 3: Professional Practice Placement Formative AMSAT due 2355 hours (AEST) Friday 22nd December 2023

**Vacation Week - 25 Dec 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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Australian College of Midwives'  
National Midwifery 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  
CQUniversity Bachelor of Midwifery  
(Graduate Entry) Student Clinical  
Experience Record Book

Ongoing clinical placement.

#### Week 7 - 01 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

#### Week 8 - 08 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

#### Week 9 - 15 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

#### Week 10 - 22 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Australian College of Midwives'  
National Midwifery 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  
CQUniversity Bachelor of Midwifery  
(Graduate Entry) Student Clinical  
Experience Record Book

Ongoing clinical placement.

#### Week 11 - 29 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

#### Week 12 - 05 Feb 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.  <b>Portfolio</b> Due: Week 12 Friday (9 Feb 2024) 11:55 pm AEST <b>Professional Practice Placement</b> Due: Week 12 Monday (5 Feb 2024) 11:55 pm AEST

#### Exam Week - 12 Feb 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Australian College of Midwives' National Midwifery 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 CQUniversity Bachelor of Midwifery (Graduate Entry) Student Clinical Experience Record Book	Ongoing clinical placement.

## Assessment Tasks

### 1 Critical Review

#### Assessment Type

Critical Review

## Task Description

Type: Critical review

Due date: 23:55 (AEST) Friday 1st December 2023 (Week 4)

Weighting: 40%

Length: 2000

Unit Coordinator: Rachelle Chee

## Aim

To critically review the information contained in a social media platform (TikTok) video and analyse its strengths, weaknesses and relevance to First Nations families to demonstrate an understanding of the complementary breastfeeding information that should be provided in the midwifery care of your client.

## Instructions

In this assessment, you are required to critically review the content provided in a TikTok which has been shared with you during an antenatal appointment by your Aboriginal client, Beth. Beth is 22 years old and is 31 weeks pregnant with her first child. Beth was diagnosed with gestational diabetes at 28 weeks, which she manages with diet and exercise; otherwise, her pregnancy has been uncomplicated. She is an enrolled nurse who works full-time at the local nursing home on a rotating roster. She is currently separated from the father of her unborn child and is living with her mother. Beth had been planning to formula-feed so that her mother could easily feed the baby when Beth returns to work at 3 months postpartum; however, she recently came across a TikTok which provided information about the benefits of breastfeeding. Beth is now feeling unsure about her initial decision to formula feed.

Complete the following steps utilising an essay format:

1. Critically evaluate the information in the TikTok against current evidence-based practice and contemporary literature.
2. Synthesise the information in the TikTok with the information in the case study above to discuss the potential risks and benefits of breastfeeding versus formula feeding for First Nations infants.
3. Identify and describe any complementary information you would provide to Beth to facilitate an individually tailored feeding plan which considers her risk factors and socio-cultural needs.

## Literature and references

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

## Requirements

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on each page in a footer.

You may write in the first-person perspective.

Use formal academic language.

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

## Resources

You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide;

We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.

For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.

Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

## Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

## Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

## Learning Outcomes Assessed

1. Critically evaluate the consequences of physiological and socio-cultural complexities upon the physical, social and emotional wellbeing of women across the childbearing continuum
2. Apply midwifery knowledge, cultural safety, inclusivity, and digital health and emerging technologies to the care of women from marginalised groups.
3. Demonstrate midwifery knowledge of regional, national, and global maternal health priorities and translate these into practice
4. Employ midwifery knowledge, cultural safety, and inclusivity in the care of Aboriginal and Torres Strait Islander women and their families

## Assessment Due Date

Week 4 Friday (1 Dec 2023) 11:55 pm AEST

Submit your assessment task to the Midwifery Practice 3 Moodle site in Microsoft Word document format.

## Return Date to Students

Week 5 Friday (15 Dec 2023)

Please allow two weeks for the return of this assessment task.

## Weighting

40%

## Assessment Criteria

HD	D	C	P	
<b>Structure (20%)</b>				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%) (5.0-4.25)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. (4.2-3.75)	Appropriate introduction that introduces the topic and outlines the direction of the paper. (3.7-3.0)	Introduction is apparent and the topic is introduced but there is not clear direction to the paper. (2.9-2.5)	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper. (<2.5)
Clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%) (5.0-4.25)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close. (4.2-3.75)	Conclusion outlines most of the main points and brings some sense of closure. (3.7-3.0)	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity. (2.9-2.5)	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper. (<2.5)
Excellent presentation of assignment, with 1.5 line-spacing and 12-point font. Consistently accurate with spelling, grammar, and paragraph structure. (10%) (10-8.5)	Well-presented assignment with 1.5 line-spacing and 12-point font. One or two errors spelling, grammar, and paragraph structure. (8.4-7.5)	Well-presented assignment with 1.5 line-spacing and 12-point font. Three or four consistent errors with spelling, grammar, and paragraph structure. (7.4-6.5)	Well-presented assignment with 1.5 line-spacing and 12-point font. Three or four inconsistent errors with spelling, grammar, and paragraph structure. (6.4-5.0)	Poorly presented assignment. Line-spacing is not 1.5. Twelve-point font not used. Many inaccuracies with spelling, grammar, and paragraph structure. (> 5 errors). (<5.0)
<b>Approach &amp; Argument (70%)</b>				
A comprehensive critical evaluation of the information in the TikTok, which refers to current evidence-based practice and contemporary literature. (30%) (30.0-25.5)	A well-developed critical evaluation of the information in the TikTok, which refers to current evidence-based practice and contemporary literature. (25.4-22.5)	A logical evaluation of the information in the TikTok, which refers to current evidence-based practice and contemporary literature. (22.4-19.5)	A basic evaluation of the information in the TikTok, which refers to some evidence-based practice and contemporary literature. (19.4-15)	An inadequate evaluation of the information in the TikTok, which insufficiently refers to current evidence-based practice and contemporary literature. (<15.0)

A detailed discussion of the benefits and risks of breastfeeding versus formula feeding for First Nations infants. The TikTok information and the case study are skilfully synthesised. (20%) (20.0-17.0)	A well-developed discussion of the benefits and risks of breastfeeding versus formula feeding for First Nations infants. The TikTok information and the case study are appropriately synthesised. (16.9-15.0)	Broad discussion of the benefits and risks of breastfeeding versus formula feeding for First Nations infants. The TikTok information and the case study are synthesised. (14.9-13.0)	Minimal or disjointed discussion of the benefits and risks of breastfeeding versus formula feeding for First Nations infants. The TikTok information and the case study are somewhat synthesised. (12.9-10.0).	Inadequate discussion of the benefits and risks of breastfeeding versus formula feeding for First Nations infants. There is minimal/no synthesis of the TikTok information and the case study. (<10)
Thorough and relevant description of complementary feeding information to facilitate a tailored feeding plan. Comprehensively considers the woman's risk factors and sociocultural needs. (20%) (20.0-17.0)	Clear description of complementary feeding information to facilitate a tailored feeding plan. Considers the woman's risk factors and sociocultural needs. (16.9-15.0)	Appropriate description of complementary feeding information to facilitate a tailored feeding plan. Considers the woman's risk factors and sociocultural needs. (14.9-13.0)	Mostly relevant description of complementary feeding information to facilitate a tailored feeding plan. Considers some of the woman's risk factors and sociocultural needs. (12.9-10.0)	Content is irrelevant and or does not answer the question. The woman's risk factors, and sociocultural needs are not sufficiently considered. (<10)
<b>Referencing (10%)</b>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%) (5.0-4.25)	Frequently integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. (4.2-3.75)	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. (3.7-3.0)	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. (2.9-2.5)	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. (<2.5)
Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant websites. (5%) (5.0-4.25)	One or two consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant websites. (4.2-3.75)	Three or four consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant websites. (3.7-3.0)	Three or four inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant websites. (2.9-2.5)	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant websites not included. (<2.5)

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit your assessment task to the Midwifery Practice 3 Moodle site in Microsoft Word document format.

## Learning Outcomes Assessed

- Critically evaluate the consequences of physiological and socio-cultural complexities upon the physical, social and emotional wellbeing of women across the childbearing continuum
- Apply midwifery knowledge, cultural safety, inclusivity, and digital health and emerging technologies to the care of women from marginalised groups.
- Demonstrate midwifery knowledge of regional, national, and global maternal health priorities and translate these into practice
- Employ midwifery knowledge, cultural safety, and inclusivity in the care of Aboriginal and Torres Strait Islander women and their families

## 2 Portfolio

### Assessment Type

Portfolio

## Task Description

Type: Reflective journals

Due date: 2355 hours Friday 9th February 2024 (Week 12)

Weighting: 60%

Length: N/A. Each journal entry should be approximately 400 words however labour and birth reflections can be longer.

Unit Coordinator: Rachelle Chee

## Aim

The aim of this assessment is to provide opportunity for reflective practice.

Reflective practice is a key element that contributes to the Nurses and Midwives' Board of Australia's Midwife Standards for Practice (2018). It is through reflective processes that both students and registered midwives can identify and explore diverse values, beliefs, learning needs and sociocultural structures.

## Instructions

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' (COCE) women you recruited in term 2, AND for each of your four (4) newly recruited COCE women in term 3. If you have already completed more than the recommended COCEs thus far, you will need to recruit a minimum of two (2) COCEs in term 3 (as long as this brings your total to 10 by then end of term 4).

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

Please use the framework below to structure each reflective journal entry.

### 1. Description

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?

Please note that you must use the template provided on the MDWF13003 Moodle page.

## Literature and references

In this assessment, use at least 1 contemporary reference (<5 years) for each journal entry. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

## Requirements

Each COCE woman must have their own individual journal in Word Document format.

Each COCE woman must be de-identified within the journal.

Each journal entry in the portfolio must adhere to the template provided on the MDWF13003 Moodle page.

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on each page in a footer.

You may write in the first-person perspective.

Use formal academic language.

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

### Resources

You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.

We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.

For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.

### Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

### Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

### Learning Outcomes Assessed

1. Critically evaluate the consequences of physiological and socio-cultural complexities upon the physical, social and emotional wellbeing of women across the childbearing continuum
2. Apply midwifery knowledge, cultural safety, inclusivity, and digital health and emerging technologies to the care of women from marginalised groups.
3. Demonstrate midwifery knowledge of regional, national, and global maternal health priorities and translate these into practice
4. Critically reflect on clinical learning related to your continuity of care experiences (COCE) to enhance practice

### References

Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice.

<https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYbO0%2bO7kx9l%2fBlvmKH%2bwg%3d%3d>

### Assessment Due Date

Week 12 Friday (9 Feb 2024) 11:55 pm AEST

Each COCE woman must have their own individual journal in Word Document format, which are to be uploaded as individual files to the Midwifery Practice 3 Moodle site.

### Return Date to Students

Exam Week Friday (16 Feb 2024)

Please allow up two weeks for the return of this assessment task.

### Weighting

60%

### Assessment Criteria

HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 50-0%
Structure (10%)				

Excellent presentation of portfolio. Reflective journals set out as per template. Consistently accurate with spelling, grammar, and paragraph structure. (10.00 - 8.5)	Well-presented portfolio, Reflective journals set out as per template. One or two errors spelling, grammar and paragraph structure. (8.4 - 7.5)	Well-presented portfolio. Reflective journals set out as per provided template. Two or three consistent errors with spelling, grammar, and paragraph structure. (7.4 - 6.5)	Well-presented portfolio, reflective journals set out per provided template. Three or four inconsistent errors with spelling, grammar, and paragraph structure (6.4 - 5.0)	Poorly presented portfolio. Provided template not utilized. Many inaccuracies with spelling, grammar, and paragraph structure (> 5 errors). (4.9 - 0)
Approach & Argument (80%)				
Comprehensive critical and analytical reflective journals that explore and identify gaps in knowledge. Each reflective journal provides a description, an interpretation and an outcome including what was learnt. (40 - 34) (40%)	Insightful and well-developed reflective journals that explore and identify gaps in knowledge. Each reflective journal provides a description, an interpretation and an outcome including what was learnt. (33.9-30)	Provides logical and broadly reflective journals that explore and identify gaps in knowledge. Each reflective journal provides a description, an interpretation and an outcome including what was learnt. (29.9-26)	Disjointed reflective journals that explore and identify some gaps in knowledge. Each reflective journal provides a description, an interpretation and an outcome including what was learnt. (25.9-20)	Inadequate reflective journals that do not explore or identify gaps in knowledge. A description, an interpretation, and an outcome and/or what was learnt has not been included. (19.9 - 0)
Six comprehensive reflective journals that include: 4 antenatal visits, +/- the labour (intrapartum care), 2 postnatal visits. Face to face/ telehealth visits (40.00 - 34)(40%)	Six well-developed reflective journals that include: 4 antenatal visits, +/- the labour (intrapartum care), 2 postnatal visits. Face to face/ telehealth visits (33.9 - 30)	Six reflective journals that include: 4 antenatal visits, +/- the labour (Intrapartum care), 2 postnatal visits. Face to face/ telehealth visits (29.9 - 26)	Six disjointed reflective journals that include: 4 antenatal visits, +/- the labour. (Intrapartum care) 2 postnatal visits. Face to face/ telehealth visits (25.9-20)	Six or less inadequate reflective journals that do not meet the expected requirements of: 4 antenatal visits, +/- the labour, (Intrapartum care), 2 postnatal visits. Face to face/ telehealth visits (19.9-0)
Referencing (10%)				

Consistently integrates up-to-date references to support and reflect all ideas, information, and quotations. (5-4.25)(5%)	Generally, integrates up-to-date references to support and reflect ideas, information, and quotations, with 1 or 2 exceptions. (4.2-3.75)	Frequently integrates up-to-date references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions. (3.7-3.25)	Occasionally integrates up-to-date references to support and reflect ideas, 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, information, and quotations. (2.4 - 0.00)
Consistently accurate referencing. A minimum of 1 reference used for each journal entry, including journal articles and relevant websites. (5 - 4.25)(5%)	One or two consistent referencing errors identified. A minimum of 1 reference used for each journal entry, including journal articles and relevant websites. (4.2-3.75)	Three or four consistent referencing errors identified. 1 reference used for each journal entry, including journal articles and relevant websites. (3.7-3.25)	Three or four inconsistent referencing errors identified 1 reference used for each journal entry, including journal articles and relevant websites. (3.2-2.5)	Many inaccuracies with referencing (>5). Some or all journal entries lacking the minimum of 1 reference. Journal articles not sourced. Relevant websites not included. (2.4 - 0.00)

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Each COCE woman must have their own individual journal in Word Document format, which are to be uploaded as individual files to the Midwifery Practice 3 Moodle site.

### Learning Outcomes Assessed

- Critically evaluate the consequences of physiological and socio-cultural complexities upon the physical, social and emotional wellbeing of women across the childbearing continuum
- Apply midwifery knowledge, cultural safety, inclusivity, and digital health and emerging technologies to the care of women from marginalised groups.
- Demonstrate midwifery knowledge of regional, national, and global maternal health priorities and translate these into practice
- Critically reflect on clinical learning related to your continuity of care experiences (COCE) to enhance practice

## 3 Professional Practice Placement

### Assessment Type

Professional Practice Placement

### Task Description

Type: Formative AMSAT, summative AMSAT & Record of Clinical Hours submission

Due date:

Formative AMSAT 2355 hours (AEST) Friday 22nd December 2023 (Week 6)

Summative AMSAT & Record of Clinical hours 2355 hours (AEST) Friday 9th Feb 2024 (Week 12)

Weighting: Pass/Fail

Length: No word count

Unit Coordinator: Rachelle Chee



**Aim**

The aim of this assessment is to aid you in consolidating your midwifery knowledge and the application of theory to practice for ensuring safe and effective care is received by the women and infants in your care. This assessment aims to provide you with the opportunity to demonstrate competent midwifery clinical practice that meets the requirements of the Nursing and Midwifery Board of Australia's Midwife Standards for Practice (2018).

**Instructions**

A minimum of 224 hours of clinical practice experience is required for the completion of this unit. This clinical experience will allow you to consolidate knowledge and skills acquired throughout the unit. 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 completing requisite clinical hours and skills but also demonstrating midwifery novice competency based upon the NMBA requirements and professional behaviour as per relevant CQUniversity policies.

Please follow the steps below to complete your assessment task:

1. Recruit four Continuity of Care Experience (COCE) women (in addition to those recruited in term 2) and attend episodes of antenatal care with the women. You may or may not have participated in the experience of your COCEs' births and postnatal care.
2. Complete 224 hours of clinical practice experience plus COCE hours.
3. Complete the term 3 formative AMSAT, summative AMSAT and the Record of Clinical Hours with your preceptor/facilitator/educator via the SONIA online platform by the specified due date.

**Submission**

Submit your Record of Continuity of Care Experiences to SONIA as a pdf. All other formats will be returned for resubmission.

Complete and submit your AMSATs and Record of Clinical Hours via the SONIA platform.

**Marking Criteria**

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

**Learning Outcomes Assessed**

6. Demonstrate developing midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) Midwife Standards for Practice (2018) requirements.

**References**

Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice.

<https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYbO0%2bO7kx9l%2fBlvmKH%2bwg%3d%3d>

**Assessment Due Date**

Week 12 Monday (5 Feb 2024) 11:55 pm AEST

Complete and submit your AMSATs and Record of Clinical Hours via the SONIA platform. Submit your Record of Continuity of Care Experiences as pdf attachment with your Record of Clinical Hours.

**Return Date to Students**

Exam Week Friday (16 Feb 2024)

Please allow two weeks for the return of this assessment task.

**Weighting**

Pass/Fail

**Assessment Criteria**

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

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

### **Submission Instructions**

Complete and submit your AMSATs and Record of Clinical Hours via the SONIA platform. Submit your Record of Continuity of Care Experiences as pdf attachment with your Record of Clinical Hours.

### **Learning Outcomes Assessed**

- Demonstrate developing midwifery competence based upon the Nursing and Midwifery Board Australia (NMBA) Midwife Standards for Practice (2018) requirements.

## 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