MDWF13005 *Transition to Autonomous Practice*
Term 1 - 2019

Profile information current as at 14/05/2024 08:21 pm

All details in this unit profile for MDWF13005 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 capstone unit will consolidate relevant knowledge and values acquired throughout the midwifery course thereby facilitating your transition to practicing as a midwife. You will evaluate the breadth and types of maternity services available and explore the role of the midwife in supporting a woman's informed choice. You will also learn the importance of continual professional development, for your own professional development and for the care you will provide to women and their families. This unit is to be undertaken in conjunction with Midwifery Practice 4.

Details
Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Co-reqs MDWF13006 Midwifery Practice 4 Pre-reqs MDWF13002 Postnatal Health and Wellbeing MDWF13003 Midwifery Practice 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 1 - 2019

- Online

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

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

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

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Discussion**
Weighting: 30%
2. **Written Assessment**
Weighting: 30%
3. **Written Assessment**
Weighting: 40%

Assessment Grading

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Unit evaluation

Feedback

I enjoyed the blog posts. Having them fortnightly was also good and gave me enough time to contribute. I enjoyed the concept of this unit. The assessment tasks were good and I found the content interesting. The information provided to me will help me as a registered midwife. The availability of our course co-ordinator

Recommendation

Continue to provide interesting and relevant information and student support.

Feedback from Unit evaluation

Feedback

I frequently had trouble accessing the group discussion, which was an issue that was attempted to be fixed in the first few weeks of term. I was still able to access it however it was through a different pathway. There was difficulty accessing the information from the zoom sessions regarding the assessment tasks. There was no notification for the news forum. The clarity of essay questions compared to the rubric expectations I really struggled with the discussion forums. I just found them so subjective and not structured.They felt a little pointless to be honest, which resulted in me putting in minimal effort. I regret this to some degree based on my grades but I would much rather put in effort for an essay that helps me learn rather than banter about airy topics.

Recommendation

Improve the delivery of the online discussion and the support/direction for accessing the online discussion. Tighten up the wording of each weekly discussion topic and provide topics that are relevant and applicable to senior midwifery students who are preparing to enter into graduate employment.

Unit Learning Outcomes

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

1. Evaluate the breadth and types of available maternity services .
2. Appraise the role of the midwife in supporting woman’s informed choice.
3. Articulate the key values associated with a commitment to ongoing professional midwifery development.

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
1 - Group Discussion - 30%	•	•	•
2 - Written Assessment - 30%	•	•	
3 - Written Assessment - 40%			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving			
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			•
7 - Cross Cultural Competence		•	•
8 - Ethical practice		•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 30%	•		•	•			•	•		
2 - Written Assessment - 30%	•		•	•			•	•		
3 - Written Assessment - 40%	•		•	•		•	•	•		

Textbooks and Resources

Textbooks

MDWF13005

Prescribed

Midwifery Preparation for Practice
3rd edition (2015)
Authors: Pairman, S., Pincombe, J., Thorogood, C. & Tracey, S
Churchill Livingstone
Sydney , N.S.W. , Australia
ISBN: 9780729539289
Binding: Other

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

Meredith Lovegrove Unit Coordinator
m.lovegrove@cqu.edu.au

Schedule

Week 2 Autonomous Practice In Midwifery - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 2 Study Guide: Autonomous Practice in Midwifery Study Guide		Assessment One, Online discussion, Week 3 Topic. Due 29/3/2019

Week 3 Maternity Services - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 3 Study Guide: Maternity Services		

Week 4 Professional Roles of the Midwife - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 4 Study Guide: Professional Roles of the Midwife		

Week 5 Professional Roles of the Midwife - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 Study Guide: Professional Roles of the Midwife , Part 1		Assessment One, Online discussion, Week 5 Topic. Due 12/4/2019 Assessment Two, Written Paper 30%. Due 12/4/2019 **MDWF13005 Transition to Autonomous Practice Written Assessment 2** Due: Week 5 Friday (12 Apr 2019) 11:55 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 Transition to Practice - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 6 Study Guide: Transitioning to Midwifery Practice		

Week 7 Continuing Professional Development: 1 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 7 Study Guide: Continuing Professional Development Part 1		Assessment One, Online discussion, Week 7 Topic. Due 3/5/2019 **MDWF13005 Transition to Autonomous Practice Assessment One: Online Group Discussion** Due: Week 7 Friday (3 May 2019) 11:55 pm AEST

Week 8 Continuing Professional Development: 2 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 8 Study Guide: Continuing Professional Development Part 2		

Week 9 Career Development - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 9 Study Guide: Career Development		

Week 10 Sustainability in Midwifery: Part 1 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 10 Study Guide: Sustainability in Midwifery		

Week 11 Sustainability in Midwifery Part 2 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 11 Study Guide: Sustainability in Midwifery Part 2		Assessment Three, Written paper 40%. Due 31/5/2019 **MDWF13005 Transition to Autonomous Practice Written Assessment 3** Due: Week 11 Friday (31 May 2019) 11:55 pm AEST

Week 12 Midwifery Futures - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 12 Study Guide: Midwifery Futures		

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

- 24 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 MDWF13005 Transition to Autonomous Practice Assessment One: Online Group Discussion

Assessment Type
Group Discussion

Task Description
Task Description:
You are required to participate in an online group discussion via the Moodle subject discussion forum, which will be directed by the Unit Coordinator. The online activities will require you to participate in a group discussion on 3 (three) set weeks over the term that is based on topics in your study guide. Marks will be awarded as per the marking rubric. Give your professional opinion and write a discussion, using professional and academic dialogue that is supported by evidence. Each online submission is due by the Friday of that week at 11:45pm AEST.
The Online Discussion will occur on weeks: 3, 5 and 7
Individual online submission is due by the Friday of the corresponding week at 11:45pm AEST.
Length of Post/Discussion: 300-350 words

Objectives: This assessment relates to learning outcomes:
1. Evaluate the breadth and types of maternity services
2. Examine the role of the midwife in supporting woman's informed choice.
3. Demonstrate commitment to ongoing professional midwifery development

Total weighting 30%

Week 3 Topic: Midwives are regulated under legislation to complete 20 hours of Continuing Practice Development annually.
Comment on this requirement, acknowledging the variety of Midwifery practice settings in Australia and discuss how you plan to achieve this requirement to maintain your Midwifery registration each year.

Week 5 Topic: ***"…supporting the physical recovery from pregnancy and birth, as well as the psychological, emotional and social changes that occur following birth and aid the transition into motherhood."***
Reference: Dixon, L. & Schmied, V. (2015). Supporting women becoming mothers. In Pairman, S., Pincombe, J. Thorogood, C & Tracy, S. Midwifery: Preparation for Practice, 3rd Edition, p. 730. Elsevier Australia.
Discuss the quote above, reflecting on your support and education of women and outline differences (if any) you have found in the care you provided to your continuity of care women compared to other women you have birthed.

Week 7 Topic: 'Documentation and record keeping are essential to record the provision of safe and effective care for women and their babies and are an integral part of midwifery practice… Documentation should occur at the time that care is provided. Notes written in retrospect should be identified as such'.
Reference: Midwifery Council, Te Tatau o te Whare Kahu, 2018, p1.
Comment on this quote, discussing the requirements of midwifery documentation and your ability to maintain accurate contemporaneous documentation of your Midwifery practice.

Contribution to the online group discussion is to add to the designated questions being posed in the study guide and to contribute to the discussion generated by your colleagues. Simply stating 'yes I agree with previous statements' will not be considered to be contributing to the discussion. If you are citing from other work in your post you will be required to reference this using APA 6th edition style.
Assessment Due Date: Each post will be due on the Friday of that week by 2355hrs AEST and final submission is due Week 10 on Friday the 24th of May 2019 by 11:55 PM AEST
The Unit Coordinator will collate your responses and complete the final submission.

Assessment Due Date
Week 7 Friday (3 May 2019) 11:55 pm AEST

Return Date to Students
Week 8 Friday (10 May 2019)

Weighting
30%

Assessment Criteria
Your written online discussion will be evaluated on the following assessment criteria:
Comprehension of Topic: 40%
Critical Thinking: 40%
Responsive and timely postings and further contributions to other student's posts: 20%
Total weighting 30%
Please Note:
Participation in the online activities will be directed by the Unit Coordinator/lecturer throughout the course. If a topic of discussion arises that is challenging for you please contact the Unit Coordinator for private correspondence.

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

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
You are required to participate in an online group discussion via the Moodle subject discussion forum, which will be directed by the Unit Coordinator

Learning Outcomes Assessed

- Evaluate the breadth and types of available maternity services .
- Appraise the role of the midwife in supporting woman's informed choice.
- Articulate the key values associated with a commitment to ongoing professional midwifery development.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 MDWF13005 Transition to Autonomous Practice Written Assessment 2

Assessment Type
Written Assessment

Task Description
Objectives: This assessment item relates to the Course Learning Outcomes:
1. Evaluate the breadth and types of maternity services
2. Examine the role of the midwife in supporting woman's informed choice

3. Demonstrate commitment to ongoing professional midwifery development

Instructions to students:

You are required to write an essay that demonstrates your understanding of the concepts learnt throughout this course. You are expected to use an academic approach to answer all components of this assessment. Using this approach, you will need to demonstrate that you have researched the relevant issues present. You are required to read widely and analyse the information that you gather, ensuring that it is applicable, evidence-based and up-to-date.

Assessment: Essay

'Midwifery care is centred on promoting and protecting birth as a normal physiological process. For most birthing women, the totality of their care falls within the scope of midwifery practice. There are occasions, however, when the complexity of a woman's experience may require that she also have some input from other midwifery colleagues or other healthcare professionals. (Miller and Dahlen, 2015 p. 429).

Discuss the above statement in relation to the transition to practice from a student midwife to a registered midwife working in a midwifery led continuity model of care.

Your written essay needs to include a discussion that:

· Includes an analysis of sustaining midwifery practice within a multidisciplinary collaborative team

· Incorporates the Nursing and Midwifery Board of Australia (NMBA): Midwifery Standards for Practice (2018) and the National Midwifery Guidelines for Consultation and Referral 3rd Edition, Issue2

· Underlines the requirement of professional accountability to incorporate and embed evidence into midwifery practice and how this may be achieved as a registered midwife providing continuity of care

Reference: Miller, S & Dahlen, H. (2015). Working in Collaboration. In S, Pairman, J, Pincombe, C, Thorogood C, & Tracy. (3rd ed., pages 428-442). Sydney, Churchill Livingstone, Elsevier.

Assessment Due Date

Week 5 Friday (12 Apr 2019) 11:55 pm AEST

Return Date to Students

Week 7 Friday (3 May 2019)

Weighting

30%

Assessment Criteria

Please Note:

- A title page is required for this assignment - including your name, student number, due date, word count and coordinator's name.
- An introduction, conclusion and reference list is also required this assessment.
- A 10% leeway on either side of the word limit will be accepted. The word count will be measured from the first word of the introduction to the last word of the conclusion. The reference list is not included in the word count.
- It is an expectation that the references used will be recent journal articles, five years or less since publication and reference books are to be no older than ten years, unless seminal works. Correct referencing is to be utilised throughout the body of work.
- Referencing: American Psychological Association referencing style is a requirement. Poor referencing is unacceptable at this level of study.

- For more information on the APA referencing style please visit: CQUniversity Library site - click on students and then referencing.
- Plagiarism detection software - Turnitin will be utilised to evaluate assignments. Please refer to the course profile for further information regarding Turnitin.

Specific expectations: Before commencing the assessment you are required to read the marking criteria sheet for this assessment (see below)
For assessment extension requests - please go to the Assignment Extension Request tool bar on the MDWF20011 Moodle page.
Submission of the assessment is via Moodle, if you experience problems with submission, please contact the CQU helpdesk on (07) 493099233 or (toll free) on 1300 666.
Support and Contact Details: Course Coordinator – Meredith Lovegrove

Phone number 0419739955 or email: **m.lovegrove@cqu.edu.au**

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
5 Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, title page, page numbers, and a contents page. Consistently accurate with spelling, grammar and paragraph structure.	4 Well-presented assignment, double line spaced, 12-point font, title page, page numbers, and a contents page, 1 or 2 errors in spelling, grammar or paragraph structure.	3 Well-presented assignment, double line spaced, 12-point font, title page, 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. Title page. 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 title or contents page included. >7 inaccuracies in spelling, grammar or paragraph structure.	
5 Clear and succinct introduction that introduces the topic and outlines the direction of the paper. A succinct and defined conclusion, linking all elements discussed in the paper. No new information is included and ends with a high quality comment or resolution.	4 Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. A defined conclusion, linking more than half the elements discussed in the paper. No new information is included and a quality comment or resolution is given	3 Appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion is evident, linking less than half the elements discussed in the paper. New information is introduced and a broad comment or resolution is given	2.5 Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. The conclusion present but is not clearly defined.	<2.5 No recognisable introduction—the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion	
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%					
35 – 29.75 Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. **(35 %)**	29.4 – 26.25 Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically.	25.9 – 22.75 Content is appropriate and answers the question and the argument for the most part proceeds logically.	22.4 – 17.5 Content answers the question although the argument is at times repetitive or lacks cohesion.	16.8 - 0 Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought.	
40 - 34 Provides a highly detailed analysis of sustaining midwifery practice within a multidisciplinary team. Comprehensively examines the use of NMBA Midwifery Standards of Care (2018) and National Midwifery Guidelines for Consultation and Referral, 3rd Ed., Issue 2 to support the transition from a student midwife to a newly registered midwife. Comprehensively identifies and highlights the requirement to incorporate and embed evidence into midwifery practice in a continuity model of care. **(40%)**	33 - 30 Provides a detailed analysis of sustaining midwifery practice within a multidisciplinary team. Thoroughly examines the use of NMBA Midwifery Standards of Care (2018) and National Midwifery Guidelines for Consultation and Referral, 3rd Ed., Issue 2 to support the transition from a student midwife to a newly registered midwife. Extensively identifies and highlights the requirement to incorporate and embed evidence into midwifery practice in a continuity model of care.	29 - 26 Provides a broad analysis of sustaining midwifery practice within a multidisciplinary team. Broadly examines the use of NMBA Midwifery Standards of Care (2018) and National Midwifery Guidelines for Consultation and Referral, 3rd Ed., Issue 2 to support the transition from a student midwife to a newly registered midwife. Broadly identifies and highlights the requirement to incorporate and embed evidence into midwifery practice in a continuity model of care.	25 - 20 Provides a limited analysis of sustaining midwifery practice within a multidisciplinary team. A satisfactory examination of the use of NMBA Midwifery Standards of Care (2018) and National Midwifery Guidelines for Consultation and Referral, 3rd Ed., Issue 2 to support the transition from a student midwife to a newly registered midwife. Limited identification of the requirement to incorporate and embed evidence into midwifery practice in a continuity model of care.	19 - 0 Not able to provide analysis of sustaining midwifery practice within a multidisciplinary team A limited examination of the use of NMBA Midwifery Standards of Care (2018) and National Midwifery Guidelines for Consultation and Referral, 3rd Ed., Issue 2 to support the transition from a student midwife to a newly registered midwife. Fails to identify of the requirement to incorporate and embed evidence into midwifery practice in a continuity model of care.	
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 6 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 5 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 More than 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.	
5 Reference list appears in alphabetical order with no errors in the reference list presentation guidelines APA style,	4 Reference list appears in alphabetical order, with 1-2 errors in the reference list presentation guidelines APA style.	3 Reference list appears in alphabetical order, with 3-4 errors in the reference list presentation guidelines APA style.	2.5 Reference list appears in alphabetical order with 5 or more errors in the 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.	
				Total Marks	

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Evaluate the breadth and types of available maternity services .
- Appraise the role of the midwife in supporting woman's informed choice.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 MDWF13005 Transition to Autonomous Practice Written Assessment 3

Assessment Type
Written Assessment

Task Description
Objectives: This assessment item relates to learning outcomes:
1. Evaluate the breadth and types of maternity services
2. Examine the role of the midwife in supporting woman' informed choice.
3. Demonstrate commitment to ongoing professional midwifery development

Instructions to students:
You are required to write an essay that demonstrates your understanding of the concepts learnt throughout this course. You are expected to use an academic approach to answer all components of this assessment. Using this approach, you will need to demonstrate that you have researched the relevant issues present. You are required to read widely and analyse the information that you gather, ensuring that it is applicable, evidence-based and up-to-date.

Assessment: Essay
Consider the statement below in relation to your experience of providing continuity of care as a student midwife.
'There is substantial evidence that midwifery-provided continuity of care has beneficial effects on other outcomes, such as reduced anxiety, a greater sense of control, reduced use of drugs for pain relief in labour, reduced likelihood of the need for newborn resuscitation, and greater satisfaction with antenatal, intrapartum and postnatal care. (Grigg, 2015, p.566).

Your written essay needs to include a discussion that:
· Provides a reflection, using Bass's Holistic Reflection model (2017), on the perinatal outcomes for two women you cared for and discusses how your midwifery practice has evolved from your first continuity of care experience to your most recent.
· Provides examples where you have incorporated evidence into your practice within the continuity of care model
· Outlines the elements of professional relationship building between women and midwives and what you have learnt from this experience.

Reference:
Bass, J, Fenwick, J., & Sidebotham, M. (2017). Development of a model of holistic reflection to facilitate transformative learning in student midwives. *Women and Birth*, *30*(3), 227-235. doi:10.1016/j.wombi.2017.02.010
Grigg, C. (2015). Working with women in pregnancy. In S, Pairman, J, Pincombe, C, Thorogood C, & Tracy. (3rd ed., pages 564-606). Sydney, Churchill Livingstone, Elsevier.

Assessment Due Date
Week 11 Friday (31 May 2019) 11:55 pm AEST

Return Date to Students
Review/Exam Week Friday (14 June 2019)

Weighting
40%

Assessment Criteria

Please Note:

- A title page is required for this assignment - including your name, student number, due date, word count and coordinator's name.
- An introduction, conclusion and reference list is also required this assessment.
- A 10% leeway on either side of the word limit will be accepted. The word count will be measured from the first word of the introduction to the last word of the conclusion. The reference list is not included in the word count.
- It is an expectation that the references used will be recent journal articles, five years or less since publication and reference books are to be no older than ten years, unless seminal works. Correct referencing is to be utilised throughout the body of work.
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Specific expectations:

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Support and Contact Details: Course Coordinator – Meredith Lovegrove
Phone number 0419739955 or email: **m.lovegrove@cqu.edu.au**

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
5 Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, page numbers and a contents page. Consistently accurate with spelling, grammar and paragraph structure.	4 Well-presented assignment, double line spaced, 12-point font, page numbers, 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. > 7 inaccuracies in spelling, grammar or paragraph structure.	
5 Clear and succinct introduction that introduces the topic and outlines the direction of the paper. A succinct and defined conclusion, linking all elements discussed in the paper. No new information is included and ends with a high quality comment or resolution.	4 Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. A defined conclusion, linking more than half the elements discussed in the paper. No new information is included and a quality comment or resolution is given	3 Appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion is evident, linking less than half the elements discussed in the paper. New information is introduced and a broad comment or resolution is given	2.5 Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. The conclusion present but is not clearly defined.	<2.5 No recognisable introduction—the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion	
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%					

35 – 29.75 Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. **(35%)**	29.4 – 26.25 Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically.	25.9 -22.75 Content is appropriate and answers the question and the argument for the most part proceeds logically.	22.4 – 17.5 Content answers the question although the argument is at times repetitive or lacks cohesion.	16.8 - 0 Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought.
40 - 34 A comprehensive discussion, with a detailed reflection (using Bass's Holistic Reflection model, 2017) on the perinatal outcomes of 2 continuity of care experiences and the evolution of your midwifery practice. An articulate and comprehensive discussion that critically analyses how the midwife incorporates evidence into practice within a continuity of care model. An extensive exploration and reflection of the unique relationships women and midwives develop within the continuity of care model **(40%)**	33 - 30 An extensive discussion, with a quality reflection (using Bass's Holistic Reflection model, 2017) on the perinatal outcomes of 2continuity of care experiences and the evolution of your midwifery practice. A well-developed discussion that analyses how the midwife incorporates evidence into practice within a continuity of care model. An insightful exploration and reflection of the unique relationships women and midwives develop within the continuity of care model	29 - 26 A logical discussion, with a broad reflection (using Bass's Holistic Reflection model, 2017) on the perinatal outcomes of 2 continuity of care experiences and the evolution of your midwifery practice. A broad discussion that analyses how the midwife incorporates evidence into practice within a continuity of care model. A general exploration and reflection of the unique relationships women and midwives develop within the continuity of care model	25 - 20 A disjointed discussion, with limited reflection (using Bass's Holistic Reflection model, 2017) on the perinatal outcomes of 2 midwife continuity of care experiences and the evolution of your midwifery practice. A narrow discussion with limited analysis of how the midwife incorporates evidence into practice within a continuity of care model. A satisfactory exploration and reflection of the unique relationships women and midwives develop within the continuity of care model	19 - 0 An inadequate discussion, with poor reflection (using Bass's Holistic Reflection model, 2017) on the perinatal outcomes of 2 continuity of care experiences and the evolution of your midwifery practice. Negligible discussion of how the midwife incorporates evidence into practice within a continuity of care model. Content does not explore nor reflect on the unique relationships women and midwives develop within the continuity of care model
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 6 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 5 journal articles as well as relevant books and websites.	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 5 or more 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.
5 Reference list appears in alphabetical order, with no errors in the reference list presentation guidelines APA style.	4 Reference list appears in alphabetical order, with 1-2 errors in the reference list presentation guidelines APA style.	3 Reference list appears in alphabetical order, with 3-4 errors in the reference list presentation guidelines APA style.	2.5 Reference list appears in alphabetical order, with 5 or more errors in the 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.
				Total Marks

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Online

Learning Outcomes Assessed

- Articulate the key values associated with a commitment to ongoing professional midwifery development.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- 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