



MDWF13005 *Transition to Autonomous Practice*

Term 1 - 2020

Profile information current as at 29/04/2024 11:24 am

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 - 2020

- 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 fact that this subject helped link us to the actual job of midwifery. The transition is quite a daunting one from student to midwife but this subject gave us the avenues to pursue to achieve this. Thank you for all the support along the way too

Recommendation

To continue to provide appropriate questions for online discussions and to ensure the weekly study guides and power points provoke questions and continual learning

Feedback from Unit evaluation

Feedback

I would have preferred the assessment tasks to be spread out from probably week 2 to allow more time on the harder assessments toward the end of terms.

Recommendation

Discuss with team, to ensure timing of assessments meets the learning needs of the students

Feedback from Unit evaluation

Feedback

I enjoyed this unit and feel it has prepared me for my transition to autonomous midwifery practice which I am looking forward to. Meredith has provided us with a unit that is both interesting and informative.

Recommendation

To continue to provide weekly study guides, power points and assessment pieces that support learning throughout the unit.

Feedback from Unit evaluation

Feedback

The way the moodle page displayed the discussion pieces make it difficult to read.

Recommendation

Discuss with team, to ensure interactive content is easier to locate and access

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



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

Edition: 4th ed. (2019)

Authors: Pairman, S., Tracy, S., Dahlen, H., & Dixon, L.

Elsevier

Sydney , NSW , Australia

Binding: Paperback

Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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

Tanya Capper Unit Coordinator

t.capper@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Autonomous Practice	week one study guide	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Autonomous Practice in Midwifery	week two study guide	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Maternity Services	week 3 study guide	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Professional roles of the Midwife: part 1	week four study guide	

Week 5 - 06 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Professional roles of the Midwife: part 2	week 5 study guide	
Vacation Week - 13 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 20 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Transitioning to Midwifery Practice	week six study guide	Assessment Two- Written Assignment Due: Week 6 Friday (24 Apr 2020) 11:45 pm AEST
Week 7 - 27 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Continuing Professional Development: part 1.	week seven study guide	
Week 8 - 04 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Continuing Professional Development: part 2.	week eight study guide	
Week 9 - 11 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Career development	week nine study guide	
Week 10 - 18 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Sustainability in Midwifery: part 1.	week ten study guide	
Week 11 - 25 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Sustainability in Midwifery: part 2.	week eleven study guide	Assessment One- Online Weekly Discussion Due: Week 11 Friday (29 May 2020) 11:45 pm AEST
Week 12 - 01 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Midwifery Futures	week twelve study guide	Assessment Three- Written assignment Due: Week 12 Friday (5 June 2020) 11:45 pm AEST
Review/Exam Week - 08 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 15 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Students must remain subscribed to the discussion forum, Q & A forum and news forum for the term.

Assessment Tasks

1 Assessment One- Online Weekly 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 required to continually develop their practice once registered. Under legislation midwives are required to undertake 20 hours of Continuing Practice Development (CPD) annually. Midwives in private practice have further requirements of an additional 10 hours CPD related to prescribing and diagnostics.

Discuss these requirements for midwives and explore the various settings in which midwives can practice. Include how you plan to achieve these requirements for annual registration and differentiation between Nursing CPD and Midwifery CPD for your ongoing career development.

Week 5 Topic: "...As the woman moves through the various stages of her labour, the midwife's role in facilitating and promoting normal, physiological labour and birth relies on her ability to be 'with woman'...To be able to recognise what is 'normal' for each woman, a midwife needs to be available to her and alert to the ebbs and flows of that woman's experience."

Reference: Thorpe, J. & Anderson, J. (2019). Supporting women in labour and birth. In Pairman, S., Pincombe, J. Thorogood, C & Tracy, S. Midwifery: Preparation for Practice, 4th Edition, p. 505. Elsevier Australia.

Discuss the quote provided above, considering your placement and the women you meet on shifts compared to the care you provide to women you are working with as Continuity of Care experiences. Contrast and highlight evidence and any personal learning opportunities experienced in this relationship.

Week 7 Topic: 'Informed consent rests upon the assumption that, despite the nature of medical knowledge, ordinary people can assess their medical options and make decisions about them. The woman's perspective, decision making in healthcare is a personal process that incorporates her history, cultural and spiritual values, and family values. These do not need to be seen as rational or appropriate from a care provider's point of view to be taken seriously'.

Reference: Kumar-Hazard, B. (2019). Human Rights in Childbirth. In Pairman, S., Pincombe, J. Thorogood, C & Tracy, S. Midwifery: Preparation for Practice, 4th Edition, p. 54. Elsevier Australia.

Comment on this quote, discussing the role of the midwife in supporting a woman's right to autonomy and self-determination and your ability to support the principles of informed decision making and consent.

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 11 on Friday the 29th of May 2020 by 11:55 PM AEST

The Unit co-ordinator will collate your responses and complete the final submission.

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.

Assessment Due Date

Week 11 Friday (29 May 2020) 11:45 pm AEST

Final submission by Unit Co-ordinator

Return Date to Students

Review/Exam Week Friday (12 June 2020)

Please allow Two weeks for the results and returned feedback and rubric

Weighting

30%

Assessment Criteria

	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

Submit your weekly discussion post and replies to peer's blogs via MOODLE general discussion section by Friday 23.45 week 3, week 5 and week 7

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 Assessment Two- Written Assignment

Assessment Type

Written Assessment

Task Description

Written Assessment 2 Term One, 2020.

Due date:24/4/2020

Week 4 ASSESSMENT

Weighting: 30% 1

Word Limit: 2000 +/- 10%

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

'For the vast majority of the world's women, childbearing is a normal, physiological event...It is a health-oriented approach, even in the presence of co-morbidities...' (Eddy, 2019 p. 84).

You are working as a newly graduated midwife in a midwifery group practice with your own caseload of women. A woman in your care has, at term had spontaneous rupture of membranes for 18 hours with no signs of labour. She does not wish to attend hospital for induction of labour and asks for your support in this choice.

Discuss the above statement in relation to your transition to practice from a student midwife to a registered midwife working in a midwifery led continuity model of care. Appraise the role of the midwife in supporting a woman's informed choice. Consider primary and secondary healthcare and available maternity services. Include the Australian College of Midwives- National Midwifery Guidelines for Consultation and referral in your discussion.

Your written essay needs to include a discussion that:

- Analyses how to sustain and provide individualised one-to-one midwifery care 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, Issue 2
- Underlines the requirement of professional accountability to incorporate and embed evidence into midwifery practice and how this may be achieved in the case study provided.

Reference: Eddy, A. (2019). Midwifery as Primary Healthcare. In S. Pairman, J, Pincombe, C, Thorogood C, & Tracy. (Ed.), *Midwifery, Preparation for Practice* (pp. 79-88). Sydney: Elsevier Australia.

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 are also required inclusions in 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. Reference list 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 6th Edition referencing style is required. 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. Consider support from CQU Academic Learning Centre and Studiosity via Unit Moodle page if needed.

Assessment Due Date

Week 6 Friday (24 Apr 2020) 11:45 pm AEST

Return Date to Students

Week 8 Friday (8 May 2020)

Results and Rubric will be returned by two weeks after the submission date.

Weighting

30%

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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</p> <p>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.</p>	<p>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.</p> <p>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</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p><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.</p> <p><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</p> <p><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.</p>	
Approach and Argument -75%					
<p>35 - 29.75 Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. (35 %)</p> <p>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. Comprehensively analyses the role of the midwife in supporting a woman's informed choice, considers primary and secondary healthcare and available maternity services. Comprehensively identifies and highlights the requirement to incorporate and embed evidence into midwifery practice in a continuity model of care. (40%)</p>	<p>29.4 - 26.25 Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically.</p> <p>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. Extensively analyses the role of the midwife in supporting a woman's informed choice, considers primary and secondary healthcare and available maternity services. Extensively identifies and highlights the requirement to incorporate and embed evidence into midwifery practice in a continuity model of care.</p>	<p>25.9 - 22.75 Content is appropriate and answers the question and the argument for the most part proceeds logically.</p> <p>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. Broadly discussed the role of the midwife in supporting a woman's informed choice, considers primary and secondary healthcare and available maternity services. Broadly identifies and highlights the requirement to incorporate and embed evidence into midwifery practice in a continuity model of care.</p>	<p>22.4 - 17.5 Content answers the question although the argument is at times repetitive or lacks cohesion.</p> <p>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. Demonstrates a limited discussion of the role of the midwife in supporting a woman's informed choice, considers primary and secondary healthcare and available maternity services. Limited identification of the requirement to incorporate and embed evidence into midwifery practice in a continuity model of care.</p>	<p>16.8 - 0 Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought.</p> <p>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. No inclusion of the role of the midwife in supporting a woman's informed choice, considers primary and secondary healthcare and available maternity services. Fails to incorporate and embed evidence into midwifery practice in a continuity model of care.</p>	
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 Assessment Three- Written assignment

Assessment Type

Written Assessment

Task Description

Objectives: This assessment item relates to learning outcomes:

1. Evaluate the breadth and types of maternity services
2. Demonstrate commitment to ongoing professional midwifery development

Instructions to students:

You are required to write an essay demonstrating your understanding of concepts learnt throughout this course. You are expected to use a reflective academic style when answering all components of this assessment. Using this approach, you will demonstrate your understanding and research on 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 following statement and how it relates to your future career as a graduate midwife. ‘The journey to become a midwife involves demanding workloads, challenging placements, and witnessing of traumatic events, with subsequent stress sometimes affecting compassion fatigue and burnout.’ (Beaumont, Durkin, Hollins & Carson, 2016).

Include the ongoing need as a lifelong learner to maintain and sustain professional development, self-awareness, self-care, mindfulness and emotional/psychological wellbeing.

Your written essay needs to:

- Using the Bass’ Holistic Reflection Model (2017), reflect upon a challenging situation in practice where evidence and practice were not aligned or the witnessing of a traumatic event.
- Reflect upon practical ways to develop professionally to reduce moral distress and moral injury and incorporate a plan for ongoing professional development to increase midwifery agency and resilience.
- Evaluate two ways of reducing midwifery burnout and explore barriers to introducing the evidence-based measures into midwifery care.

References:

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
 Beaumont, E, Durking, M, Hollins Martin, C, J, & Carson, J. (2016). Compassion for others, self-compassion, quality of life and mental well-being measures and their association with compassion fatigue and burnout in student midwives: A quantitative survey. *Midwifery*, 34, 239-244. doi-org.ezproxy.cqu.edu.au/10.1016/j.midw.2015.11.002

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.

Assessment Due Date

Week 12 Friday (5 June 2020) 11:45 pm AEST

Return Date to Students

Exam Week Friday (19 June 2020)

Please allow two weeks for results, feedback and rubric to be returned

Weighting

40%

Assessment Criteria

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 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 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 of a challenging situation in practice where evidence and practice were not aligned or the witnessing of a traumatic event (using Bass's Holistic Reflection model, 2017). An articulate discussion including ways to develop professionally to reduce moral distress/moral injury. An excellent articulation and critical analysis of evidence for and planned professional development to increase midwifery agency and resilience. (40%)	33 - 30 An extensive discussion, with a quality reflection of a challenging situation in practice where evidence and practice were not aligned or the witnessing of a traumatic event (using Bass's Holistic Reflection model, 2017). A well-developed discussion that includes ways to develop professionally to reduce moral distress/moral injury. An insightful and critical analysis of evidence for and planned professional development to increase midwifery agency and resilience.	29 - 26 A logical discussion, with a broad reflection of a challenging situation in practice where evidence and practice were not aligned or the witnessing of a traumatic event (using Bass's Holistic Reflection model, 2017). A broad discussion that includes a few ways to develop professionally to reduce moral distress/moral injury. A general analysis of evidence for and planned professional development to increase midwifery agency and resilience.	25 - 20 At times disjointed discussion, with limited reflection of a challenging situation in practice where evidence and practice were not aligned or the witnessing of a traumatic event (using Bass's Holistic Reflection model, 2017). Some limited discussion that includes a couple of ways to develop professionally to reduce moral distress/moral injury. A satisfactory exploration of evidence for and planned professional development to increase midwifery agency and resilience.	19 - 0 An inadequate or inappropriate discussion, with poor reflection of a challenging situation in practice where evidence and practice were not aligned or the witnessing of a traumatic event (using Bass's Holistic Reflection model, 2017). Minimal discussion that includes general or minimal incorporation of ways to develop professionally to reduce moral distress/moral injury. Minimal or absent exploration of evidence for and planned professional development to increase midwifery agency and resilience	
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.	

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