



# MDWF13007 Midwifery Practice for Aboriginal and Torres Strait Islander Families

## Term 3 - 2023

Profile information current as at 13/12/2025 06:09 pm

All details in this unit profile for MDWF13007 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

In this unit, you will examine the elements of cultural capability required to practice culturally safe and inclusive midwifery care. You will have the opportunity to develop an understanding of cultural safety through self-reflexivity for culturally safe midwifery care that is free of racism and bias. You will be introduced to Aboriginal and Torres Strait Islander peoples' history and post-colonial experiences to gain an insight into the implications of this for midwifery care, population health, and health care practice. You will gain an understanding of the importance of equitable partnerships with Aboriginal and Torres Strait Islander families, health professionals, organisations, and the community to provide respectful midwifery practice that is underpinned by cultural safety. Specifically, you will focus on historical and current issues in relation to 'Women's Business', birthing on country, motherhood, and the models of midwifery care available to Aboriginal and Torres Strait Islander families.

### 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

Pre-requisites: MDWF12006 Midwifery Practice 2, MDWF12005 Foundations of Midwifery 2 and MDWF12004 Critical Inquiry and Midwifery Practice

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 3 - 2023

- 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: 20%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Case Study**

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 SUTE data

**Feedback**

More compulsory online sessions would be beneficial. I enjoyed the content overall.

**Recommendation**

The students were strongly encouraged to attend a single, non-assessed, online experiential learning session. The unit coordinator will consider implementing a second session in the next offering.

#### Feedback from SUTE data

**Feedback**

I was disappointed with this subject. The assessments kept asking for the same information.

**Recommendation**

The unit coordinator will request peer review from all members of the midwifery academic team to ensure that the assessment tasks are not too similar.

## Unit Learning Outcomes

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

1. Examine and discuss different forms of racism, the concept of white privilege, one's own positioning in terms of white privilege, and the social determinants of health
2. Explore the history and ongoing impact of colonisation and post colonisation experiences upon the health of Aboriginal and Torres Strait Islander peoples in relation to midwifery practice
3. Explore culturally appropriate midwifery practice that integrates respect and equitable partnerships and which promotes contemporary models of midwifery care for Aboriginal and Torres Strait Islander peoples and their families
4. Identify and explore the barriers to equity and equality in healthcare for Aboriginal and Torres Strait Islander peoples and explain the impact of culturally safe midwifery care and advocacy on these barriers
5. Explore the cultural beliefs and practices that are important to Aboriginal and Torres Strait Islander women and their families and integrate these into culturally safe and appropriate midwifery care.

### **Draft ANMAC Midwifery Education Standards (2020).**

Standard 1: Safety of the public.

Standard 3: Program of study.

Standard 5: Student assessment.

### **The Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework (2017).**

### **The NMBA Aboriginal and Torres Strait Islander Health Strategy.**

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

Standard 1: Promotes health and wellbeing through evidence-based midwifery practice.

Standard 2: Engages in professional relationships and respectful partnerships.

Standard 5: Develops a plan for midwifery practice.

Standard 6: Provides safety and quality in midwifery practice.

### **The NMBA Code of Conduct for Midwives (2018).**

Principle 1: Legal compliance.

Principle 2: Woman-centred practice.

Principle 3: Cultural practice and respectful relationships.

Principle 4: Professional behaviour.

Principle 6: Research in health.

### **The ICM Code of Ethics (2014).**

1. Midwifery relationships.

2. Practice of midwifery.

3. Professional responsibilities of midwives.

4. Advancing midwifery knowledge and practice.

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

Partnering with consumers.

Comprehensive care.





































Communicating for safety.

Clinical governance.
























## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

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

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 20%										
2 - Written Assessment - 40%										
3 - Case Study - 40%										

## Textbooks and Resources

### Textbooks

MDWF13007

#### Prescribed

##### **Midwifery: Preparation for Practice**

4th edition (2019)

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

Elsevier

Sydney , NSW , Australia

ISBN: 9780729542678

Binding: eBook

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer - ability to access study materials, including instructional videos & scan and upload assessment
- Headphones or speaker, and a microphone for Zoom sessions

## Referencing Style

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Aras Moran** Unit Coordinator

[a.moran@cqu.edu.au](mailto:a.moran@cqu.edu.au)

## Schedule

### Week 1 - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
	Australian Nursing & Midwifery Accreditation Council. (2021). Midwife accreditation standards. <a href="https://anmac.org.au/sites/default/files/documents/06920_anmac_midwife_std_2021_online_05_fa.pdf">https://anmac.org.au/sites/default/files/documents/06920_anmac_midwife_std_2021_online_05_fa.pdf</a>	
Introduction to the unit	Williamson, M. (2008). Dealing with diversity: incorporating cultural sensitivity into professional midwifery practice, Doctor of Philosophy thesis, School of Nursing, Midwifery and Indigenous Health, University of Wollongong, 2008. <a href="https://ro.uow.edu.au/theses/2068">https://ro.uow.edu.au/theses/2068</a>	

### Week 2 - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
The History and Impact of Colonisation in Australia	White, J. (2019). The Australian and New Zealand Context in Pariman, S. Tracy, S. Dalen, HG & Dixon, L. Midwifery Preparation for Practice, Elsevier. Reconciliation Australia (2021). 2021 <a href="#">State of Reconciliation in Australia Report Moving from Safe to Brave Summary Report</a> , Reconciliation Australia, Kingston ACT 2604.	
<b>Week 3 - 20 Nov 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Social and Environmental Determinants of Aboriginal and Torres Strait Islander Women's Health	MacDonald, C. & Dixon, L (2019). Social and environmental determinants of women's health in Pariman, S. Tracy, S. Dalen, HG & Dixon, L. Midwifery Preparation for Practice, Elsevier, Australia. Sherwood, J (2021). Historical and current perspectives on the health of Aboriginal and Torres strait Islander peoples in Best, O & Fredericks, B. Yatdjuligin Aboriginal and Torres Strait Islander Nursing and Midwifery Care, Cambridge University Press, United Kingdom.	
<b>Week 4 - 27 Nov 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
White Privilege and Racism in Health and Maternity Care	Thackrah, R.D., Wood, J., & Thompson, S.C. (2021). Longitudinal Follow Up of Early Career Midwives: Insights Related to Racism Show the Need for Increased Commitment to Cultural Safety in Aboriginal Maternity Care. International Journal of Environmental Research & Public Health, 18, 1276. <a href="https://doi.org/10.3390/ijerph18031276">https://doi.org/10.3390/ijerph18031276</a>	
<b>Vacation Week - 04 Dec 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 5 - 11 Dec 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Cultural Safety and Midwifery Practice	Miller, S & Bear, RJ (2019). Midwifery partnership in Pariman, S. Tracy, S. Dalen, HG & Dixon, L. Midwifery Preparation for Practice, Elsevier, Australia.	
<b>Week 6 - 18 Dec 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Birthing on Country	Australian College of Midwives, Congress of Aboriginal and Torres Strait Islander Midwives, CRANA. (2017). Joint birthing on country position statement. <a href="https://www.midwives.org.au/common/Uploaded%20files/_ADMIN-ACM/Birthing-on-Country-Joint-Position-Statement-2017.pdf">https://www.midwives.org.au/common/Uploaded%20files/_ADMIN-ACM/Birthing-on-Country-Joint-Position-Statement-2017.pdf</a>	

**Vacation Week - 25 Dec 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 7 - 01 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Midwives working with Aboriginal and Torres Strait Islander Women	Hartz, D., & Sherwood, J. (2019). Midwives working with Aboriginal and Torres Strait Islander women. In S. Pairman, S.K. Tracy, H.G. Dahlen, & L. Dixon (Eds). Midwifery preparation for practice. Elsevier.	

**Week 8 - 08 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Growing Deadly Families Aboriginal and Torres Strait Islander Maternity Services Strategy 2019-2025	Queensland Health. (2019). Queensland Health growing deadly families Aboriginal and Torres Strait Islander maternity services strategy 2019-2025. <a href="https://www.health.qld.gov.au/_data/assets/pdf_file/0030/932880/Growing-Deadly-Families-Strategy.pdf">https://www.health.qld.gov.au/_data/assets/pdf_file/0030/932880/Growing-Deadly-Families-Strategy.pdf</a>	<b>Written assessment</b> Due: Week 8 Friday (12 Jan 2024) 11:55 pm AEST

**Week 9 - 15 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Pregnancy and birth outcomes for Aboriginal and Torres Strait Islander women: 2016-2018 Preterm birth and low birthweight	Hartz, D., & Sherwood, S. (2018). Midwives working with Aboriginal and Torres Strait Islander women. In S. Pairman, S.K. Tracy, H.G. Dahlen, & Dixon, L. (Eds.), Midwifery preparation for practice (pp. 158-170). Elsevier.	<b>Group discussion</b> Due: Week 9 Friday (19 Jan 2024) 11:55 pm AEST

**Week 10 - 22 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Pregnancy and birth outcomes for Aboriginal and Torres Strait Islander women: 2016-2018 Perinatal Mortality	AIHW. (2021). Australia's mothers and babies: Maternal deaths. <a href="https://www.aihw.gov.au/reports/mothers-babies/maternal-deaths-australia#cause">https://www.aihw.gov.au/reports/mothers-babies/maternal-deaths-australia#cause</a> .	<b>Case study</b> Due: Week 10 Thursday (25 Jan 2024) 11:55 pm AEST

**Week 11 - 29 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Infant Health		

**Week 12 - 05 Feb 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Where to from here?		

**Exam Week - 12 Feb 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Students need to remain subscribed to the discussion forum, the news forum and the Q & A forum for the duration of term 3.  
Students are expected to access and read emails to remain up-to-date with university correspondences.

## Assessment Tasks



# 1 Group discussion

## Assessment Type

Group Discussion

## Task Description

Type: Online posts in a discussion thread via the unit discussion forum

Due date: 2355 hours (AEST) Friday, 19th January 2024, week 9

Weighting: 20%

Length: Maximum 400 words per posting.

Unit Coordinator: Rachelle Chee

## Aim

The aim of this assessment is to demonstrate your understanding of the challenges faced by Aboriginal and Torres Strait Islander families and the psychosocial factors impacting their families when seeking maternity care. You will also gain a greater understanding of your role as a midwife caring for Aboriginal and Torres Strait Islander families.

## Instructions

You are required to participate in three (3) online group discussions via the Moodle discussion forum, which will be directed by the unit coordinator. The online activities will require you to participate in a group discussion based on topics in your study guide on 3 weeks over the term. Give your professional opinion and write a discussion, using professional and academic dialogue that is supported by evidence.

Please follow the steps below to complete your assessment task:

1. On the Monday of each discussion week, a discussion topic will be available to you within the lecture for that week. You will not be notified in advance.
2. Each week, post a primary response to the discussion topic. You must complete your posting by 2355 hours on the Friday of the discussion week. You may begin posting as soon as the topic is available.
3. Each week, you must also respond to at least one other student's post within the discussion thread. You must also complete your response by 2355 on the Friday of the discussion week.
4. Your contribution to the online group discussion is to add to your own knowledge and builds upon that of your student peers. Simply stating 'yes I agree with previous statements' will not contribute to the discussion.
5. All topic discussions will be completed by 2355 hours (AEST) Friday, 27th January 2022, Week 10. The unit coordinator will compile your postings at this time and submit them for marking on your behalf.

## Literature and references

In this assessment use at least 1 contemporary reference (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Midwives and the Congress of Aboriginal & Torres Strait Islander Nurses and Midwives.

## Requirements

1. Use a conventional and legible font, as available on the Moodle discussion board.
2. You may write in the first-person and/or third person perspective, as appropriate to the topic.
3. Use formal academic language.
4. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
5. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

## Resources

1. You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
2. We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery Guide](#);
3. We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
4. For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
5. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

## Submission

Submit your posts on the Moodle discussion board by the due date for each topic.

## Marking Criteria

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

## Learning Outcomes Assessed

- 1.Examine and discuss different forms of racism, the concept of white privilege, one's own positioning in terms of white privilege, and the social determinants of health
- 2.Explore the history and ongoing impact of colonisation and post colonisation experiences upon the health of Aboriginal and Torres Strait Islander peoples in relation to midwifery practice
- 3.Explore culturally appropriate midwifery practice that integrates respect and equitable partnerships and which promotes contemporary models of midwifery care for Aboriginal and Torres Strait Islander peoples and their families
- 4.Identify and explore the barriers to equity and equality in healthcare for Aboriginal and Torres Strait Islander peoples and explain the impact of culturally safe midwifery care and advocacy on these barriers
- 5.Explore the cultural beliefs and practices that are important to Aboriginal and Torres Strait Islander women and their families and integrate these into culturally safe and appropriate midwifery care.

## Assessment Due Date

Week 9 Friday (19 Jan 2024) 11:55 pm AEST

The unit coordinator will compile your discussion posts for marking.

## Return Date to Students

Week 11 Friday (2 Feb 2024)

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

## Weighting

20%

## Assessment Criteria

Key Criteria	High Distinction 84.5-100%	Distinction 74.50-84.49%	Credit 64.50 – 74.49%	Pass 49.50 – 64.49%	Fail <49.50%	Fail (content absent) 0%
Comprehension of topic (40%)	Comprehensively addresses all aspects of the discussion topic, strongly links to the weekly online lecture material/course resources. and thoroughly demonstrates relevance of content. (40-34)	Extensively addresses most aspects of the discussion topic, links to the weekly online lecture material/course resources and effectively demonstrates relevance of content. (33.9-30)	Broadly addresses most aspects of the discussion topic, links to the weekly online lecture material/course resources and generally demonstrates relevance of content. (29.9-26)	Content basically addresses aspects of the discussion topic, with minimal links to the weekly online lecture material/course resources. Demonstrates limited comprehension of relevance of content. (25.9-20)	Content does not address the discussion topic and/or does not link to the weekly online lecture material/course resources and/or inadequate comprehension of required content. (19.9-1)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Discussion (40%)	Clear, coherent, and convincing discussion. Comprehensively inclusive of concepts and evidence. (40-34)	Clear and coherent discussion that is well developed and logically builds each point on the last. Effectively inclusive of both concepts and evidence. (33.9-30)	Clear and logical discussion. Generally inclusive of concepts and evidence. (29.9-26)	Discussion discernible. Generally, demonstrates logical flow although some reliance on description. (25.9-20)	Discussion is poorly developed or absent. (19.9-1)	No discussion of topic for discussion evident. (0)
Professional responses to other students' posts (20%)	Professional, kind, and mindful connections are made to other students' posts throughout the discussion thread. All posts are made by the respective deadline. (20-17)	Mindful connections are made to other students' posts throughout the discussion thread. All posts are made by the respective deadline. (16.9-15)	Connections are made to other students' posts in some of the discussion thread. All posts are made by the respective deadline. (14.9-13)	Connections are made to other students' posts sometimes in the discussion thread. Some posts are made by the respective deadline. (12.9-10)	Connections are not made to other students' discussion in many postings. Greater than 50% of posts are not made by the respective deadline. (9.9-0)	No response to other students' discussions. (0)

## Referencing Style

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

## Submission

Online

### Submission Instructions

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

### Learning Outcomes Assessed

- Examine and discuss different forms of racism, the concept of white privilege, one's own positioning in terms of white privilege, and the social determinants of health
- Explore the history and ongoing impact of colonisation and post colonisation experiences upon the health of Aboriginal and Torres Strait Islander peoples in relation to midwifery practice
- Explore culturally appropriate midwifery practice that integrates respect and equitable partnerships and which promotes contemporary models of midwifery care for Aboriginal and Torres Strait Islander peoples and their families
- Identify and explore the barriers to equity and equality in healthcare for Aboriginal and Torres Strait Islander peoples and explain the impact of culturally safe midwifery care and advocacy on these barriers
- Explore the cultural beliefs and practices that are important to Aboriginal and Torres Strait Islander women and their families and integrate these into culturally safe and appropriate midwifery care.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Written assessment

### Assessment Type

Written Assessment

### Task Description

Type: Essay

Due date: 2355 hours (AEST) Friday 12<sup>th</sup> January 2024, Week 8

Weighting: 40%

Length: 2000 words

Unit Coordinator: Rachelle Chee

### Aim

The aim of this assessment is to demonstrate your understanding of the challenges faced by Aboriginal and Torres Strait Islander families and the psychosocial factors impacting their families when seeking maternity care. You will also gain a greater understanding of your role as a midwife caring for Aboriginal and Torres Strait Islander families.

### Instructions

The Nursing and Midwifery Board of Australia's Code of conduct for midwives (2018) states the following:

#### 3.1 Aboriginal and Torres Strait Islander peoples' health

Australia has always been a culturally and linguistically diverse nation. Aboriginal and Torres Strait Islander peoples have inhabited and cared for the land as the first peoples of Australia for millennia, and their histories and cultures have uniquely shaped our nation. Understanding and acknowledging historic factors such as colonisation and its impact on Aboriginal and Torres Strait Islander peoples' health helps inform care. In particular, Aboriginal and Torres Strait Islander peoples bear the burden of gross social, cultural and health inequality. In supporting the health of Aboriginal and Torres Strait Islander peoples, Midwives must:

- a. provide care that is holistic, free of bias and racism, challenges belief based upon assumption and is culturally safe and respectful for Aboriginal and Torres Strait Islander peoples
- b. advocate for and act to facilitate access to quality and culturally safe health services for

Aboriginal and Torres Strait Islander peoples, and

c. recognise the importance of family, community, partnership and collaboration in the healthcare decision-making of Aboriginal and Torres Strait Islander peoples.

For both prevention strategies and care delivery, see the [National Aboriginal and Torres Strait Islander Health Plan 2021-2031](#) and the [Congress of Aboriginal and Torres Strait Islander Nurses and Midwives](#) website.

Having reflected upon the above code, you are required to:

1. **Discuss** why this code is necessary for the midwifery profession. In your discussion you are required to provide a synopsis of the history of colonisation in Australia and its ongoing effects for First Nations women and their families during the childbirth continuum.
2. **Examine** the current services provided to First Nations women in the health service (de-identified) that you are currently placed as a student midwife to identify if all aspects of the code have been incorporated. Discuss the strengths and weaknesses of the service with reference to the code.
3. Provide **recommendations** for how midwifery practice and maternity care services may be enhanced (in the health service you are placed in) for the benefit of First Nations Women and their families.

### Literature and references

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

### Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Include page numbers on each page in a footer.
3. Write in the third-person perspective.
4. Use formal academic language.
5. Use the 7th edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
6. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

### Resources

1. You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
2. We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery Guide](#);
3. We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
4. For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
5. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

### Submission

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

## Marking Criteria

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

## Learning Outcomes Assessed

1. Examine and discuss different forms of racism, the concept of white privilege, one's own positioning in terms of white privilege, and the social determinants of health
2. Explore the history and ongoing impact of colonisation and post colonisation experiences upon the health of Aboriginal and Torres Strait Islander peoples in relation to midwifery practice
3. Explore culturally appropriate midwifery practice that integrates respect and equitable partnerships, and which promotes contemporary models of midwifery care for Aboriginal and Torres Strait Islander peoples and their families
4. Identify and explore the barriers to equity and equality in healthcare for Aboriginal and Torres Strait Islander peoples and explain the impact of culturally safe midwifery care and advocacy on these barriers
5. Explore the cultural beliefs and practices that are important to Aboriginal and Torres Strait Islander women and their families and integrate these into culturally safe and appropriate midwifery care.

## References

Nursing and Midwifery Board of Australia. (2018). *Code of conduct for midwives*.

<https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD17%2f23847&dbid=AP&chksum=BivAWN0iQspBLSXIDBR1pQ%3d%3d>

## Assessment Due Date

Week 8 Friday (12 Jan 2024) 11:55 pm AEST

Please submit your assessment to the Moodle site in Microsoft Word document format.

## Return Date to Students

Week 9 Friday (19 Jan 2024)

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

## Weighting

40%

## Assessment Criteria

HD	D	C	P	F
Structure (15%)				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%) (5-4.25)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper (4.2-3.75)	Appropriate introduction that introduces the topic and outlines the direction of the paper (3.7-3.25)	Introduction is apparent and the topic is introduced but there is not clear direction to the paper (3.2-2.5)	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper (<2.5)
Clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%) (5-4.25)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close (4.2-3.75)	Conclusion outlines most of the main points and brings some sense of closure (3.7-3.25)	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity (3.2-2.5)	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper (<2.5)
Excellent presentation of assignment with 1.5 line spacing and 12-point font. Consistently accurate with spelling, grammar and paragraph structure. (5%) (5-4.25)	Well-presented assignment with 1.5 line spacing and 12-point font. One or two errors spelling, grammar and paragraph structure. (4.2-3.75)	Well-presented assignment with 1.5 line spacing and 12-point font. Three or four consistent errors with spelling, grammar and paragraph structure. (3.7-3.25)	Well-presented assignment with 1.5 line spacing and 12-point font. Three or four inconsistent errors with spelling, grammar and paragraph structure. (3.2-2.5)	Poorly presented assignment. Line spacing is not 1.5. 12-point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors). (<2.5)
Approach & Argument (75%)				
Content is clearly relevant to the topic; the approach comprehensively answers the question, and the argument proceeds logically and is within the set word limit. (10%) (10-8.5)	Content is relevant to the topic; the approach clearly answers the question, and the argument proceeds logically and is within the set word limit. (8.4-7.5)	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit. (7.4-6.5)	Content answers the question the argument is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit). (6.4-5_	Content is irrelevant and or does not answer the question and the argument lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance. (4.9-0)

An articulate and comprehensive discussion of 3.1 of the Code of conduct for midwives, including a succinct and accurate synopsis of the history of colonisation and its ongoing effects for First Nations women and families. (20%) (20-17)	A well-developed discussion of 3.1 of the Code of conduct for midwives, including a succinct and accurate synopsis of the history of colonisation and its ongoing effects for First Nations women and families. (16.9-15)	A logical discussion of 3.1 of the Code of conduct for midwives, including a general synopsis of the history of colonisation and its ongoing effects for First Nations women and families. (14.9-13)	A disjointed discussion of 3.1 of the Code of conduct for midwives, including a limited synopsis of the history of colonisation and its ongoing effects for First Nations women and families. (12.9-10)	An inadequate discussion of 3.1 of the Code of conduct for midwives. The synopsis of the history of colonisation does not accurately consider its effects for First Nations women and families. (9.9-0)
Comprehensive examination of the maternity services available to First Nations women in the student's place of clinical placement. (20%) (20-17)	Well-developed examination of the maternity services available to First Nations women in the student's place of clinical placement. (16.9-15)	Broad examination of the maternity services available to First Nations women in the student's place of clinical placement. (14.9-13)	Minimal or disjointed examination of the maternity services available to First Nations women in the student's place of clinical placement. (12.9-10)	Inadequate examination of the maternity services available to First Nations women in the student's place of clinical placement. (9.9-0)
Clear and comprehensive recommendations provided for midwifery practice and maternity care services. (25%) (25-21.25)	Clear and relevant recommendations provided for midwifery practice and maternity care services. (21.2-18.75)	Broad recommendations provided for midwifery practice and maternity care services. (18.7-16.25)	General recommendations provided for midwifery practice and maternity care services. (16.2-12.5)	Inadequate recommendations provided for midwifery practice and maternity care services. (12.4-0)
Referencing (10%)				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%) (5-4.25)	Frequently, integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. (4.2-3.75)	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. (3.7-3.25)	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. (3.2-2.5)	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. (2.4-0)
Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant websites. (5%) (5-4.25)	One or two consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant websites. (4.2-3.75)	Three or four consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant websites. (3.7-3.25)	Three or four inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant websites. (3.2-2.5)	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant websites not included. (2.4-0)

## Referencing Style

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

## Submission

Online

## Submission Instructions

Please submit your assessment to the Moodle site in Microsoft Word document format.

## Learning Outcomes Assessed

- Examine and discuss different forms of racism, the concept of white privilege, one's own positioning in terms of white privilege, and the social determinants of health
- Explore the history and ongoing impact of colonisation and post colonisation experiences upon the health of Aboriginal and Torres Strait Islander peoples in relation to midwifery practice
- Explore culturally appropriate midwifery practice that integrates respect and equitable partnerships and which promotes contemporary models of midwifery care for Aboriginal and Torres Strait Islander peoples and their families
- Identify and explore the barriers to equity and equality in healthcare for Aboriginal and Torres Strait Islander peoples and explain the impact of culturally safe midwifery care and advocacy on these barriers
- Explore the cultural beliefs and practices that are important to Aboriginal and Torres Strait Islander women and their families and integrate these into culturally safe and appropriate midwifery care.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 3 Case study

### Assessment Type

Case Study

### Task Description

Type: Case Study



Due date: 2355 hours (AEST) Thursday 25th January, 2024, Week 10

Weighting: 40%

Length: 2000 words

Unit Coordinator: Rachelle Chee

### **Aim**

The aim of this assessment is to demonstrate your understanding of providing holistic and culturally safe midwifery care for an Aboriginal and Torres Strait Islander family who are experiencing a range of complexities during pregnancy, birth, and the postpartum period.

### **Instructions**

In this assessment, you are required to examine a fictional case study outlining the care of an Aboriginal woman who is pregnant with her third baby. Download and examine the case study from the MDWF13007 Moodle site, titled "MDWF13007 Case Study Jess".

Utilising an essay format, please follow the steps below to complete your assessment task. With reference to the case study:

1. Identify and discuss the pregnancy complications that Aboriginal women are more likely to experience compared to the non-Indigenous population.
2. Identify and discuss the elements of care that should be considered to provide Jess with culturally appropriate care while she is in hospital. Utilise current evidence, guidelines, and regulatory standards to justify your recommendations.

### **Literature and references**

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

### **Requirements**

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Include page numbers on each page in a footer.
3. Write in the third person perspective.
4. Use formal academic language.
5. Use the 7th edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

### **Resources**

1. You can use unit-provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
2. We recommend that you access your discipline-specific library guide: [the Nursing and Midwifery Guide](#).
3. We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
4. For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
5. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

### **Submission**

Submit your assignment on the MDWF13007 Moodle site by the due date.

### **Marking Criteria**

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

### **Learning Outcomes Assessed**

1. Examine and discuss different forms of racism, the concept of white privilege, one's own positioning in terms of white privilege, and the social determinants of health
2. Explore the history and ongoing impact of colonisation and post colonisation experiences upon the health of

Aboriginal and Torres Strait Islander peoples in relation to midwifery practice

3. Explore culturally appropriate midwifery practice that integrates respect and equitable partnerships and which promotes contemporary models of midwifery care for Aboriginal and Torres Strait Islander peoples and their families
4. Identify and explore the barriers to equity and equality in healthcare for Aboriginal and Torres Strait Islander peoples and explain the impact of Culturally Safe midwifery care and advocacy on these barriers
5. Explore the cultural beliefs and practices that are important to Aboriginal and Torres Strait Islander women and their families and integrate these into culturally safe and appropriate midwifery care.

### Assessment Due Date

Week 10 Thursday (25 Jan 2024) 11:55 pm AEST

Please submit your assessment to the Moodle site in Microsoft Word document format.

### Return Date to Students

Week 12 Friday (9 Feb 2024)

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

### Weighting

40%

### Assessment Criteria

HD	D	C	P	F
Structure (20%)				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%) (5-4.25)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. (4.2-3.75)	Appropriate introduction that introduces the topic and outlines the direction of the paper. (3.7-3.25)	Introduction is apparent and the topic is introduced but there is not clear direction to the paper. (3.2-2.5)	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper. (<2.5)
Clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%) (5-4.35)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close. (4.2-3.75)	Conclusion outlines most of the main points and brings some sense of closure. (3.7-3.25)	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity. (3.2-2.5)	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper. (<2.5)
Excellent presentation of assignment double spaced with 12-point font. Consistently accurate with spelling, grammar and paragraph structure. (10%) (10-8.5)	Well-presented assignment double spaced with 12-point font. 1 or 2 errors spelling, grammar and paragraph structure. (8.4-7.5)	Well-presented assignment double spaced with 12-point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure. (7.4-6.5)	Well-presented assignment double spaced with 12-point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure. (6.4-5)	Poorly presented assignment. Double spacing not used. 12-point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors). (<5)
Approach & Argument (75%)				
Content is clearly relevant to the topic; the approach comprehensively answers the question, and the argument proceeds logically and is within the set word limit. (10%) (10-8.5)	Content is relevant to the topic; the approach clearly answers the question, and the argument proceeds logically and is within the set word limit. (8.4-7.5)	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit. (7.4-6.5)	Content answers the question the argument is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit). (6.4-5)	Content is irrelevant and or does not answer the question and the argument lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance. (<5)
Comprehensive identification and discussion of the pregnancy complications Aboriginal women are more likely to experience (30%) (30-25.5)	A well-developed identification and discussion of the pregnancy complications Aboriginal women are more likely to experience. (25.4-22.5)	A logical identification and discussion of the pregnancy complications Aboriginal women are more likely to experience. (22.4-19.5)	A disjointed identification and discussion of the pregnancy complications Aboriginal women are more likely to experience. (19.4-15)	Inadequate identification and discussion of the pregnancy complications Aboriginal women are more likely to experience. (<15)
A sophisticated discussion of the elements of culturally appropriate care for the case study family. (30%) (30-25.5)	A well-developed discussion of the elements of culturally appropriate care for the case study family. (25.4-22.5)	A broad discussion of the elements of culturally appropriate care for the case study family. (22.4-19.5)	Minimal or disjointed discussion of the elements of culturally appropriate care for the case study family (19.4-15)	Inadequate discussion of the elements of culturally appropriate care for the case study family. (<15)
Referencing (10%)				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%) (5-4.25)	Frequently, integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. (4.24-3.75)	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. (3.7-3.25)	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. (3.24-2.5)	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. (<2.5)



Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant websites. (5%) (5-4.25)	One or two consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant websites. (4.24-3.75)	Three or four consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant websites. (3.7-3.25)	Three or four inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant websites. (3.24-2.5)	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant websites not included. (<2.5)
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## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Examine and discuss different forms of racism, the concept of white privilege, one's own positioning in terms of white privilege, and the social determinants of health
- Explore the history and ongoing impact of colonisation and post colonisation experiences upon the health of Aboriginal and Torres Strait Islander peoples in relation to midwifery practice
- Explore culturally appropriate midwifery practice that integrates respect and equitable partnerships and which promotes contemporary models of midwifery care for Aboriginal and Torres Strait Islander peoples and their families
- Identify and explore the barriers to equity and equality in healthcare for Aboriginal and Torres Strait Islander peoples and explain the impact of culturally safe midwifery care and advocacy on these barriers
- Explore the cultural beliefs and practices that are important to Aboriginal and Torres Strait Islander women and their families and integrate these into culturally safe and appropriate midwifery care.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 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