



MDWF13009 *Foundations of Midwifery 4*

Term 1 - 2024

Profile information current as at 05/05/2024 04:27 pm

All details in this unit profile for MDWF13009 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 capstone unit, you will consolidate knowledge, skills, and values acquired throughout your course to facilitate your transition to registered midwifery practice. Midwives face challenges in their everyday practice, and this unit will equip you with graduate capabilities, resilience skills and strategies to mitigate personal risk and encourage peer support to effectively deal with these challenges encountered throughout your career. You will also learn the importance of continual professional development, for your own career progression, and for the care you will provide to women and their 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

Co-requisites: N6222 Pharmacology for 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 1 - 2024

- 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. **Written Assessment**

Weighting: 50%

2. **Presentation**

Weighting: 50%

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 student feedback

Feedback

Two students commented that they did not find the unit content useful or assessments conducive to learning as they covered topics they were already aware of as Registered Nurses.

Recommendation

The unit content and assessments be revised by the midwifery team with careful consideration of student feedback. The aim will be to provide students with the opportunity to explore midwifery-related topics that scaffold upon their existing nursing knowledge but align with the unit learning outcomes.

Feedback from SUTE student feedback

Feedback

Assessment 1: student feedback highlighted that this assessment on interviewing an early career midwife was useful but difficult to schedule and coordinate and should therefore be scheduled for the end of term.

Recommendation

Assignments where students are required to arrange communications with staff in their clinical placements will be scheduled for later in the term to reduce stress.

Feedback from SUTE student feedback

Feedback

Assessment 2: the group presentation was described as too long by one student who would have preferred for the individual component to include a written task.

Recommendation

The group presentation assessment will be reviewed to identify whether a written component is beneficial and will align with the learning outcomes. Future presentation sessions will be monitored to ensure each student adheres to the brief for the assessment including timing and number of PowerPoint slides to be presented.

Unit Learning Outcomes

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

1. Analyse knowledge and skills relating to resilience, self-care, mitigation of personal risk, and peer support to sustain midwifery practice
2. Evaluate strategies for the beginning midwife practitioner to assist with professional socialisation into the midwifery profession
3. Articulate the professional values associated with ongoing professional midwifery development.

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

The draft ANMAC Midwifery Education Standards (2020).

Standard 1: Safety of the practice.

Standard 3: Program of study.

3.5 a. achievement of the NMBA Midwife Standards for practice. g. understanding self-care, mitigating personal risk, and resilience.

Standard 5: Student assessment.

The Nursing and Midwifery Board of Australia (NMBA) Midwife Standards for Practice (2018).

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

Standard 2: Engages in respectful partnerships.

Standard 3: Demonstrates the capability and accountability for midwifery practice.

Standard 4: Undertakes comprehensive assessments.

Standard 5: Develops a plan for midwifery practice.

Standard 6: Provides safety and quality in midwifery practice.

Standard 7: Evaluates outcomes to improve midwifery practice.

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

Principle 1. Legal compliance

Principle 2. Women centred care.

Principle 3. Cultural practice and respectful relationships

Principle 4. Professional behaviour

Principle 5: Teaching, supervising, and assessing.

Principle 7: Health and wellbeing.

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

1. Midwifery Relationships.

2. Practice of Midwifery.

3. The Professional Responsibilities of Midwives.

4. Advancement of Midwifery Knowledge and Practice.

National Safety and Quality Health Service Standards (2017).

Clinical Governance Standard.

Partnering with Consumers Standard.

Preventing and Controlling Healthcare-Associated Infection Standard.

Medication Safety Standard.

Comprehensive Care Standard.

Communicating for Safety Standard.

Blood management Standard.

Recognising and Responding to Acute Deterioration Standard.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3

Textbooks and Resources

Textbooks

MDWF13009

Prescribed

MIDWIFERY: PREPARATION FOR PRACTICE

Edition: 4th (2018)

Authors: Pairman, Sally, Tracey, Sally, K, Dahlen, Hannah and Dixon, Lesley

Elsevier Australia

Sydney , NSW , Australia

ISBN: 9780729542678

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Lap top or Computer with headphones or speaker, microphone and camera access
- Zoom access

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

Kelly Haynes Unit Coordinator

k.a.haynes@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: transitioning to graduate midwifery practice.	Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYb00%2b07kx9l%2fBlvmKH%2bWg%3d%3d International Confederation of Midwives. (2014). International Code of Ethics for Midwives. https://www.internationalmidwives.org/assets/files/general-files/2022/05/professional-framework-2022.pdf	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Autonomous practice as a graduate midwife.	Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYb00%2b07kx9l%2fBlvmKH%2bWg%3d%3d International Confederation of Midwives. (2011). Global Standards for Midwifery Regulation. https://www.internationalmidwives.org/assets/files/regulation-files/2018/04/global-standards-for-midwifery-regulation-eng.pdf International Confederation of Midwives. (2014). International Code of Ethics for Midwives. https://www.internationalmidwives.org/assets/files/general-files/2022/05/professional-framework-2022.pdf	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The graduate midwife as primary health carer.	Eddy, A. (2019). Midwifery as primary health. In S. Pairman, S.K. Tracy, H.G. Dahlen, & L. Dixon (Eds.), Midwifery preparation for practice. Elsevier. Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYb00%2b07kx9l%2fBlvmKH%2bWg%3d%3d	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Advocacy and the graduate midwife.	Miller, S., & Bear R. J. (2019). Midwifery Partnership. In S. Pairman, S.K. Tracy, H.G. Dahlen, & L. Dixon (Eds.), Midwifery preparation for practice. Elsevier. Queensland Health (2022). Partnering with the women who declines recommended maternity care. https://www.health.qld.gov.au/consent/html/pwdrmc Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYb00%2b07kx9l%2fBlvmKH%2bWg%3d%3d	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Self-care, resilience and the graduate midwife.	Gilkinson, A., & Hewitt L. (2019). Supporting midwives, supporting each other. In S. Pairman, S.K. Tracy, H.G. Dahlen, & L. Dixon (Eds.), Midwifery preparation for practice. Elsevier. Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYbO0%2bO7kx9l%2fBlvmKH%2bwg%3d%3d	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Improving practice.	Queensland Health (2018). Framework for Lifelong Learning for Nurses and Midwives. https://www.health.qld.gov.au/_data/assets/pdf_file/0032/725783/framework-lifelong-learning.pdf	Assessment 1: Written Assessment Due: Week 6 Friday (19 Apr 2024) 11:55 pm AEST

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Applying strategies in challenging situations and reducing harm.	Dahlen, H. (2019). Fear and Risk In S. Pairman, S.K. Tracy, H.G. Dahlen, & L. Dixon (Eds.), Midwifery preparation for practice. Elsevier. Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYbO0%2bO7kx9l%2fBlvmKH%2bwg%3d%3d	

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Organisational factors and speaking out.	Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYbO0%2bO7kx9l%2fBlvmKH%2bwg%3d%3d	

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Promoting evidence based practice.	Queensland Health (2018). Framework for Lifelong Learning for Nurses and Midwives. https://www.health.qld.gov.au/_data/assets/pdf_file/0032/725783/framework-lifelong-learning.pdf Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYbO0%2bO7kx9l%2fBlvmKH%2bwg%3d%3d	Assessment 2: Presentation Due: Week 9 Friday (10 May 2024) 11:55 pm AEST

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Facilitating organizational change.	Tracy, L. (2019). Ways of looking at evidence and measurement. In S. Pairman, S.K. Tracy, H.G. Dahlen, & L. Dixon (Eds.), Midwifery preparation for practice. Elsevier. Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYbO0%2bO7kx9l%2fBlvmKH%2bwg%3d%3d	

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Midwives of the future: Part 1	Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYbO0%2bO7kx9l%2fBlvmKH%2bwg%3d%3d	

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Midwives of the future: Part 2	Nursing and Midwifery Board of Australia. (2018). Midwife standards for practice. https://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=WD18%2f25281&dbid=AP&checksum=kYbO0%2bO7kx9l%2fBlvmKH%2bwg%3d%3d	

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment 1: Written Assessment

Assessment Type

Written Assessment

Task Description

MDWF13009

Foundations of Midwifery 4

Assessment 1: Written Assessment

Type: Written Assessment

Due date: 2355 (AEST), Friday 19th April – Week 6

Weighting: 50%

Length: Written assessment – 2500 words +/- 10% (excluding reference list)

Unit Coordinator: Kelly Haynes

Learning Outcomes Assessed

1. Analyse knowledge and skills relating to resilience, self-care, mitigation of personal risk, and peer support to sustain midwifery practice.
2. Evaluate strategies for the beginning midwife practitioner to assist with professional socialisation into the midwifery profession.
3. Articulate the professional values associated with ongoing professional midwifery development.

Aim

The aim of this assessment is to gain insight and understanding into real-world situations, prominent issues, challenges, and enablers that a graduate / early career midwife can encounter, experience, and overcome. This involves professional and personal development to ensure career resilience and sustainability including strategies for self-care and mitigating personal risk. Students will also develop an awareness of the key values of the midwifery profession aligning with professional frameworks associated with a commitment to ongoing midwifery development.

Instructions

This assessment requires you to read the journal article provided:

Allen, K., & Anderson, G. (2019). Promoting evidence-based practice and raising concerns: considerations for the newly-qualified midwife. *British Journal of Midwifery*, 27(7), 453–459. <https://doi.org/10.12968/bjom.2019.27.7.453>

This journal uses a case study to illustrate the experiences of a graduate midwife named, Ruth, and describe her experiences of working on the postnatal ward alongside an experienced midwife, Marnie. Using the case study, relevant scholarly literature and headings below, please follow the steps below to complete the assessment task:

1. Introduction

Provide a brief introduction of the main concepts in your assessment.

2. Core Issues in Professional Practice

- Identify the core issues raised concerning Ruth's experiences of Marnie's professional practice.
- Analyse the impact of Marnie's professional behaviours on the women under her care and the broader healthcare environment.
- Evaluate and discuss how the midwifery standards and professional frameworks align or conflict with Marnie's behaviours referencing the Midwife Standards for Practice (Nursing and Midwifery Board of Australia, 2018). Incorporate wider strategies around maternity care provision including on Woman-Centred Care.

3. Recommendations

- Propose two mitigating strategies that Ruth could undertake to address concerns around Marnie's professional behaviours to provide high-quality and evidence-based care for women to achieve a positive, respectful workplace culture.
- Articulate how Ruth could effectively advocate for the women under Marnie's care.
- Identify potential challenges or barriers that Ruth may face in addressing concerns around Marnie's professional conduct.

4. Transitioning to a graduate midwife

- Outline the personal and professional strategies, skills, and qualities that Ruth will require to address the challenges in the case study and sustain midwifery practice. This may include self-care, resilience, support mechanisms, and positive social dynamics within the profession.

5. Conclusion

- Provide a concise conclusion summarising the main concepts in your assessment.

Literature and references

In this assessment use at least 10 contemporary references (<5 years) sourced from the CQUniversity library in this

assessment 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 five 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. Websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are unsuitable for this assessment task. Lecture notes are not suitable for this assessment task.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word)
- Include page numbers on the top right side of each page in a header.
- Please refrain from writing in the first-person perspective for this assignment.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [CQU APA Referencing Style Guide](#).
- The word count excludes the reference list but includes in-text citations (i.e., paraphrasing, or direct quotations). Note. Paraphrasing is required.

Resources

- You can use unit-provided materials and other credible sources (e.g., journal articles, and books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [Midwifery resource guide](#).
- You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the [CQUniversity Library website](#) should you wish to learn how to use it.
- For academic writing and referencing information, 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.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft of your assignment before the due date to review your Turnitin Similarity Score before uploading your final submission. [Instructions are available here](#).

Marking Criteria

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

Assessment Submission

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

Assessment Due Date

Week 6 Friday (19 Apr 2024) 11:55 pm AEST

Return Date to Students

Week 9 Monday (6 May 2024)

Weighting

50%

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%
Structure -15%				
Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, page numbers, and well-structured. Consistently accurate with spelling, grammar, and paragraph structure. Content is the work of the student. 5.00 - 4.23 (5%)	Well-presented assignment with the inclusion of all correct components, double line spaced, 12-point font, and page numbers. 1 to 2 errors in spelling, grammar, or paragraph structure. Content is the work of the student. 4.22 - 3.73	Well-presented assignment with inclusion of all correct components, double line spaced, 12-point font, and page numbers. 3 to 4 errors in spelling, grammar, or paragraph structure. Content is the work of the student. 3.72 - 3.23	Adequate assignment presentation, double line spaced, 12-point font, page numbers. 5 to 6 consistent errors with spelling, grammar, or paragraph structure. Content is the work of the student. 3.22 - 2.46	Poorly presented assignment. Double spacing is not used, and 12-point font is not used. Many inaccuracies (>6) in spelling, grammar, or paragraph structure. Content is not the work of the student. 2.45-0
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. 5.00 - 4.23 (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. 4.22 - 3.73	Appropriate introduction that introduces the topic and outlines the direction of the paper. 3.72 - 3.23	The introduction is apparent although consists only of a list of the contents of the paper. The topic is not clearly introduced. 3.22 - 2.46	No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. 2.45-0

A clear and succinct conclusion that summarises the topic without unnecessary repetition bringing the discussion to a logical closure. 5.00 - 4.23 (5%)	A clear and appropriate conclusion that outlines the main aspects of the topic and closes the paper. 4.22 - 3.73	An appropriate conclusion that broadly summarises the topic and draws some conclusions. 3.72 - 3.23	The conclusion is apparent although consists only of a list of the contents of the paper. The paper is not clearly or logically concluded. 3.22 - 2.46	No recognisable conclusion—the topic is not summarised and/or there is no logical conclusion to the paper. 2.45-0
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Approach and Argument -75%

Content is clearly relevant and extensively applicable to the topic. The approach comprehensively answers the question, and the argument proceeds logically. 15.00-12.61 (15%)	The content is insightful and relevant to the topic; the approach clearly answers the question, and the argument proceeds logically. 12.60-11.11	Content is appropriate and answers the question and the argument mostly proceeds logically. 11.10-9.61	Content answers the question to a satisfactory level although the argument is at times repetitive or lacks cohesion. 9.60-7.36	The content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. 7.35-0.00
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Provides an astute, comprehensive, and thoughtful discussion of the core issues relating to the case study and professional practices. This includes an in-depth discussion on the implications of these core issues on the women and their families and the broader healthcare environment. 10.00-8.41 (10%)	Provides an insightful and well-developed discussion of the core issues relating to the case study and professional practices. This includes a thoughtful discussion on the implications of these core issues on the women and their families and the broader healthcare environment. 8.40-6.61	Provides an acceptable and logical discussion of the core issues relating to the case study and professional practices. This includes a logical discussion on the implications of these core issues on the women and their families and the broader healthcare environment. 6.60-6.41	Provides a broad discussion of the core issues relating to the case study and professional practices. This includes a satisfactory discussion on the implications of these core issues on the women and their families and the broader healthcare environment. 6.40-4.91	Provides a limited and unsatisfactory discussion of the core issues relating to the case study and professional practices without identifying the main themes. This includes a limited or absent literature discussion on the implications of these core issues on women and their families and the broader healthcare environment. 4.90-0.00
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A comprehensive and in-depth exploration of how the core issues raised on professional conduct within the case study align or conflict with the Midwife Standards for Practice and wider strategies around maternity care provision including Woman-centred Care. 10.00-8.41 (10%)	A well-developed exploration of how the core issues raised on professional conduct within the case study align or conflict with the Midwife Standards for Practice and wider strategies around maternity care provision including Woman-centred Care. 8.40-6.61	A logical comprehensive exploration of how the core issues raised on professional conduct within the case study align or conflict with the Midwife Standards for Practice and wider strategies around maternity care provision including Woman-centred Care. 6.60-6.41	A satisfactory exploration of how the core issues raised on professional conduct within the case study align or conflict with the Midwife Standards for Practice and wider strategies around maternity care provision including on Woman-centred Care. 6.40-4.91	A limited or absent exploration of how the core issues raised on professional conduct within the case study align or conflict with the Midwife Standards for Practice and wider strategies around maternity care provision including Woman-centred Care. 4.90-0.00
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Provides a comprehensive, highly effective, and feasible range of mitigating strategies with profound insight into the core issues. Displays an exceptional understanding of advocacy principles and strategies with a high level of clarity and insight. Offers a comprehensive and sophisticated analysis of challenges and barriers associated with the case study, core issues, and professional behaviours. 25.00-21.10 (25%)	Provides a well-developed, effective, and feasible range of mitigating strategies with good insight into the core issues. Displays a high level of understanding of advocacy principles and strategies with clear rationale. Offers a comprehensive analysis of challenges and barriers associated with the case study, core issues, and professional behaviours. 21.00-18.51	Provides a relevant, effective, and feasible range of mitigating strategies with moderate insight into the core issues. Displays a reasonable understanding of advocacy principles and strategies with rationale. Offers a relevant analysis of challenges and barriers associated with the case study, core issues, and professional behaviours. 18.50-16.10	Provides some strategies but with limited discussion of feasibility or effectiveness. Displays a basic understanding of advocacy principles and strategies. Offers a basic analysis of challenges and barriers associated with the case study, core issues, and professional behaviours. 16.00-12.51	Provides limited or no strategies or discussion of feasibility or effectiveness. Limited understanding of advocacy principles and strategies. Lacks analysis of challenges and barriers associated with the case study, core issues and professional behaviours. 12.50-0.00
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Provides a comprehensive analysis with profound insights into strategies, skills, and qualities that the graduate midwife requires to address the challenges in the case study and sustain midwifery practice. 15-12.61 (15%)	Provides a clear and well-developed understanding of strategies, skills, and qualities that the graduate midwife requires to address the challenges in the case study and sustain midwifery practice. 12.6-11.11	Provides relevant strategies, skills, and qualities that the graduate midwife requires to address the challenges in the case study and sustain midwifery practice. 11.1-9.61	Provides some strategies, skills, and qualities that the graduate midwife requires to address the challenges in the case study and sustain midwifery practice but lacks depth. 9.6-7.36	Limited provision of strategies, skills, and qualities that the graduate midwife requires to address the challenges in the case study and sustain midwifery practice. 7.35-0.00
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Referencing - 10%

Consistently accurate with in-text referencing to support and reflect all ideas, factual information, and quotations. 5.00 - 4.23 (5%) The reference list appears in alphabetical order and fully adheres to assessment guidelines and the APA 7 th referencing style. A minimum of 10 up-to-date references are used including at least 5 up-to-date journal articles as well as relevant books and reputable, high-quality websites. 5.00 - 4.23 (5%)	1 or 2 consistent in-text referencing errors were identified to support and reflect all ideas, factual information, and quotations. 4.22 - 3.73 The reference list appears in alphabetical order and consistently adheres to assessment guidelines and APA 7 th referencing style with 1 or 2 exceptions. A minimum of 8-9 up-to-date references used including at least 4 journal articles as well as relevant books and reputable, high-quality websites. 4.22 - 3.73	3 or 4 consistent in-text referencing errors were identified to support and reflect all ideas, factual information, and quotations. 3.72 - 3.23 The reference list appears in alphabetical order and frequently adheres to reference list assessment guidelines and the APA 7 th referencing style with 3 or 4 exceptions. A minimum of 7-8 references were used including at least 4 journal articles as well as relevant books and reputable, high-quality websites. 3.72 - 3.23	5 or 6 inconsistent in-text referencing errors were identified to support and reflect all ideas, factual information, and quotations. 3.22 - 2.46 The reference list appears in alphabetical order and occasionally adheres to reference list assessment guidelines and the APA 7 th referencing style with 5 or 6 errors. A minimum of 6-7 references were used including 3 journal articles as well as relevant books and reputable, high-quality websites. 3.22 - 2.46	Referencing is not consistent with APA style. Many inaccuracies (>7 errors) with in-text referencing to support and reflect all ideas, factual information, and quotations. 2.45-0.00 The reference list appears in no alphabetical order and does not adhere to reference list assessment guidelines and the APA 7 th referencing style with many inaccuracies (>7 errors). Less than 6 references were used, < 3 journal articles were sourced. Relevant reputable and high-quality websites not used. 2.45-0.00
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/100%

Marker's Comments

Assessment is worth 50% of the overall total.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Analyse knowledge and skills relating to resilience, self-care, mitigation of personal risk, and peer support to sustain midwifery practice
- Evaluate strategies for the beginning midwife practitioner to assist with professional socialisation into the midwifery profession
- Articulate the professional values associated with ongoing professional midwifery development.

Graduate Attributes

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

2 Assessment 2: Presentation

Assessment Type

Presentation

Task Description

MDWF13009

Foundations of Midwifery 4

Assessment 2: Presentation

Type: Individual written assessment & group presentation

Due date: 2355 (AEST), Friday 10th May 2024, - Week 9

Length:

Part One: Individual written assessment - 1500 words +/- 10% (excluding reference list)

Part Two: Group presentation - 10 minutes

Weighting: 50%

Unit Coordinator: Kelly Haynes

Learning Outcomes Assessed

1. Analyse knowledge and skills relating to resilience, self-care, mitigation of personal risk, and peer support to sustain midwifery practice.
2. Evaluate strategies for the beginning midwife practitioner to assist with professional

socialisation into the midwifery profession.

3. Articulate the professional values associated with ongoing professional midwifery development.

Aim

The aim of this assessment is to demonstrate an understanding of transitioning to midwifery practice and the graduate capabilities required. This includes the role and responsibilities of the graduate midwife and strategies to mitigate personal risk to effectively deal with challenges encountered throughout your career. You will also demonstrate your ability to critically analyse relevant literature.

Instructions

There are two parts to this assessment task:

Part One: Individual written assessment

Part Two: Group presentation

Please follow the steps below to complete your assessment task:

Part One - Individual written assignment (30%)

1. Choose and discuss one of the topics below and the relevance to transitioning graduate midwives.
 - *The midwife as an autonomous practitioner*
 - *Building resilience as a midwife*
 - *Managing workplace violence within midwifery settings*
 - *Partnering with women who decline perinatal care*
 - *Managing adverse events effectively*
 - *Advocating for safe care as a midwife*
2. Provide a brief introduction to the topic explaining the rationale, emphasising the importance of transitioning graduate midwives.
3. Discuss the impact of your topic on personal well-being, stress management, and job satisfaction using supporting literature. This discussion should include challenges or barriers associated with your chosen topic encompassing personal, social, and organisational factors.
4. Discuss supporting strategies, knowledge, and skills graduate midwives can employ to mitigate personal risk and sustain their midwifery practice in relation to the chosen topic. Summarise key themes, arguments, or recommendations from one relevant research paper to support this discussion.
5. Analyse the paper chosen considering generalisability, flaws, gaps, and contributions to the overall knowledge of the topic and the midwifery profession.
6. Provide a concise conclusion summarising the main concepts in your assessment.

Part Two - Group presentation (20%)

Students will work in groups to **develop and present a PowerPoint presentation** on topics relevant to transitioning to registered midwifery practice. The target audience is your student peers. Groups of 2-3 will be allocated by the unit coordinator on the same topics used for the individual written assessment and published on the unit Moodle discussion board and assessment page.

Groups will be required to present their PowerPoint presentation at *one of the* scheduled Zoom sessions on either **Friday 10th May 2024** at:

10.00 am - 12.00pm

or

12.30 pm - 2.30pm

Each group will have 10 minutes to explain to their peers their understanding of the chosen topic and associated information. Within the PowerPoint presentation and discussion students are required to:

1. Introduce the topic and explain the rationale for the topic, and why it is important for the transitioning graduate midwife.
2. Discuss how midwifery professional values and standards align with the successful transition of a graduate midwife in relation to the topic.
3. Discuss challenges or barriers associated with your chosen topic encompassing personal, social, and organisational factors. This discussion should include the impact on personal well-being, stress management, and job satisfaction.
4. Discuss supporting strategies, knowledge and skills graduate midwives can employ to mitigate personal risk and sustain their midwifery practice in relation to the chosen topic.

As this is a group learning exercise, all students must be present for the duration of their allocated Zoom session. You are required to make appropriate roster requests to ensure availability. Each student is expected to present during the presentation.

Literature and references

In this assessment use at least 5 contemporary references (<5 years) sourced from the CQUniversity library in this assessment to complete tasks Part One and Part Two. 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. Websites such as Stat Pearls, Life in the

Fastlane, and Wikipedia are unsuitable for this assessment task. Lecture notes are not suitable for this assessment task.

Requirements

Written Assessment

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word)
- Include page numbers on the top right side of each page in a header.
- Please refrain from writing in the first-person perspective for this assignment.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [CQU APA Referencing Style Guide](#).
- The word count excludes the reference list but includes in-text citations (i.e., paraphrasing, or direct quotations). *Note.* Paraphrasing is required.

PowerPoint Presentation

- In your PowerPoint presentation use clear and concise language appropriate to the target audience: your graduating peers.
- There is no word count for the presentation but ensure that you use a legible font size and that slides are visually cohesive.
- Use a logical flow and ensure slides are easy to follow using bullets, numbering, and headings.
- References should be included via in-text citations and a reference list.

Resources

- You can use unit-provided materials and other credible sources (e.g., journal articles, and books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [Midwifery resource guide](#).
- You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the [CQUniversity Library website](#) should you wish to learn how to use it.
- For academic writing and referencing information, 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.
- For information on using PowerPoint please go to the [Academic Learning Centre Computing Basics section](#) – How to use PowerPoint.
- For information on using Zoom to present your assessment please go to [Zoom web](#)

[conferencing](#).

- You may wish to submit a draft to Studiosity.
- Submit at least one draft of your assignment before the due date to review your Turnitin Similarity Score before uploading your final submission. [Instructions are available here](#).

Submission

Submission will be a two-part process:

1. Please submit Part One: Written Assessment and Part Two: Presentation slides formatted as a PDF file by the due date via the Unit Moodle site.
2. You will be presenting live to your lecturer and fellow students using Zoom, a video conferencing program. Your lecturer will help you with using Zoom and arrange a suitable time with you to present. With your permission, your presentation may be filmed for marking purposes. Only your lecturer will have access to this video which will be stored securely.

Marking Criteria

Refer to the marking rubric below for more details on how marks will be assigned.

Assessment Due Date

Week 9 Friday (10 May 2024) 11:55 pm AEST

Please submit written assessment and PowerPoint presentation on due date

Return Date to Students

Week 12 Monday (27 May 2024)

Weighting

50%

Assessment Criteria

Written Assessment - individual (30%)

HD 100-85%	D 75-84%	C 65-74%	P 50-64%	F 49-0%
Structure (10%) Content is very well organised. Consistently accurate with spelling, grammar, and punctuation. Content is the work of the student. (10%) 10.00 - 8.41	Content is well organised. Mostly accurate with spelling, grammar, and punctuation (1-2 errors). Content is the work of the student. 8.40 - 7.41	Content is adequately organised. Some inaccuracies in spelling, grammar, and punctuation (3-4 errors). Content is the work of the student. 7.40 - 6.41	Content is somewhat organised. A few inaccuracies with spelling, grammar, and punctuation (5-6 errors). Content is the work of the student. 6.40 - 4.91	Content is disorganised. Many inaccuracies in spelling, grammar, and punctuation (>6 errors). Content is not the work of the student. 4.90 - 0.0
Approach & Argument (80%) 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%) 10.00 - 8.41	Content is relevant to the topic; the approach clearly answers the question, and the argument proceeds logically and is within the set word limit. 8.40 - 7.41	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit. 7.40 - 6.41	Content answers the question of 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). 6.40 - 4.91	Content is irrelevant and 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 4.90 - 0.00

An articulate and comprehensive exploration of the topic's rationale and importance for transitioning graduate midwives, and potential impacts on personal well-being, stress management, and job satisfaction. (20%) 20.00 - 16.81	Thorough and well-developed explanation of the topic's rationale, emphasizing key points and importance for transitioning graduate midwives and potential impacts on personal well-being, stress management, and job satisfaction. 16.80 - 14.81	Adequate and logical explanation covering essential aspects of the topic's rationale and importance for transitioning graduate midwives and potential impacts on personal well-being, stress management, and job satisfaction. 14.80 - 12.81	A disjointed and limited explanation of the topic's rationale and importance for transitioning graduate midwives and potential impacts on personal well-being, stress management, and job satisfaction lacking depth or clarity. 12.80 - 9.81	An inadequate or missing explanation of the topic's rationale and importance for transitioning graduate midwives and potential impacts on personal well-being, stress management, and job satisfaction. 9.80 - 0.00
A highly developed and insightful evaluation of challenges and barriers associated with the chosen topic, considering personal, social, and organisational factors. (25%) 25.00 - 21.01	A well-developed evaluation of challenges and barriers associated with the chosen topic, covering a broad range of factors and considering personal, social, and organisational factors. 21.00 - 18.51	An adequate evaluation of challenges and barriers associated with the chosen topic, considering broadly personal, social, and organisational factors with some gaps or omissions. 18.50 - 16.01	A limited evaluation of challenges and barriers associated with the chosen topic and personal, social, and organisational factors lacking depth or overlooking key factors. 16.00 - 12.26	An inadequate or missing evaluation of challenges and barriers associated with the chosen topic and personal, social, and organisational factors. 12.25 - 0.00
Comprehensive and insightful analysis of supporting strategies, knowledge, and skills for graduate midwives, integrating insights from a research paper. Thorough consideration of generalisability, flaws, gaps, and contributions to the midwifery profession. (25%) 25.00 - 21.01	A clear & well-developed analysis of supporting strategies, knowledge, and skills, with consideration of research papers integrating insights from a research paper. Thoughtful consideration of generalisability, flaws, gaps, and contributions to the midwifery profession. 21.00 - 18.51	An adequate and logical analysis of supporting strategies, knowledge, and skills, integrating some insights from a research paper. Consideration of generalisability, flaws, gaps, and contributions to the midwifery profession with some gaps or omissions. 18.50 - 16.01	A limited analysis of supporting strategies, knowledge, and skills attempting some discussion of a research paper but lacking depth or overlooking key aspects. 16.00 - 12.26	Inadequate or missing analysis of supporting strategies, knowledge, and skills or discussion of a research paper highlighting a poor understanding of the topic. 12.25 - 0.00

Referencing (10%)
Consistently integrates up-to-date references to support and reflect all ideas, information, and quotations.
(5%)
5.00 - 4.21

Generally, integrates up-to-date references to support and reflect ideas, information, and quotations, with 1 or 2 exceptions.
4.20 - 3.71

Frequently integrates up-to-date references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions.
3.70 - 3.21

Occasionally integrates up-to-date references to support and reflect ideas, information, and quotations, with 5 or 6 exceptions.
3.20 - 2.46

Fails to or infrequent attempts (>6 errors) to integrate up-to-date references to support and reflect ideas, information, and quotations.
2.45 - 0.00
Many inaccuracies with referencing (>5). Less than 1 reference was used. Journal articles not sourced. Relevant websites are not included.
2.45 - 0.00

Consistently accurate with referencing. A minimum of 5 references were used including journal articles and high-quality websites.
(5%)
5.00 - 4.21

1 or 2 consistent referencing errors were identified. A minimum of 4 references were used including journal articles and high-quality websites.
4.20 - 3.71

3 or 4 consistent referencing errors were identified. A minimum of 3 references were used including journal articles and high-quality websites.
3.70 - 3.21

4 or 5 inconsistent referencing errors were identified. A minimum of 2 references were used including journal articles and relevant websites.
3.20 - 2.46

Comments:
/ 100

Percentage for written assessment: / 30%

POWERPOINT PRESENTATION - 20%

HD 100-85%

D 75-84%

C 65-74%

P 50-64%

F 49-0%

Communication (10%)

Verbal and non-verbal communication:
Uses an extensive and rich vocabulary appropriate to the topic.
Speaks clearly with a natural speaking pace.
Strongly and positively engaged in the topic during discussion.
Consistently holds the attention of the panel/questioner with the use of direct eye contact.
10.00-8.41
(10%)

Verbal and non-verbal communication:
Uses a wide and appropriate vocabulary appropriate to the topic.
Speaks clearly with minimal pauses or hesitation.
Demonstrates good and mostly positive engagement with the topic during the discussion.
Mostly consistent use of direct eye contact with the panel/questioner.
8.40-6.61

Verbal and non-verbal communication:
Uses acceptable vocabulary that is appropriate to the topic.
Speech is mostly clear but has noticeable pauses and/or speaks too fast occasionally.
Demonstrates acceptable engagement with the topic during the discussion.
Adequate eye contact was made with the panel/questioner.
6.60-6.41

Verbal and non-verbal communication:
Uses adequate vocabulary appropriate to topic.
Speech is low and/or unclear at times. Multiple pauses and/or speaks too fast on numerous occasions.
Demonstrates adequate engagement with topic during the discussion.
6.40-4.91

Verbal and non-verbal communication:
Uses limited or inadequate vocabulary which is not appropriate to the topic.
The student mumbles was incoherent and spoke too quietly for the panel to hear.
Shows no engagement and/or negativity towards the topic during discussion.
4.90-0.00

Structure (10%)

<p>The content is very well organised, highly engaging, and aesthetically appealing. Language is highly professional and appropriate for the target audience (healthcare professionals/peers). Consistently accurate with spelling, grammar, and punctuation. 10.00-8.41 (10%)</p> <p>Approach and Argument (70%)</p>	<p>The content is well organised, engaging, and aesthetically appealing. Language is professional and appropriate for the target audience (healthcare professionals/peers). Mostly accurate with spelling, grammar, and punctuation (1-2 errors). 8.40-6.61</p>	<p>The content is adequately organised, engaging, and aesthetically appealing. Language is generally professional and appropriate for the target audience (healthcare professionals/peers). Some inaccuracies in spelling, grammar, and punctuation (3-4 errors). 6.60-6.41</p>	<p>The content is somewhat organised, engaging, and aesthetically appropriate. Language is at times lacking professionalism and inappropriate for the target audience (health care professionals/peers). A few inaccuracies with spelling, grammar, and punctuation (4-5 errors). 6.40-4.91</p>	<p>Organisation of content is limited, unengaging, and not aesthetically appealing. Language is generally lacking professionalism and inappropriate for the target audience (health care professionals/peers). Many inaccuracies in spelling, grammar, and punctuation (>6 errors). 4.90-0.00</p>
<p>Content is clearly relevant to the topic; the approach demonstrates a high understanding with an argument that proceeds logically. The chosen topic is clearly identifiable. (10%) 10.00-8.41</p>	<p>Content is relevant to the topic; the approach demonstrates an insightful understanding of the argument and proceeds logically. The chosen topic is clearly identifiable. 8.40-6.61</p>	<p>Content is appropriate, addresses the topic, and for the most part, proceeds logically. The chosen topic is identifiable. 6.60-6.41</p>	<p>Content addresses the topic but is at times repetitive or lacks cohesion. The chosen topic is somewhat clear. 6.40-4.91</p>	<p>Content frequently lacks relevance and does not address the topic. The script lacks cohesion. The chosen topic is not clear. 4.90-0.00</p>
<p>Exceptional explanation of the topic's importance and rationale for transitioning graduate midwives, illustrating a high level of understanding. (10%) 10.00-8.41</p>	<p>Thorough explanation of the rationale, highlighting key points relevant to the topic's importance for transitioning graduate midwives. 8.40-6.61</p>	<p>Adequate explanation, covering essential aspects of the topic's importance for transitioning graduate midwives. 6.60-6.41</p>	<p>A limited explanation, lacking depth or clarity of the topic's importance for transitioning graduate midwives. 6.40-4.91</p>	<p>An inadequate or absent explanation of the topic's importance for transitioning graduate midwives. 4.90-0.00</p>
<p>Comprehensive analysis illustrating a sophisticated understanding of how midwifery values and standards align with the topic. (10%) 10.00-8.41</p>	<p>Well-developed analysis, highlighting a strong connection between the topic and midwifery professional standards and values. 8.40-6.61</p>	<p>Adequate and broad analysis of the connection between the topic and midwifery professional standards and values. 6.60-6.41</p>	<p>Limited analysis of the connection between the topic and midwifery professional standards and values lacking depth or clarity. 6.40-4.91</p>	<p>Inadequate or absent analysis of the connection between the topic and midwifery professional standards and values. 4.90-0.00</p>
<p>Comprehensive and insightful evaluation of challenges and barriers associated with the chosen topic, considering personal, social, and organisational factors. (20%) 20.00 - 16.81</p>	<p>Well-developed and thorough evaluation of challenges and barriers associated with the chosen topic, considering a broad range of personal, social, and organisational factors. 16.80 - 14.81</p>	<p>Adequate and logical evaluation of challenges and barriers associated with the chosen topic, considering personal, social, and organisational factors but with some gaps or omissions. 14.80 - 12.81</p>	<p>Limited evaluation of the challenges and barriers associated with the chosen topic and range of personal, social, and organisational factors that lack depth or overlooks key factors. 12.80 - 9.81</p>	<p>Inadequate or absent evaluation of the challenges and barriers associated with the chosen topic and personal, social, and organisational factors. 9.80 - 0.00</p>
<p>Comprehensive analysis of supporting strategies, knowledge, and skills for graduate midwives, with clear relevance to the chosen topic. (20%) 20.00 - 16.81</p> <p>Referencing (10%)</p>	<p>Well-developed analysis, of supporting strategies, knowledge, and skills for graduate midwives, with a clear connection to the chosen topic. 16.80 - 14.81</p>	<p>Adequate analysis of supporting strategies, knowledge, and skills for graduate midwives, with some gaps or omissions. 14.80 - 12.81</p>	<p>Limited analysis of supporting strategies, knowledge, and skills for graduate midwives, lacking depth or overlooking key aspects. 12.80 - 9.81</p>	<p>Inadequate or missing analysis of supporting strategies, knowledge, and skills for graduate midwives illustrating a poor understanding of the topic. 9.80 - 0.00</p>
<p>Consistently integrates up-to-date references to support and reflect all ideas, information, and quotations. 5.00 - 4.23 (5%)</p>	<p>Generally, integrates up-to-date references to support and reflect ideas, information, and quotations, with 1 or 2 exceptions. 4.22 - 3.73</p>	<p>Frequently integrates up-to-date references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions. 3.72 - 3.23</p>	<p>Occasionally integrates up-to-date references to support and reflect ideas, information, and quotations, with 5 or 6 exceptions. 3.22 - 2.46</p>	<p>Fails to or infrequent attempts (>6 errors) to integrate up-to-date references to support and reflect ideas, information, and quotations. 2.45-0.00</p>
<p>Consistently accurate with APA referencing. A minimum of 5 references were used including journal articles and relevant websites. 5.00 - 4.23 (5%)</p>	<p>1 or 2 consistent APA referencing errors were identified. A minimum of 4 references were used including journal articles and relevant websites. 4.22 - 3.73</p>	<p>3 or 4 consistent APA referencing errors were identified. A minimum of 3 references were used including journal articles and relevant websites. 3.72 - 3.23</p>	<p>3 or 4 inconsistent APA referencing errors were identified. A minimum of 2 references were used including journal articles and relevant websites. 3.22 - 2.46</p>	<p>Many inaccuracies with APA referencing (>5). Less than 1 reference used. Journal articles not sourced. Relevant websites not included. 2.45-0.00</p>

Comments:

Percentage for presentation: / 20%

Assessment is worth 50% of overall total.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Analyse knowledge and skills relating to resilience, self-care, mitigation of personal risk, and peer support to sustain midwifery practice
- Evaluate strategies for the beginning midwife practitioner to assist with professional socialisation into the midwifery profession
- Articulate the professional values associated with ongoing professional midwifery development.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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