



NURS13132 *Maternal and Neonatal Nursing*

Term 1 - 2019

Profile information current as at 01/05/2024 02:28 pm

All details in this unit profile for NURS13132 have been officially approved by CQU University 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

The unit introduces you to normal processes of human reproduction, pregnancy, birth and post natal. You will examine factors that influence maternal and newborn health and identify key health promotion and health education strategies designed to improve health outcomes. You will also explore legal and ethical issues related to maternal and neonatal nursing.

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 Students must have completed 96 credit points and NURS12158 Clinical Nursing Practice 3 or NURS13126 Critical Care Nursing

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

Offerings For Term 1 - 2019

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

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 Unit Evaluation qualitative feedback

Feedback

'Thank you for teaching me about "wellness" nursing. It was such a refreshing subject compared to focusing on problems. I look forward to taking what I have learned from this subject when I pursue my Midwifery Career' 'Adele is a wonderful lecturer whose knowledge and passion really shines through. I feel like I have learnt so much from listening to her talks, and really like her no nonsense approach in presenting everything. I also found the assessments useful and they actually make sense; we're learning about everyday topics and I feel it has been things that will eventually influence my own practice.' 'Adele was a wonderful teacher who was very approachable, assisted with any concerns I had and was very supportive. The lectures were presented well and supported my learning.'

Recommendation

Enhance the 'wellness' perspective of content of the unit to reflect more of a midwifery focus that will give the 'taste' of midwifery for those students considering future midwifery study.

Feedback from Unit Evaluation qualitative feedback

Feedback

'It would be nice to have just one zoom session option a week, to interact with Adele and other students. I feel she has so much experience it would be great to have that chance to engage in a more open discussion (rather than just posting forum questions) as often those sessions can really open up further learning.' 'More interaction'

Recommendation

Add several Zoom sessions into the 2019 unit offering, including one with specific assessment instructions.

Feedback from Unit Evaluation qualitative feedback

Feedback

Assessment tasks - instructions 'too broad' or 'vague'

Recommendation

New assessment items will be developed for 2019 unit offering with more detailed task descriptions and rubrics.

Unit Learning Outcomes

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

1. Explore the nursing role in supporting women and their families through pregnancy, birth and postnatal care.
2. Consider key health promotion and health education strategies for women and their families through pregnancy, birth and the post natal period.
3. Evaluate the principles of cultural competence and communication to enable effective collaboration with women and their families to facilitate positive outcomes.
4. Discuss the legal and ethical issues related to maternal and neonatal nursing.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•	•	•	•
2 - Written Assessment - 50%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Written Assessment - 50%	•	•	•	•	•		•	•		
2 - Written Assessment - 50%	•	•	•	•	•		•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Adele Baldwin Unit Coordinator
a.baldwin@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Australian maternal and neonatal health service		ZOOM - Monday 11th march at 1 pm (1300hours) TOPIC: Introduction to the unit; discuss the content to be covered; explain and discuss the assessment requirements of the unit; allocated time for questions and answers

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
The social and cultural context of mothering		

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Anatomy and physiology of reproduction and pregnancy		

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Anatomy and physiology of birth

ZOOM: Monday 1st April at 2pm (1400 hours)

TOPIC: Discussion of the content to this point; Assessment 1 questions and answers

Assessment 1 DUE Friday 5th April

ESSAY: Maternity services in your area Due: Week 4 Friday (5 Apr 2019) 4:00 pm AEST

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
The role of the 'nurse' (midwife) in the provision of early postnatal care of the mother and baby		

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Infant nutrition and the benefits of breastfeeding		

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
The factors that influence maternal and neonatal health (Part A)		ZOOM - Wednesday 1st May at 11am (1100 hours) TOPICS: general discussion about unit content; Preparing for Assessment 2; questions and answers

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
The factors that influence maternal and neonatal health (Part B)		

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
The role of the nurse (midwife) in optimising maternal and neonatal health and wellbeing (Part A)		Assessment 2 DUE Wednesday 15 May Essay: BFHI in the community Due: Week 9 Wednesday (15 May 2019) 4:00 pm AEST

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
The role of the nurse (midwife) in optimising maternal and neonatal health and wellbeing (Part B)		

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Application of health promotion and health education principles in maternal and neonatal care		

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 ESSAY: Maternity services in your area

Assessment Type

Written Assessment

Task Description

Task Description

2,500 word (+ or - 10%) essay focussing on the topic of provision of maternity services. Please read through the following essential points for your essay:

PART ONE (you may choose to include a map as part of your answer to PART ONE)

I. You will be required to do some research into maternity services in your local area. What pregnancy and birthing options are available for women where you live?

II. What level of care is available in the area? (week one study guide)

III. Where is the nearest tertiary centre for maternity care? How far away from where you live is that?

PART TWO

As you know, pregnancy, birthing and the postnatal period have a strong social focus. If a woman has to go to another town for birthing, there may be significant social impacts. Provide a brief discussion about each of the points below (with support from the literature) and what impact birthing away from home may have on:

- a. the woman and her baby
- b. her partner and other children who remain at home
- c. the community (including employment)

Assessment Due Date

Week 4 Friday (5 Apr 2019) 4:00 pm AEST

Return Date to Students

Week 7 Monday (29 Apr 2019)

Weighting

50%

Assessment Criteria

F <50%	P 50-64%	C 65-74%	D 75-84%	HD 85-100%	Marks
<p>Structure -20 marks available</p> <p><5 Poorly presented assignment. Double spacing not used, 12 point font not used. Many inaccuracies in spelling, grammar or paragraph structure.</p>	<p>5-6 Satisfactory presentation of assignment. Double line spaced with 12 point font. 4 to 7 consistent errors with spelling, grammar or paragraph structure.</p>	<p>6.5-7 Good presentation of assignment with inclusion of all correct components. Well-presented assignment, double line spaced, 12 point font, 3 or 4 consistent errors with spelling, grammar or paragraph structure.</p>	<p>7.5-8 Very good presentation of assignment with inclusion of all correct components. Well-presented assignment, double line spaced, 12 point font, 1 or 2 errors in spelling, grammar or paragraph structure.</p>	<p>8.5-10 Excellent presentation of assignment with inclusion of all correct components. Double line spaced, 12 point font. Consistently accurate with spelling, grammar and paragraph structure.</p>	/10
<p><5 No apparent introduction or conclusion to the essay</p>	<p>5-6 Introduction and conclusion are present in the essay. The introduction outlines the topic but provides limited guidance about what the paper includes. The conclusion does not bring an end to the essay and/or introduces new information.</p>	<p>6.5-7 Introduction and conclusion provide the bookends for the essay but there are gaps or errors in the presentation.</p>	<p>7.5-8 Introduction and conclusion provide the bookends for the essay. Good presentation and summaries of content included that could be more specific in parts.</p>	<p>8.5-10 Introduction and conclusion provide the bookends for the essay. No errors apparent and both the introduction and conclusion are well constructed and relevant to the content.</p>	/10

**Approach and Argument -
70 marks available**

<p><10 Specific local area not identified or explained for the reader. Minimal understanding of the maternity services available in the area.</p>	<p>10-12.5 Local area identified with limited explanation and context provided for the reader. Basic understanding of the maternity services in the area. Discussion is accurate but does not expand on presentation of facts.</p>	<p>13-14.5 Local area identified with good explanation and context provided for the reader. Good understanding and explanation of the maternity services in the area demonstrated. Discussion is accurate with some depth but there are gaps apparent.</p>	<p>15-16.5 Clear and understandable explanation and context provided for the reader demonstrating depth of engagement with, and research about, the local area. Good understanding and explanation of the maternity services in the area demonstrated. Discussion is accurate demonstrating critical thinking and critique of the facts.</p>	<p>17-20 High quality, clear and understandable explanation and context provided for the reader demonstrating depth of engagement with, and research about, the local area. Very good understanding and explanation of the maternity services in the area demonstrated, with associated critical thinking and critique of facts apparent further demonstrating knowledge of the area and the available services. /20</p>
<p><5 Minimal or no discussion about the effect on the woman and her baby of birthing away from home.</p>	<p>5-6 Limited discussion about the effects on the woman and her baby of birthing away from home.</p>	<p>6.5-7 Accurate discussion about the effects on the woman and her baby of birthing away from home.</p>	<p>7.5-8 Good, detailed discussion about the effects on the woman and her baby of birthing away from home.</p>	<p>8.5-10 High quality, detailed discussion about the effects on the woman and her baby of birthing away from home. /10</p>
<p>>5 Minimal or no discussion about the effect on the woman's partner, family and friends of birthing away from home.</p>	<p>5-6 Limited discussion about the effects on the woman's partner, family and friends of birthing away from home.</p>	<p>6.5-7 Accurate and discussion about the effects on the woman's partner, family and friends of birthing away from home.</p>	<p>7.5-8 Good, detailed discussion about the effects on the woman's partner, family and friends of birthing away from home.</p>	<p>8.5-10 High quality, detailed discussion about the effects on the woman's partner, family and friends of birthing away from home. /10</p>
<p>>5 Minimal or no discussion about the effect on the broader community of birthing away from home.</p>	<p>5-6 Limited discussion about the effects on the broader community of birthing away from home.</p>	<p>6.5-7 Accurate and discussion about the effects on the broader community of birthing away from home.</p>	<p>7.5-8 Good, detailed discussion about the effects on the broader community of birthing away from home.</p>	<p>5-10 High quality, detailed discussion about the effects on the broader community of birthing away from home. /10</p>
<p>>10 The social/family aspects of pregnancy and childbirth are not presented clearly for the reader. Little/no apparent links to the academic literature</p>	<p>10-12.5 The social/family aspects of pregnancy and childbirth are presented with basic discussion demonstrating basic understanding. Limited support from the academic literature apparent.</p>	<p>13-14.5 The social/family aspects of pregnancy and childbirth are presented with good solid discussion demonstrating sound understanding. Support from the academic literature apparent, with most references from quality sources within 5 years of publication.</p>	<p>15-16.5 The social/family aspects of pregnancy and childbirth are presented with good solid discussion demonstrating sound understanding. Support from the academic literature apparent, with all but 1 or 2 references from quality sources within 5 years of publication.</p>	<p>17-20 The social/family aspects of pregnancy and childbirth are presented with good solid discussion demonstrating sound understanding. Support from the academic literature apparent, with all references from quality sources within 5 years of publication. /20</p>
<p>Referencing - 10 marks available</p>				
<p><5 Citations do not adhere to APA guidelines (<4 minor errors AND multiple major errors)</p>	<p>5-6 Citations somewhat adhere to APA guidelines (4 minor errors AND 1 major error)</p>	<p>6.5-7 Citations generally adhere to APA guidelines (3 minor errors or 1 major error)</p>	<p>7.5-8 Citations mostly adhere to APA guidelines (2 - 3 minor errors)</p>	<p>8.5-10 All citations adhere to APA guidelines. Two or less minor errors /10</p>
				<p>Total Marks /100</p>

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission
Online**

Learning Outcomes Assessed

- Explore the nursing role in supporting women and their families through pregnancy, birth and postnatal care.
- Consider key health promotion and health education strategies for women and their families through pregnancy, birth and the post natal period.
- Evaluate the principles of cultural competence and communication to enable effective collaboration with women and their families to facilitate positive outcomes.
- Discuss the legal and ethical issues related to maternal and neonatal nursing.

Graduate Attributes

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

2 Essay: BFHI in the community

Assessment Type

Written Assessment

Task Description

Task Description

2,500 word (+ or - 10%) essay on the topic of supporting and promoting breastfeeding in your community, in the context of the Baby Friendly Health Initiative. This essay will give you the opportunity to demonstrate your understanding of the initiative and how it relates to community wellbeing. The following dot points show the essential content of your essay and provide a suggested word allocation for each section to guide your essay construction.

- Briefly explain the 'Baby Friendly Health Initiative' paying close attention to the aims of the initiative, and its recommendations. (600 words)
- Investigate, for the area in which you live, the breastfeeding support services/groups available.
- Choose two (2) of the services and discuss them in the context of the Baby Friendly Health Initiative. These services can be linked to the local health service (public or private) or local non-government organisations and community groups. (500 words)
- Your discussion should clearly make the link between each of the services and the 10 steps of the Baby Friendly Health Initiative, explaining how the service meets the aims of the initiative to support breastfeeding women. (600 words)
- Include a discussion about access to services and awareness. In most cases, there are some limitations with access to and awareness of services. Using your local knowledge, as well as your understanding of support for breastfeeding women, propose two (2) strategies that could be implemented in your area to promote the services to support breastfeeding women. (400 words)

if you break your essay into the suggested word counts above, you will therefore have 400 words for your introduction and conclusion

Assessment Due Date

Week 9 Wednesday (15 May 2019) 4:00 pm AEST

Return Date to Students

Week 12 Monday (3 June 2019)

Weighting

50%

Assessment Criteria

F <50%	P 50-64%	C 65-74%	D 75-84%	HD 85-100%	Marks
Structure -20 marks available					

<p><5 Poorly presented assignment. Double spacing not used, 12 point font not used. Many inaccuracies in spelling, grammar or paragraph structure.</p>	<p>5-6 Satisfactory presentation of assignment. Double line spaced with 12 point font. 4 to 7 consistent errors with spelling, grammar or paragraph structure.</p>	<p>6.5-7 Good presentation of assignment with inclusion of all correct components including clear introduction and conclusion. Well-presented assignment, double line spaced, 12 point font, 3 or 4 consistent errors with spelling, grammar or paragraph structure.</p>	<p>7.5-8 Very good presentation of assignment with inclusion of all correct components including clear and logical introduction and conclusion Well-presented assignment, double line spaced, 12 point font, 1 or 2 errors in spelling, grammar or paragraph structure.</p>	
				<p>8.5-10 Excellent presentation of assignment with inclusion of all correct components including clear and logical introduction and conclusion. Double line spaced, 12 point font. Consistently accurate with spelling, grammar and paragraph structure. /10</p>

<p><5 No apparent introduction or conclusion to the essay</p>	<p>5-6 Introduction and conclusion are present in the essay. The introduction outlines the topic but provides limited guidance about what the paper includes. The conclusion does not bring an end to the essay and/or introduces new information.</p>	<p>6.5-7 Introduction and conclusion provide the bookends for the essay but there are gaps or errors in the presentation.</p>	<p>7.5-8 Introduction and conclusion provide the bookends for the essay. Good presentation and summaries of content included that could be more specific in parts.</p>	
				<p>8.5-10 Introduction and conclusion provide the bookends for the essay. No errors apparent and both the introduction and conclusion are well constructed and relevant to the content. /10</p>

Approach and Argument - 70 marks available

<p><10 No/vague definition of BFHI included. Definition stated but no expansion on what it is, no aims or recommendations.</p>	<p>10-12.5 Accurate but basic discussion about BFHI that demonstrates a basic understanding of the overarching guidelines. Discussion is accurate but does not expand on presentation of facts.</p>	<p>13-14.5 Solid discussion about BFHI that demonstrates solid understanding including the process of taking a complex overarching principle and, through research and analysis, applying it in practice. Some gaps in the discussion and some areas that are vague or broad, requiring more detailed description or discussion.</p>	<p>15-16.5 Good discussion about BFHI that demonstrates a solid understanding including the process of taking a complex overarching principle and, through research and analysis, applying it in practice. There are some gaps in the discussion that could be expanded upon.</p>	
				<p>17-20 Comprehensive discussion about BFHI that demonstrates deep understanding including the process of taking a complex overarching principle and, through research and analysis, applying it in practice. /20</p>

<p>>5 Evidence of research into local area not apparent or is not presented clearly for the reader.</p>	<p>5-6 Evidence of research is apparent with limited explanation to provide context for the reader. The demographics of the area and the availability of, including access to, services are not articulated clearly.</p>	<p>6.5-7 Evidence of research is apparent with basic explanation to provide context for the reader. There are some gaps in the information about the area, such as distance to major centre/demographic.</p>	<p>7.5-8 Good research into the services and profile of the area presented in a way that allows the reader to understand the context. Specific information that may affect maternity care, such as demography, are explained well.</p>	
				<p>8.5-10 High quality and relevant information about the area is presented clearly to the reader demonstrating extensive research. /10</p>

<p>>10 One/none of the local services are identified with limited evidence of linkage to the implementation of BFHI. The Ten Steps are not clearly presented or integrated into the discussion.</p>	<p>10-12.5 Two services are identified and described accurately but lacking detail about the service and how it links to the implementation of BFHI. Basic links are made to how the Ten Steps are being addressed in practice.</p>	<p>13-14.5 Solid research into the services in the area is apparent. Two services are identified and described in context with some gaps in the information given. Links to the implementation of BFHI are presented in the discussion which is accurate but with some gaps. The Ten Steps are clearly explained and the links to the services are apparent.</p>	<p>15-16.5 Good quality research into the services in the area is apparent. Two services are identified and described in context covering all key points with some gaps in the discussion. Good level of understanding demonstrated throughout the discussion. The Ten Steps are clearly explained and the links to the services are apparent.</p>	
				<p>17-20 High quality research into the services in the area is apparent. Two services are identified and described in context covering all key points with no gaps in the discussion. High level of understanding demonstrated throughout the discussion. The Ten Steps are clearly explained and the links to the services are apparent. /20</p>

<p>>10 No/limited understanding of how awareness and access to services impact on outcomes for community. Less than 2 strategies proposed.</p>	<p>10-12.5 Basic understanding of how awareness and access to services impact on outcomes for community. 2 strategies proposed but are broad and not necessarily specific to the target area.</p>	<p>13-14.5 Solid understanding of how awareness and access to services impact on outcomes for community demonstrated. 2 strategies proposed covering all key areas with some gaps in the discussion. Broad or vague links to the BFHI framework.</p>	<p>15-16.5 Very good understanding of how awareness and access to services impact on outcomes for community demonstrated. 2 strategies proposed are clear and demonstrate understanding of the local area Proposed strategies are linked to the BFHI principles and framework.</p>	<p>17-20 High level understanding of how awareness and access to services impact on outcomes for community demonstrated. 2 strategies proposed are clear and demonstrate understanding of the local area Proposed strategies are linked to the BFHI principles and framework. Extensive research is demonstrated.</p> <p style="text-align: right;">/20</p>
<p>Referencing - 10 marks available</p>				
<p><5 Citations do not adhere to APA guidelines (<4 minor errors AND multiple major errors)</p>	<p>5-6 Citations somewhat adhere to APA guidelines (4 minor errors AND 1 major error)</p>	<p>6.5-7 Citations generally adhere to APA guidelines (3 minor errors or 1 major error)</p>	<p>7.5-8 Citations mostly adhere to APA guidelines (2 - 3 minor errors)</p>	<p>8.5-10 All citations adhere to APA guidelines. Two or less minor errors</p> <p style="text-align: right;">/10</p>
<p>Total Marks</p>				<p>/100</p>

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Explore the nursing role in supporting women and their families through pregnancy, birth and postnatal care.
- Consider key health promotion and health education strategies for women and their families through pregnancy, birth and the post natal period.
- Evaluate the principles of cultural competence and communication to enable effective collaboration with women and their families to facilitate positive outcomes.
- Discuss the legal and ethical issues related to maternal and neonatal nursing.

Graduate Attributes

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem