



NURS13132 *Maternal and Neonatal Nursing*

Term 1 - 2020

Profile information current as at 15/05/2024 11:29 am

All details in this unit profile for NURS13132 have been officially approved by CQUUniversity 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 - 2020

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 Student feedback survey

Feedback

"I have thoroughly enjoyed this unit, and the method of delivery and interaction used by the unit coordinator. I found her passion to be extremely motivating and encouraging, which has further solidified my goals and drive to continue my studies in the field of midwifery. I truly hope that this unit is available to students in the future, because the level of knowledge that myself and my fellow students have gained as been invaluable. Not only as a nursing student, but as a mother myself. What a fantastic unit! Thank you for making this available this term!"

Recommendation

Update resources and content as necessary to reflect current practice, but maintain the approach taken to learning and teaching.

Feedback from Student feedback survey

Feedback

Some links to websites did not work but this seems to be a problem with every unit I have done.

Recommendation

All links were working at the beginning of the term. Thus, for future offerings, the unit coordinator will perform additional checks on the links throughout the term.

Feedback from Student feedback survey

Feedback

"The requirements for each assessment were somewhat not clear." AND "Sometimes assignments were a bit unclear however there was extensive support given by Adele which was much appreciated"

Recommendation

All assessment pieces are reviewed and updated, and subject to peer review as per the SNMSS processes, prior to subsequent offerings of the unit. In this unit, specific attention will be given to ensuring clarity of instructions.

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

Lucy Rogers Unit Coordinator

l.rogers@cqu.edu.au

Justine Connor Unit Coordinator

j.connor@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<u>Introduction to Australian maternal and neonatal health service.</u> A starting point to gain an understanding of the context of health needs and the provision of services for women and newborns.	Week 1 of Study Guide and Moodle page.	ZOOM time and date as per Moodle page TOPIC: Introduction to the unit; discuss the content to be covered; explain and discuss the assessment requirements of the unit; and allocated time for questions and answers.

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<u>The social and cultural context of mothering.</u> Gaining an understanding of these contexts, enables the provision of health care to be responsive, culturally sensitive and decrease resource wastage.	Week 2 of Study Guide and Moodle page.	ZOOM time and date as per Moodle page TOPIC: Discuss the week 2 content; allocated time for questions and answers.

Week 3 - 23 Mar 2020

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

Whilst this may be a revision, it is vital to understand to enable appropriate, evidence-based responses to health needs and most importantly to work with women effectively.

Week 3 of Study Guide and Moodle page.

ZOOM time and date as per Moodle page

TOPIC: Discuss the week 3 content; allocated time for questions and answers.

Week 4 - 30 Mar 2020

Module/Topic

Chapter

Events and Submissions/Topic

Anatomy and physiology of birth

Understanding the process of labour and birth will assist in providing supportive measures for women to retain control of the process. This, ultimately, results in increased maternal and neonatal health outcomes.

Week 4 of Study Guide and Moodle page.

ZOOM time and date as per Moodle page

TOPIC: Discuss the week 4 content; allocated time for questions and answers.

ZOOM Assessment Surgery Hour
time and date as per Moodle page.
Any questions relating to assessment 1 which is due in week 5.

Week 5 - 06 Apr 2020

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.

During pregnancy and birth, women undergo extensive changes mentally and physically. The postnatal period is the time when her body reverts, for the most part, back to the non-pregnant state and has adapted to the needs of the baby. Understanding these changes and needs assists nurses/midwives to provide woman-centred evidence-based health care.

Week 5 of Study Guide and Moodle page.

ZOOM time and date as per Moodle page

TOPIC: Discuss the week 5 content; allocated time for questions and answers.

ASSESSMENT 1

Due Date: Wednesday 8th April

Time: 23:55hrs

Assessment 1 - Case Study - Talia

Due: Week 5 Wednesday (8 Apr 2020) 11:55 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

The chance to take some time for yourself and celebrate being halfway through the Term.

Week 6 - 20 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

Infant nutrition and the benefits of breastfeeding.

Understanding the nutritional needs of both mother and baby are essential components of nursing and midwifery care

Week 6 of Study Guide and Moodle page.

ZOOM time and date as per Moodle page

TOPIC: Discuss the week 6 content; allocated time for questions and answers.

Week 7 - 27 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

The factors that influence maternal and neonatal health (Part 1)

Gaining an understanding of factors that influence maternal and neonatal health is critical when it comes to working in partnership with women. This module takes a public health approach looking at deficits in health outcomes.

Week 7 of Study Guide and Moodle page.

ZOOM time and date as per Moodle page

TOPIC: Discuss the week 7 content; allocated time for questions and answers.

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<u>The factors that influence maternal and neonatal health (Part 2)</u> Lifestyle factors play a major part in the wellbeing of physical and mental health for both mother and baby. Understanding this assists nurses and midwives to adopt a public health approach in the provision of woman-centred health care.	Week 8 of Study Guide and Moodle page.	ZOOM time and date as per Moodle page TOPIC: Discuss the week 8 content; allocated time for questions and answers.

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<u>The role of the nurse (midwife) in optimising maternal and neonatal health and wellbeing (Part 1)</u> How does a midwife optimise maternal and neonatal outcomes? Understanding how this is achieved in a variety of settings assists the healthcare team in the provision of woman-centred care.	Week 9 of Study Guide and Moodle page.	ZOOM time and date as per Moodle page TOPIC: Discuss the week 9 content; allocated time for questions and answers.

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<u>The role of the nurse (midwife) in optimising maternal and neonatal health and wellbeing (Part 2)</u> The midwives conduct, practice and engagement with women, are factors that influence maternal and neonatal health and wellbeing. Understanding these influential factors recognises the unique role of the midwife	Week 10 of Study Guide and Moodle page.	ZOOM time and date as per Moodle page TOPIC: Discuss the week 10 content; allocated time for questions and answers. ZOOM Assessment Surgery Hour time and date as per Moodle page. Any questions relating to assessment 1 which is due in week 11.

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<u>Health promotion and health education principles in maternal and neonatal care</u> Understanding the application of health promotion and education strategies for maternal and neonatal health care is a crucial aspect of nursing/midwifery practice.	Week 11 of Study Guide and Moodle page.	ZOOM time and date as per Moodle page TOPIC: Discuss the week 11 content; allocated time for questions and answers. ASSESSMENT 2 Due Date: Wednesday 3rd June Time: 23:55hrs Assesment 2 - Case Study - Maria Due: Week 11 Wednesday (27 May 2020) 11:55 pm AEST

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
<u>Looking through the maternal and neonatal world for legal and ethical issues</u> Building upon any previous knowledge about ethics and the law, this book will focus on the legal and ethical issues in the perinatal period.	Week 12 of Study Guide and Moodle page.	ZOOM time and date as per Moodle page TOPIC: Discuss the week 12 content; allocated time for questions and answers.

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment 1 - Case Study - Talia

Assessment Type

Written Assessment

Task Description**NURS13132 Term 1 2020 - Assessment 1****Due date: Week 5 - Wednesday 8th April (23:55hrs)****Learning Outcomes**

- 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.

**Case Study**

Talia is a 36-year-old single First Nations woman who arrives at your GP Clinic 6 days after the birth of her first child. You call Talia in for her observations before seeing the GP.

Talia comes into the clinical room and you notice that she looks pale, exhausted and her forehead has beads of moisture. She has baby in a pushchair and when Talia sits down you notice her grimace.

When talking with Talia she states that she is feeling "like I am getting the 'flu or my period is coming due to cramps". Talia continues, and states that she is not sleeping well, her appetite has significantly decreased, and her son is getting fussier when breastfeeding with what feels like "constant crying".

Talia states that "her breasts and nipples feel sore and panadol isn't working", also that every time she feeds her son, she has vaginal discharge which is thick and doesn't smell like it usually does.

On clinical examination these are your findings:

- T: 36.9 C (tympanic)
- P: 90 bpm
- RR: 28 pm
- BP: 100/68 mmHg
- SpO2: 95% on room air
- No oedema to legs, hands or face.
- Skin is cool and clammy to touch.
- Oral mucous membranes dry.
- PV loss offensive in odour.

**Discussion questions (no introduction or conclusion required). Points 1-4 MUST be addressed.**

1. Identify 4 clinical assessment concerns for Talia using supporting evidence and references (approximately 500 words).
2. Identify 4 specific postnatal concerns for Talia using supporting evidence and references (approximately 500 words).
3. Discuss 3 possible concerns for Talia's son nutritionally using supporting evidence and references (approximately 400 words).
4. Write an ISBAR handover for the GP (approximately 150 words).

Reflection (no references required and write in the first person). Points 1 & 2 MUST be addressed.

1. Give 2 examples of new knowledge you have gained from undertaking this assessment (approximately 250 words).
2. What will you do with the knowledge gained from undertaking this assessment, in your future role as a registered nurse? (approximately 200 words).



Referencing

- References must be used as per American Psychological Association (APA) 6th edition to substantiate your work.
- There are **no minimum** number of references required.

Word count

Total word count for the assessment is **2000 words +/- 10%**.

- The word count is considered from the first word of the introduction to the last word of the conclusion.
- It **excludes** the cover page, abstract, contents page and reference list.
- It **includes** in-text references and direct quotations.

What to submit when completed

- Cover Sheet (provided).
- Assessment 1.
- Reference List.

Upload via TurnItIn as **1 document only** in Word or PDF format.

Assessment Due Date

Week 5 Wednesday (8 Apr 2020) 11:55 pm AEST

Return Date to Students

Week 8 Wednesday (6 May 2020)

As per the Unit Profile; 21 business days for return of marked work.

Weighting

50%

Minimum mark or grade

50% is a PASS

Assessment Criteria

	HD 100 - 85%	D 84 - 75%	C 74 - 65%	P 64 - 50%	F <50%
Structure 5%					
Assignment presentation, inclusion of assessment requirements, grammar, structure and word limit. (/5)	5.0 - 4.2 Excellent presentation of assignment. Cover page, discussion and reference list included. Consistently accurate with spelling, grammar and sentence/paragraph structure. Within word limit.	4.1 - 3.7 Well presented assignment. Cover page, discussion and reference list included. 1 or 2 errors in spelling, grammar and/or sentence and paragraph structure. Within word limit.	3.6 - 3.2 Well presented assignment. Cover page discussion and reference list included. 3 or 4 errors in spelling, grammar and/or sentence and paragraph structure. Within word limit.	3.1 - 2.5 Moderately presented assignment. Many errors or 1-2 of the following not submitted: cover page, discussion, reference list, 5-6 consistent errors with spelling, grammar and/or sentence and paragraph structure. Within or outside of word limit.	2.47 - 0.0 Poorly presented assignment. Many errors or 3+ of the following not submitted: cover page, discussion or reference list. Consistently poor spelling, grammar and/or sentence and paragraph structure. Within or outside of word limit.
Approach and Argument 90%					
Identification of 4 clinical examination concerns for Talia using supporting evidence and references. (/25)	25.0 - 21.1 Excellent identification and documentation of 4 clinical examination concerns for Talia. Excellent supporting evidence and referencing from the literature.	20.0 - 18.6 Accurate identification and documentation of 3 clinical examination concerns for Talia. Supported by evidence and referencing from the literature.	18.5 - 16.1 Fairly accurate identification and documentation of 2 clinical examination concerns for Talia. Some of the discussion supported by evidence and referencing from the literature.	16.0 - 12.3 Fairly accurate identification and documentation of 1 clinical examination concerns for Talia. Discussion supported by minimal links to evidence and referencing from the literature.	12.2 - 0.00 Poor identification and documentation of clinical examination concerns. Discussion supported by little to no evidence and referencing from the literature.
Identification of 4 postnatal concerns for Talia using supporting evidence and references. (/25)	25.0 - 21.1 Excellent identification and documentation of 4 postnatal concerns for Talia. Excellent supporting evidence and referencing from the literature.	20.0 - 18.6 Accurate identification and documentation of 3 postnatal concerns for Talia. Supported by evidence and referencing from the literature.	18.5 - 16.1 Fairly accurate identification and documentation of 2 postnatal concerns for Talia. Some of the discussion supported by evidence and referencing from the literature.	16.0 - 12.3 Fairly accurate identification and documentation of 1 postnatal concern for Talia. Discussion supported by minimal links to evidence and referencing from the literature.	12.2 - 0.00 Poor identification and documentation of postnatal concerns. Discussion supported by little to no evidence and referencing from the literature.
Discuss 3 possible concerns for Talia's son's nutrition. (/20)	20.0 - 16.9 Excellent identification and documentation of 3 possible concerns for Talia's son's nutrition. Excellent supporting evidence and referencing from the literature.	16.8 - 14.9 Accurate identification and documentation of 3 possible concerns for Talia's son's nutrition Supported by evidence and referencing from the literature.	14.8 - 12.9 Fairly accurate identification and documentation of 2 possible concerns for Talia's son's nutrition Some of the discussion supported by evidence and referencing from the literature.	12.8 - 9.9 Fairly accurate identification and documentation of 1 possible concern for Talia's son's nutrition Discussion supported by minimal links to evidence and referencing from the literature.	9.8 - 0.00 Poor identification and documentation of possible concerns for Talia's son's nutrition. Discussion supported by little to no evidence and referencing from the literature.

Completion of ISBAR handover for GP. (/10)	10.0 - 8.5 Excellent documentation of all 5 sections of ISBAR relating to Talia's presentation.	8.4 - 7.5 Accurate documentation of 4-5 sections of ISBAR relating to Talia's presentation.	7.4 - 6.5 Fairly accurate documentation of 3-5 sections of ISBAR relating to Talia's presentation.	6.4 - 4.95 Limited documentation of 1-5 sections of ISBAR relating to Talia's presentation.	4.8 - 0.00 Poor documentation in all sections of ISBAR relating to Talia's presentation.
2 examples of new knowledge gained from undertaking the assessment. (/5)	5.0 - 4.2 Able to clearly articulate 2 examples of knowledge gained from undertaking the assessment. First person used.	4.1 - 3.7 Discusses 2 examples of knowledge gained from undertaking the assessment. First person used.	3.6 - 3.2 Some discussion of 2 examples of knowledge gained from undertaking the assessment. First person used.	3.1 - 2.5 Limited discussion of 1-2 examples of knowledge gained from undertaking the assessment. First person used or not used.	2.47 - 0.0 Inadequate or incorrect discussion of 0-2 examples of knowledge gained from undertaking the assessment. First person used or not used.
Application of knowledge to future RN role. (/5)	5.0 - 4.2 Able to clearly articulate application of knowledge to future RN role. First person used.	4.1 - 3.7 Discusses application of knowledge to future RN role. First person used.	3.6 - 3.2 Some discussion regarding application of knowledge to future RN role. First person used.	3.1 - 2.5 Limited discussion regarding application of knowledge to future RN role. First person used.	2.47 - 0.0 Inadequate or incorrect discussion regarding application of knowledge to future RN role. First person used.
References 5%					
Referencing as per American Psychological Association (APA) (/5)	5.0 - 4.2 Reference list in alphabetical order. References in reference list have been entered clearly and with the correct detail. Accurate use of APA referencing style evident.	4.1 - 3.7 Reference list in alphabetical order. References in reference list have been entered as per APA referencing style guide. 1 or 2 consistent referencing errors identified in the reference list.	3.6 - 3.2 Reference list in alphabetical order. References in reference list have been entered as per APA referencing style guide. 3 or 4 consistent referencing errors identified in the reference list.	3.1 - 2.5 Reference list not in alphabetical order. References in reference list have been entered as per APA referencing style guide. 3 or 4 inconsistent referencing errors identified in the reference list.	2.47 - 0.0 Reference list not in alphabetical order. APA referencing style not used. Course Study Guide, Course Profile or Moodle discussion used as reference sources. Many inaccuracies with referencing list style.

Referencing Style

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

Submission

Online

Submission Instructions

Cover sheet, assessment and reference list to be uploaded as 1 document via Moodle in Word or PDF format only.

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 Assessment 2 - Case Study - Maria

Assessment Type

Written Assessment

Task Description

NURS13132 Term 1 2020 - Assessment 2

Due date: Week 11 - Wednesday 3rd June (23:55hrs)

Learning Outcomes

- 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.



Case Study

Maria is a 32-year-old woman who is 34 weeks pregnant with her third child. She lives on a remote property near the Northern Territory border in Queensland with her partner Di and their 2 daughters.

Her previous births were uneventful, and her current antenatal history has been normal. Maria has been visited by the remote midwife and accessed the Royal Flying Doctors (RFDS) clinic near her property.

Maria was prepared to drive to Mount Isa to await the birth of her baby at 36 weeks gestation with her best friend, as she had done with her daughters. Her partner Di is unable to leave the property owing to mustering season starting.

You are assisting at the RFDS clinic and answer the telephone hearing a distressed Maria at the end of the line.

Maria tells you that her best friend is no longer able to come with her to Mount Isa, her and Di have had to unexpectedly pay cattle expenses and now can't afford accommodation in Mount Isa whilst she waits to go into labour.

Maria continues to tell you that she doesn't know what to do and that her anxiety/stress is "escalating badly" and that she may as well stay where she is for a home birth.



Discussion questions (no introduction or conclusion required). Points 1-4 MUST be addressed.

1. Discuss 4 impacts (2 maternal and 2 fetal), of increased anxiety and stress on maternal/fetal wellbeing (use supporting evidence and references, approximately 800 words).

2. Using the table below as a template, identify 2 advantages and 2 disadvantages for the mother and fetus in a home vs hospital birth (use supporting evidence and references, approximately 300 words).

Home Birth		Hospital Birth	
Maternal	Fetal	Maternal	Fetal

3. Discuss legal and ethical issues in Australia, regarding a home birth. At least 2 examples for legal **and** ethical must be given (use supporting evidence and references, approximately 450 words).

4. In your role as an RN, identify 4 strategies or supports that you could suggest to Maria in this situation (use supporting evidence and references, approximately 450 words).



Referencing

- References must be used as per the American Psychological Association (APA) 6th edition to substantiate your work.
- There are **no minimum** number of references required.

Word count

Total word count for the assessment is **2000 words +/- 10%**.

- The word count is considered from the first word of the introduction to the last word of the conclusion.
- It excludes the cover page, abstract, contents page and reference list.
- It includes in-text references and direct quotations.

What to submit when completed

1. Cover Sheet (provided).
2. Assessment 1.
3. Reference List.

Upload via TurnItIn as **1 document only** in Word or PDF format.

Assessment Due Date

Week 11 Wednesday (27 May 2020) 11:55 pm AEST

Return Date to Students

Exam Week Wednesday (17 June 2020)

As per the Unit Profile; 21 business days for return of marked work.

Weighting

50%

Minimum mark or grade

50% is a PASS

Assessment Criteria

	HD 100 - 85%	D 84 - 75%	C 74 - 65%	P 64 - 50%	F <50%
Structure 5%					
Assignment presentation, inclusion of assessment requirements, grammar, structure and word limit. (/5)	5.00 - 4.2 Excellent presentation of assignment. Cover page, discussion and reference list included. Consistently accurate with spelling, grammar and sentence/paragraph structure. Within word limit.	4.1 - 3.7 Well presented assignment. Cover page, discussion and reference list included. 1 or 2 errors in spelling, grammar and/or sentence and paragraph structure. Within word limit.	3.6 - 3.2 Well presented assignment. Cover page, discussion and reference list included. 3 or 4 errors in spelling, grammar and/or sentence and paragraph structure. Within word limit.	3.1 - 2.5 Moderately presented assignment. Many errors or 1-2 of the following not submitted: cover page, discussion, reference list, 5-6 consistent errors with spelling, grammar and/or sentence and paragraph structure. Within or outside of word limit.	2.47 - 0.0 Poorly presented assignment. Many errors or 3+ of the following not submitted: cover page, discussion or reference list. Consistently poor spelling, grammar and/or sentence and paragraph structure. Within or outside of word limit.
Approach and Argument 90%					
Discussion of 4 impacts (2 maternal and 2 foetal) of increased anxiety and stress on maternal/fetal wellbeing using supporting evidence and references. (/35)	35.0 - 29.6 Excellent discussion of 4 impacts (2 maternal and 2 foetal) of increased anxiety and stress on maternal/fetal wellbeing. Excellent supporting evidence and referencing from the literature.	29.0 - 26.1 Accurate discussion of 4 impacts (2 maternal and 2 foetal) of increased anxiety and stress on maternal/fetal wellbeing. Supported by evidence and referencing from the literature.	26.0 - 22.6 Fairly accurate discussion of increased anxiety and stress on maternal/fetal wellbeing. Some of the discussion supported by evidence and referencing from the literature.	22.0 - 17.3 Fairly accurate discussion of increased anxiety and stress on maternal/fetal wellbeing. Omitted 1 maternal AND/OR 1 foetal aspect. Discussion supported by minimal links to evidence and referencing from the literature.	17.2 - 0.0 Poor discussion of increased anxiety and stress on maternal/fetal wellbeing. Omitted 1-2 maternal AND/OR 1 foetal aspect. Discussion supported by little to no evidence and referencing from the literature.
Identification of 2 advantages and 2 disadvantages for the mother and fetus in a home vs. hospital birth using supporting evidence and references. Template table completed in full. (/25)	25.0 - 21.1 Excellent Identification of 2 advantages and 2 disadvantages for the mother and fetus in a home vs. hospital birth. Excellent supporting evidence and referencing from the literature. Template table completed in full.	21.0 - 18.6 Accurate Identification of 2 advantages and 2 disadvantages for the mother and fetus in a home vs. hospital birth. Supported by evidence and referencing from the literature. Template table completed in full.	18.5 - 16.1 Fairly accurate Identification of 2 advantages and 2 disadvantages for the mother and fetus in a home vs. hospital birth. Some of the identification supported by evidence and referencing from the literature. Template table completed in full.	16.0 - 12.4 Fairly accurate identification of advantages and disadvantages for the mother and fetus in a home vs. hospital birth. Omitted 1 maternal AND/OR 1 foetal aspect. Discussion supported by minimal links to evidence and referencing from the literature. Template table completed in full OR with 1-2 omissions.	12.3 - 0.0 Poor identification of advantages and disadvantages for the mother and fetus in a home vs. hospital birth. Omitted 2 maternal AND/OR 2 foetal aspects. Discussion supported by little to no evidence and referencing from the literature. Template table completed with multiple omissions.
Discuss legal and ethical issues in Australia, regarding a home birth. At least 2 examples for legal AND ethical must be given using supporting evidence and references. (/20)	20.0 - 16.9 Able to clearly articulate legal and ethical issues in Australia, regarding a home birth using at least 2 examples for legal AND ethical. Excellent supporting evidence and referencing from the literature.	16.8 - 14.9 Able to clearly articulate legal and ethical issues in Australia, regarding a home birth using at least 2 examples for legal AND ethical. Supported by evidence and referencing from the literature.	14.8 - 12.9 Fairly accurate articulation surrounding legal and ethical issues in Australia, regarding a home birth using at least 2 examples for legal AND ethical. Some of the discussion supported by evidence and referencing from the literature.	12.8 - 9.9 Fairly accurate articulation surrounding legal and ethical issues in Australia, regarding a home birth. Omitted 1 legal AND/OR 1 ethical aspect. Discussion supported by minimal links to evidence and referencing from the literature.	9.8 - 0.0 Poor articulation surrounding legal and ethical issues in Australia, regarding a home birth. Omitted 1-2 legal AND/OR 1-2 ethical aspects. Discussion supported by little to no evidence and referencing from the literature.
Identification of 4 strategies or supports that can be suggested to Maria in your role as an RN using supporting evidence and references. (/20)	20.0 - 16.9 Excellent identification of 4 strategies or supports that can be suggested to Maria from an RN approach. Excellent supporting evidence and referencing from the literature.	16.8 - 14.9 Accurate identification of 4 strategies or supports that can be suggested to Maria from an RN approach. Supported by evidence and referencing from the literature.	14.8 - 12.9 Fairly accurate identification of 4 strategies or supports that can be suggested to Maria from an RN approach. Some of the discussion supported by evidence and referencing from the literature.	12.8 - 9.9 Fairly accurate identification of strategies or supports that can be suggested to Maria from an RN approach. Omitted 1 strategy or support. Discussion supported by minimal links to evidence and referencing from the literature.	9.8 - 0.0 Poor identification of strategies or supports that can be suggested to Maria from an RN approach. Omitted 2 or more strategies or supports. Discussion supported by little to no evidence and referencing from the literature.
References 5%					

Referencing As per American Psychological Association (APA) (/5)

5.00 - 4.2

Reference list in alphabetical order. References in reference list have been entered clearly and with the correct detail. Accurate use of APA referencing style evident.

4.1 - 3.7

Reference list in alphabetical order. References in reference list have been entered as per APA referencing style guide. 1 or 2 consistent referencing errors identified in the reference list.

3.6 - 3.2

Reference list in alphabetical order. References in reference list have been entered as per APA referencing style guide. 3 or 4 consistent referencing errors identified in the reference list.

3.1 - 2.5

Reference list not in alphabetical order. References in reference list have been entered as per APA referencing style guide. 3 or 4 inconsistent referencing errors identified in the reference list.

2.47 - 0.0

Reference list not in alphabetical order. APA referencing style not used. Course Study Guide, Course Profile or Moodle discussion used as reference sources. Many inaccuracies with referencing list style.

Referencing Style

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

Submission

Online

Submission Instructions

Cover sheet, assessment and reference list to be uploaded as 1 document via Moodle in Word or PDF format only.

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