



# NURS13132 *Maternal and Neonatal Nursing*

## Term 1 - 2021

Profile information current as at 16/05/2024 03:46 pm

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 - 2021

- 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](#).

## 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

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

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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.**

#### Additional Textbook Information

No

### 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sandra Walker** Unit Coordinator  
[s.walker@cqu.edu.au](mailto:s.walker@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Australian maternal and neonatal health service.	Week 1 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
The social and cultural context of mothering	Week 2 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Anatomy and physiology of reproduction and pregnancy.	Week 3 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page

### Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Anatomy and physiology of birth	Week 4 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page

### Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Zoom session time and date as per Moodle page

The role of the nurse (midwife) in the provision of early postnatal care of the mother and baby.

Week 5 of the Study Guide and Moodle page

**Case Study - Models of Care** Due: Week 5 Wednesday (7 Apr 2021) 11:59 pm AEST

### Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Break week, no new content this week	Break week, no new content this week	Break week, no new content this week

### Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Infant nutrition and the benefits of breastfeeding	Week 6 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page

### Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
The factors that influence maternal and neonatal health	Week 7-8 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page

### Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The factors that influence maternal and neonatal health	Week 7-8 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page

### Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The role of the nurse/midwife in optimising maternal and neonatal health and wellbeing.	Week 9 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page

### Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The role of the nurse/midwife in optimising maternal and neonatal health and wellbeing.	Week 10 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page

### Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Health promotion and health education principles in maternal and neonatal care	Week 11 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page

### Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Looking through the maternal and neonatal world for legal and ethical issues in the perinatal period.	Week 12 of the Study Guide and Moodle page	Zoom session time and date as per Moodle page
		<b>Case Study: Infant Feeding</b> Due: Week 12 Monday (31 May 2021) 11:59 pm AEST

### Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
no exams for this unit	no exams for this unit	no exams for this unit

### Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Case Study - Models of Care

#### Assessment Type

Written Assessment

#### Task Description

##### Aim

The aim of this assessment is to provide you with an opportunity to demonstrate your knowledge of the care provided to a pregnant woman.

##### Instructions

You are a registered nurse working at a General Practitioner clinic in a large rural town. You meet Samantha, an 18-year-old First Nations woman who has just received a positive result from a pregnancy test. Samantha is accompanied by her partner Jason. Both Samantha and Jason are excited about the pregnancy, but they are unsure about what to do regarding care for Samantha during her pregnancy. Samantha's blood type is O negative, and she has heard this may be a cause for concern. Samantha has also heard that there are choices for different models of care.

This assessment requires you to present an academic paper discussing what you would say to Samantha, using the current literature and appropriate Government websites to support your work. Please follow the steps below to complete your assessment task.

1. Provide an academic introduction (200 words) and conclusion (200 words).
2. Explain the schedule of care for Samantha. Include frequency of care and diagnostic tests, health education and health promotion that are recommended for Samantha throughout her pregnancy, birth and postnatal care. (500 words)
3. Discuss the significance of Samantha's blood type and measures required to manage care for Samantha. (200 words)
4. Choose two different models of care that may be available to Samantha. Compare and contrast the benefits and barriers for Samantha in each model, taking into consideration her developmental stage and the influence of her culture. (900 words)

##### Literature and references

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

##### Requirements

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

##### Resources

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

## Submission

Submit your assessment via the Assessment 1 link. Be sure to have your assignment formatted Microsoft Word. No other formats will be accepted.

What to submit when assessment is completed:

- Cover Sheet (provided).
- Assessment 1 using template available on the Moodle site.
- Reference List.

## Marking Criteria

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

### Assessment Due Date

Week 5 Wednesday (7 Apr 2021) 11:59 pm AEST

Upload via the NURS13132 Moodle site as 1 document only in Word format.

### Return Date to Students

Week 8 Wednesday (5 May 2021)

### Weighting

50%

### Assessment Criteria

	<b>HD (100% to 85%)</b>	<b>D (84% to 75%)</b>	<b>C (74% to 65%)</b>	<b>P (64% to 50%)</b>	<b>F (&lt;50%)</b>
<b>Presentation 5%</b>	Excellent presentation of assignment with inclusion of all correct components, 2.0 line spacing, 12-point font, page numbers, word count and a contents page. Consistently accurate with spelling, grammar, and paragraph structure. Assignment with no format error.	Well-presented assignment, 2.0 line spacing, 12-point font, page numbers, word count and a contents page, 1 or 2 errors in spelling, grammar, or paragraph structure. Assignment with minor format error.	Well-presented assignment, 2.0 line spacing, 12-point font, page numbers, word count and a contents page, 3 or 4 consistent errors with spelling, grammar, or paragraph structure. Assignment with 3-4 formatting errors.	Adequate assignment presentation, 2.0 line spaced with 12-point font. Word count or contents page included or page numbers, 5-6 consistent errors with spelling, grammar, or paragraph structure. Assignment with 5-6 formatting errors.	Poorly presented assignment. Spacing not used, 12-point font not used. Word count or contents page not included. Many inaccuracies in spelling, grammar, or paragraph structure. Assignment with < 7 formatting errors.
<b>Introduction &amp; Conclusion 5%</b>	Clear and succinct introduction that introduces the topic and outlines the direction of the paper and an excellent conclusion that summarises the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Conclusion summarises the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper. Conclusion attempts to summarise the paper.	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion apparent though incomplete.	No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No conclusion or very inadequate.
<b>Structure 5%</b>	Organisation and structure are clear and easy to follow. Content is clearly relevant to the topic. The approach comprehensively answers the question, and the argument proceeds logically and is clearly supported with credible literature.	Organisation and structure are clear. Content is relevant to the topic; the approach clearly answers the question, and the argument proceeds logically. Discussion is supported with credible literature.	Organisation and structure are appropriate. Content is appropriate and answers the question and the argument for the most part proceeds logically with some support from credible literature.	Organisation and structure allow misinterpretation of the meaning of the content. Content answers the question although the argument is at times repetitive or lacks cohesion. Minimal supporting, credible literature is used in discussion.	Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Content does not address all aspects of the assessment task. Little or no discernible critical thought. Little or no support from credible literature.
<b>Antenatal Care 35%</b>	Comprehensive discussion that provides clear explanation of the appropriate antenatal care required for Samantha including management of rhesus negative blood type.	Good discussion that provides good explanation of the appropriate antenatal care required for Samantha including management of rhesus negative blood type.	Discussion provides an explanation of the appropriate antenatal care required for Samantha including management of rhesus negative blood type.	Attempt at discussion to provide an explanation of the appropriate antenatal care required for Samantha including management of rhesus negative blood type.	Limited discussion appropriate antenatal care for Samantha. Does not include the management of rhesus negative blood type.



<b>Models of Care 35%</b>	Comprehensive explanation of comparing two different models of care. Barriers and benefits explored in depth. Clear understanding of Samantha's developmental stage and culture.	Relevant explanation of comparing two different models of care. Barriers and benefits explored. Demonstrated an understanding of Samantha's developmental stage and culture.	Basic explanation of comparing two different models of care. Barriers and benefits mentioned. Some demonstration of an understanding of Samantha's developmental stage and culture.	Limited explanation of comparing two different models of care. Barriers and benefits barely mentioned. Little demonstration of an understanding of Samantha's developmental stage and culture.	Inadequate explanation of comparing two different models of care. Barriers and benefits not mentioned. No demonstration of an understanding of Samantha's developmental stage and culture.
<b>Intext Referencing 5%</b>	Consistently accurate with in-text referencing to support and reflect all ideas, information, and quotations as per APA style.	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, information, and quotations as per APA style.	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, information, and quotations as per APA style.	5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, information, and quotations as per APA style.	Referencing is not consistent with APA style. Many inaccuracies (<7) with in-text referencing to support and reflect all ideas, information, and quotations.
<b>Types of References 5%</b>	A minimum of *10 up-to-date credible references used to include *5 up-to-date journal articles as well as relevant books and web sites. *Journals <5 years old *Books <10 years old	A minimum of 9 up-to-date credible references used including 4 journal articles as well as relevant books and web sites.	A minimum of 8 up-to-date credible references used including 3 journal articles as well as relevant books and web sites.	A minimum of 7 up-to-date credible references used including 2 journal articles as well as relevant books and web sites.	The required number of 7 up-to-date credible references not used, less than 2 journal articles sourced. Relevant web sites not used.
<b>Reference List 5%</b>	Reference list is in alphabetical order and fully adheres to reference list presentation guidelines APA style.	Reference list is in alphabetical order and mostly adheres to reference list presentation guidelines APA style.	Reference list is in alphabetical order and frequently adheres to reference list presentation guidelines APA style.	Reference list is in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	Reference list is not alphabetical order and does not adhere to reference list presentation guidelines APA style.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit via Moodle site and Turnitin

## 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 Case Study: Infant Feeding

### Assessment Type

Written Assessment

### Task Description

#### Aim

The aim of this assessment is to allow you to express your understanding of the care of a postnatal woman and her newborn child.

#### Instructions

This assessment requires you to present an **academic paper** discussing your care and education for Samantha, using the current literature and appropriate Government websites to support your work.

### **Case Study: Infant feeding**

#### **Clinical Examination**

Samantha and Jason return to the GP clinic with 10-day old Robert. You call Samantha in for her observations before seeing the GP. You notice that Samantha has beads of moisture on her forehead, is walking slowly, taking deep breaths and has one arm crossed over her breasts. When talking with Samantha she states that she is feeling “like I am getting the ‘flu’”. Samantha continues, and states that she is not sleeping well, her appetite has significantly decreased, and her son is taking a long time to breastfeed, and she is now considering changing to formula feeding.

Samantha states that “her breasts and nipples feel sore and panadol isn’t working”. Samantha continues and states that her “breast milk is a funny colour and smells awful”.

Physical examination: these are your findings:

- T: 37.9 C (tympanic).
- P: 105 bpm.
- RR: 25 pm.
- BP: 111/68 mmHg.
- SpO2: 96% on room air.
- No oedema to legs, hands, or face.
- Skin is cool and clammy to touch.
- Oral mucous membranes dry.
- Left breast hot and painful to light touch.

Please follow the steps below to complete your assessment task.

1. Provide an academic introduction (200 words) and conclusion (200 words).
2. Identify 4 clinical examination concerns for Samantha. For each clinical examination concern, discuss the significance for Samantha’s health. (400 words)
3. Discuss the benefits of continuing breastfeeding for Samantha and Robert. (300 words)
4. Discuss the education and support Samantha will require should she choose to change to formula feeding. (300 words)
5. Write an ISBAR handover to the GP (approximately 200 words)

### **Reflection (no references required and write in the first person)**

1. Give 2 examples of new knowledge you have gained from undertaking this assessment (approximately 200 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).

### **Literature and references**

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

### **Requirements**

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

### **Resources**

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

- Be sure to use the template provided below.
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### Submission

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What to submit when assessment is completed:

- Cover Sheet (provided).
- Assessment 1 using template available on the Moodle site.
- Reference List.

### Marking Criteria

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

### Assessment Due Date

Week 12 Monday (31 May 2021) 11:59 pm AEST

Upload via the NURS13132 Moodle site as 1 document only in Word format.

### Return Date to Students

Exam Week Friday (18 June 2021)

### Weighting

50%

### Assessment Criteria

	<b>HD (100% to 85%)</b>	<b>D (84% to 75%)</b>	<b>C (74% to 65%)</b>	<b>P (64% to 50%)</b>	<b>F (&lt;50%)</b>
<b>Presentation 5%</b>	Excellent presentation of assignment with inclusion of all correct components, 2.0 line spacing, 12-point font, page numbers, word count and a contents page. Consistently accurate with spelling, grammar, and paragraph structure. Assignment with no format error.	Well-presented assignment, 2.0 line spacing, 12-point font, page numbers, word count and a contents page, 1 or 2 errors in spelling, grammar, or paragraph structure. Assignment with minor format error.	Well-presented assignment, 2.0 line spacing, 12-point font, page numbers, word count and a contents page, 3 or 4 consistent errors with spelling, grammar, or paragraph structure. Assignment with 3-4 formatting errors.	Adequate assignment presentation, 2.0 line spaced with 12-point font. Word count or contents page included or page numbers, 5-6 consistent errors with spelling, grammar, or paragraph structure. Assignment with 5-6 formatting errors.	Poorly presented assignment. Spacing not used, 12-point font not used. Word count or contents page not included. Many inaccuracies in spelling, grammar, or paragraph structure. Assignment with < 7 formatting errors.
<b>Introduction &amp; Conclusion 5%</b>	Clear and succinct introduction that introduces the topic and outlines the direction of the paper and an excellent conclusion that summarises the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Conclusion summarises the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper. Conclusion attempts to summarise the paper.	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion apparent though incomplete.	No recognisable introduction—the topic is not introduced and/or there is no direction offered in respect of the paper. No conclusion or very inadequate.
<b>Structure 5%</b>	Organisation and structure are clear and easy to follow. Content is clearly relevant to the topic. The approach comprehensively answers the question, and the argument proceeds logically and is clearly supported with credible literature.	Organisation and structure are clear. Content is relevant to the topic; the approach clearly answers the question, and the argument proceeds logically. Discussion is supported with credible literature.	Organisation and structure are appropriate. Content is appropriate and answers the question and the argument for the most part proceeds logically with some support from credible literature.	Organisation and structure allow misinterpretation of the meaning of the content. Content answers the question although the argument is at times repetitive or lacks cohesion. Minimal supporting, credible literature is used in discussion.	Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Content does not address all aspects of the assessment task. Little or no discernible critical thought. Little or no support from credible literature.

<b>Postnatal Care 20%</b>	Comprehensive discussion of four clinical examination concerns for Samantha and their significance to her health.	Good discussion that provides an explanation of four clinical examination concerns for Samantha and their significance to her health.	Discussion provides an explanation of four clinical examination concerns for Samantha and their significance to her health.	Attempt at discussing four clinical examination concerns for Samantha and their significance to her health.	Three or less clinical examination concerns for Samantha discussed. Significance of clinical examination findings to Samantha's health limited or not addressed.
<b>Infant Feeding 30%</b>	Comprehensive explanation of the benefits of breastfeeding for Samantha and Robert. Excellent discussion of the education and support required by Samantha in her feeding choice. Clear understanding of the ethical issues around the support.	Relevant explanation of the benefits of breastfeeding for Samantha and Robert. Clear discussion of the education and support required by Samantha in her feeding choice. Good understanding of the ethical issues around the support.	Basic explanation of the benefits of breastfeeding for Samantha and Robert. Some discussion of the education and support required by Samantha in her feeding choice. Some understanding of the ethical issues around the support.	Limited explanation of the benefits of breastfeeding for Samantha and Robert. Limited discussion of the education and support required by Samantha in her feeding choice. Basic understanding of the ethical issues around the support.	Inadequate explanation of the benefits of breastfeeding for Samantha and Robert. Poor discussion of the education and support required by Samantha in her choice of feeding. No understanding of the ethical issues around the support.
<b>ISBAR 10%</b>	Detailed ISBAR handover provided.	Clear ISBAR handover provided.	Concise ISBAR handover provided.	Limited ISBAR handover provided.	No ISBAR handover provided.
<b>Reflection 10%</b>	Excellent examination of the learning process, showing what learning occurred, how learning occurred and how newly acquired knowledge or learning will be applied in the future.	Relevant examination of the learning process, showing what learning occurred and how newly acquired knowledge or learning will be applied in the future.	Basic examination of the learning process, showing what learning occurred and how newly acquired knowledge or learning will be applied in the future.	Limited examination of the learning process, showing what learning occurred and how newly acquired knowledge or learning will be applied in the future.	Inadequate examination of the learning process, showing what learning occurred and how newly acquired knowledge or learning will be applied in the future.
<b>Intext Referencing 5%</b>	Consistently accurate with in-text referencing to support and reflect all ideas, information, and quotations as per APA style.	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, information, and quotations as per APA style.	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, information, and quotations as per APA style.	5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, information, and quotations as per APA style.	Referencing is not consistent with APA style. Many inaccuracies (<7) with in-text referencing to support and reflect all ideas, information, and quotations.
<b>Types of References 5%</b>	A minimum of *10 up-to-date credible references used to include *5 up-to-date journal articles as well as relevant books and web sites. *Journals <5 years old *Books <10 years old	A minimum of 9 up-to-date credible references used including 4 journal articles as well as relevant books and web sites.	A minimum of 8 up-to-date credible references used including 3 journal articles as well as relevant books and web sites.	A minimum of 7 up-to-date credible references used including 2 journal articles as well as relevant books and web sites. (3.2 -2.5)	The required number of 7 up-to-date credible references not used, less than 2 journal articles sourced. Relevant web sites not used.
<b>Reference List 5%</b>	Reference list is in alphabetical order and fully adheres to reference list presentation guidelines APA style.	Reference list is in alphabetical order and mostly adheres to reference list presentation guidelines APA style.	Reference list is in alphabetical order and frequently adheres to reference list presentation guidelines APA style.	Reference list is in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	Reference list is not alphabetical order and does not adhere to reference list presentation guidelines APA style.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit via Moodle site

## 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