

## MIDI6580: Midwifery and Cultural Diversity

Online

Trimester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

This course is designed to enable midwives to examine issues related to the maternity services for childbearing women and neonates at an international and local level using social determinants of health and human rights perspectives. This leads into a critical exploration of the political and cultural context of childbearing in Australia for asylum seekers, refugees or immigrants to enable midwives to make informed, high-level judgements about the maternity care provided, women's rights in childbearing and the outcomes for women and neonates. Students will gain an in-depth understanding of international perspectives on indigeneity and culturally safe, sensitive and competent women-centred care when working with childbearing Aboriginal and Torres Strait Islander women. Public health advocacy skills are demonstrated in creating and maintaining a positive workplace culture to ensure zero tolerance of xenophobia, violence and discrimination. The course also examines factors regarding the social construction of motherhood and parenthood, the effect of media and implications for midwifery practice.

### Academic Progress Requirements

Nil

### Assumed Knowledge

Bachelor of Midwifery (or equivalent) or completion of a Graduate Diploma in Midwifery together with current authority to practice as a registered midwife and one year postgraduate experience.

**International Applicants** must be a registered midwife or a registered nurse working in a maternity environment in their own country, with a minimum of one year's experience as documented in a professional curriculum vitae.

Principles of investigative approaches in midwifery concepts and theories relevant to practice, contemporary nursing or midwifery issues. Academic reading and writing skills, ability to access and evaluate information from a variety of sources, skills in critical analysis, critical judgement, synthesis and evaluation

### Contact Hours

#### Online

#### Online Activity

Online

2 hour(s) per week(s) for 12 week(s) starting Week 1

#### Self-Directed Learning

Self-Directed

8 hour(s) per week(s) for 12 week(s) starting Week 1

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

CRICOS Provider 00109J

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# CONTACTS

|                                       |   |
|---------------------------------------|---|
| <b>Course Coordinator</b>             | <b>Online</b><br>Dr Lyndall Mollart<br><a href="mailto:Lyndall.Mollart@newcastle.edu.au">Lyndall.Mollart@newcastle.edu.au</a><br>(+61) 2 4985 4481<br>Consultation: Monday - Friday via Canvas calendar.  |
| <b>Teaching Staff</b>                 | Other teaching staff will be advised on the course Canvas site.   |
| <b>School Office</b>                  | <b>School of Nursing and Midwifery</b><br>Richardson Wing<br>University of Newcastle<br>University Drive<br>Callaghan NSW<br><br><b>Phone</b> (+61) 2 4921 6304<br><b>Web</b> <a href="http://www.newcastle.edu.au/school/nursing-midwifery">http://www.newcastle.edu.au/school/nursing-midwifery</a> |
| <b>General Enquiries</b>              | <a href="mailto:AskUoN@newcastle.edu.au">AskUoN@newcastle.edu.au</a><br>(+61) 2 4921 5000   |
| <b>Program &amp; Enrolment Advice</b> | <a href="mailto:Programadvice@newcastle.edu.au">Programadvice@newcastle.edu.au</a>  |
| <b>Student Support</b>                | For academic and personal support services for students, visit<br><a href="https://www.newcastle.edu.au/current-students/support">https://www.newcastle.edu.au/current-students/support</a>   |

# SYLLABUS

|                                 |   |
|---------------------------------|---|
| <b>Course Content</b>           | This course is comprised of five modules:<br><b>Module 1:</b> Globalisation and midwifery primary care.<br><b>Module 2:</b> International perspectives on indigeneity and culturally diverse approaches to childbirth.<br><b>Module 3:</b> Culturally competent, sensitive and safe maternity care for child-bearing Aboriginal and Torres Strait Islander women.<br><b>Module 4:</b> Political and cultural context of childbearing in Australia and the midwife's role as a public health advocate.<br><b>Module 5:</b> The social construction of childbearing and parenthood.   |
| <b>Course Learning Outcomes</b> | <b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Compare and contrast maternity care available in first world and developing countries and critically discuss the Sustainable Development Goal (SDG) targets that may best optimise maternal health.</li><li>2. Explore international perspectives on indigeneity and examine culturally diverse approaches to child birth.</li><li>3. Critically analyse the impact of place of birth and critique maternity care strategies for Australian Indigenous women including issues of cultural safety and culturally competent, women-centred maternity care.</li><li>4. Make informed, high-level judgements about the political and cultural context of childbearing in Australia including the care of asylum seekers, refugees and immigrants.</li><li>5. Critically reflect on the midwife's role as a public health advocate in creating and maintaining a positive workplace culture to ensure zero tolerance of violence, xenophobia, and discrimination as it applies to gender, sexual orientation, race and religion.</li><li>6. Synthesise knowledge of the effect of different forms of media on childbearing families, its role in the social construction of childbearing and parenthood, and the implications for midwifery practice.</li></ol> |

**Course Materials**

**Recommended Texts:**

Best, O., & Fredericks, B. (Eds.). (2021). *YATDJULIGIN: Aboriginal and Torres Strait Islander Nursing & Midwifery Care* (3rd ed.). Cambridge University Press.

Taylor, K., & Guerin, P. (2019). *Health care and Indigenous Australians: Cultural Safety in Practice* (3rd ed.). Palgrave Macmillan.

White, R. C. (2014). *Global Case Studies in Maternal and Child Health*. Jones & Bartlett Learning.

# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

**Course Assessment Requirements:**

- Assessment 1 - Written Assignment: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 2 - Information Sheet: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 3 - Quiz: Submit assessment item - Must submit this assessment to pass the course.

# SCHEDULE

| Week | Week Begins | Topic  | Assessment Due                                   |
|------|-------------|--|--|
| 1    | 29 Jan      | <b>Module 1: Globalisation and midwifery primary care</b><br>Diversity in the burden of poor maternal health   |  |
| 2    | 5 Feb       | Sustainable Development Goals (SDG) targets and optimisation of maternal and newborn health  |  |
| 3    | 12 Feb      | <b>Module 2: International perspectives on indigeneity and culturally diverse approaches to childbirth</b><br>International perspective on Indigenous maternal and newborn health  |  |
| 4    | 19 Feb      | Culturally diverse approaches to childbirth  | Assessment 1: Monday 19 February at 23:00hrs     |
| 5    | 26 Feb      | <b>Module 3: Culturally competent, sensitive and safe maternity care for childbearing Aboriginal and Torres Strait Islander women</b><br>Cultural safety and culturally competent woman-centred maternity care for Australian Indigenous women |  |
| 6    | 4 Mar       | Impact of place of birth and maternity care strategies for Australian Indigenous women   |  |
| 7    | 11 Mar      | <b>Module 4: Political and cultural context of childbearing in Australia and the midwife's role as a public health advocate</b><br>The political and cultural context of childbearing in Australia   |  |
| 8    | 18 Mar      | The care of childbearing asylum seekers, refugees and immigrant women in Australia   |  |
| 9    | 25 Mar      | The midwife's role as a public health advocate in creating and maintaining a positive workplace culture  | Assessment 2: Monday 25 March at 23:00hrs        |
| 10   | 1 Apr       | The midwife's role in the prevention of discrimination   |  |
| 11   | 8 Apr       | <b>Module 5: The social construction of childbearing and parenthood</b><br>The effect of media on childbearing families and its role in the social construction of childbearing and parenthood   | Assessment 3: Closes Sunday 14 April at 23:00hrs |
| 12   | 15 Apr      | The implications for midwifery practice to mitigate the effect of different forms of media on childbearing families and its role in the social construction of childbearing and parenthood   |  |

# ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

|   | Assessment Name     | Due Date   | Involvement | Weighting | Learning Outcomes |
|---|---------------------|--|-------------|-----------|-------------------|
| 1 | Written Assignment* | Monday 19 February 23:00<br>Australian Eastern Daylight Time (AEDT)  | Individual  | 35%       | 1                 |
| 2 | Information Sheet*  | Monday 25 March at 23:00<br>Australian Eastern Daylight Time (AEDT)  | Individual  | 50%       | 2, 3              |
| 3 | Quiz*               | Opens Monday 8 April 09:00 and<br>closes Sunday 14 April at 23:00<br>Australian Eastern Standard Time (AEST) | Individual  | 15%       | 1, 2, 3, 4, 5, 6  |

\* This assessment has a compulsory requirement.

**Late Submissions** The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## POSTGRADUATE COURSES ASSESSMENT AND REFERENCING ADVICE

### ASSESSMENTS

If you need to apply for an extension for an assessment

You should follow the process described in your Course Outline under the heading "Adverse Circumstances". Please note you will be required to submit documents to support your application.

**Please do not email your tutor or course coordinator to request an extension because they cannot approve applications for extensions unless they have been submitted using the Adverse Circumstances process.**

### Formatting your assessments

General advice - Use standard (default) margins, double line spacing and 12 point font in your assessments.

If you have additional instructions about using headings or an essay format or other formats (such as blogs) - please follow instructions provided for individual assessments.

### Word count

The length of the assessment is an indication of the number of words needed to address the assessment task. This is a guide, however some students have difficulty keeping their writing within the specified word count. If your assessment exceeds the word count by 10%, the assessment will be marked. Tutors/markers may stop marking if your assessment exceeds the word count by more than 10%. Please note the following information from the UON Course Management and Assessment Procedure Manual (Item 250 and 251):

**"Word limits include headings, sub-headings, in-text citations, quotes and referencing but does NOT include the list of references, appendices and footnotes. The Course Co-ordinator will allow a tolerance of at least 10% of the word limit".** (<https://policies.newcastle.edu.au/document/view-current.php?id=183>)

### REFERENCING

Your assessments must be appropriately referenced. Assessments that are not correctly referenced may have lower marks awarded.

Assessments that contain information from other sources that have not been referenced and where it appears that the student is presenting another person's work or ideas as their own, will be referred to the SACO officer. This constitutes a potential breach of the Student Academic Integrity Policy (<https://policies.newcastle.edu.au/document/view-current.php?id=35>).

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### What should be referenced?

All sources of published information including textbooks, journal articles, course readings, websites, guidelines, policies government documents that have been used to prepare an assessment MUST be included in the assessment as an In-text citation AND on the reference list.

Any documents provided to you to use in the preparation of an assessment must be referenced.

Direct quotes MUST be referenced. However, please note direct quotes should be used sparingly and should not normally constitute more than 10% of an assessment.

Information that you have paraphrased in your assessment must also be referenced. Correct citation of sources and referencing is expected in scholarly writing at Master level. Assessments that are not correctly referenced may be penalised (lower marks awarded).

### Correct referencing style

You are required to use APA 7th Referencing Style in all of your assessments (unless otherwise stated). Check this link for details about using APA 7th Style: <https://libguides.newcastle.edu.au/apa-7th>

### Making referencing easier

Referencing your assessments is easier if you use a Reference Management Program such as "Endnote".

There is information in Canvas that will assist you to access and use the Endnote referencing program.

Select: "Library Essentials" at the top right of your screen, then select "Referencing" from the list of options on the left side the screen, and then scroll down to select "Endnote".

Or click on this link: <http://libguides.newcastle.edu.au/endnote>

### Academic Integrity

All new students must complete the Academic Integrity Module (AIM), which can be accessed via the Dashboard in Canvas.

## Assessment 1 - Written Assignment

|                                |  |
|--------------------------------|--|
| <b>Assessment Type</b>         | Written Assignment   |
| <b>Purpose</b>                 | Completion of Assessment 1 will assist you to reflect systematically on the first module content and its application to midwifery practice and your midwifery practice. For that reason, your application will be based on a required reading in Module 1.   |
| <b>Description</b>             | <p>Students are to write a professional midwifery scholarship application to work abroad in a developing country as either a clinical midwife or clinical midwifery educator. The purpose of the Midwifery Scholarship Application to work in an overseas developing country is to broaden each student's understanding of the first module topic.</p> <p>The Midwifery Scholarship Application must:</p> <ol style="list-style-type: none"><li>1. Identify a developing country (or specific region in that country) and justify why the application is for that chosen developing country (or region). Clearly discuss the factors and challenges facing that country/location related to maternal and neonatal morbidity and mortality using supportive high quality contemporary literature.</li><li>2. Describe the need for either a clinical midwife or educator for that country/region, AND Identify and describe the necessary skills and knowledge/attributes you have (and need) to work in the chosen developing country as a clinical midwife or educator.</li></ol> <p><b>NOTE:</b> Take into consideration low literacy, low technology, and challenges identified in the first section. This section is written in the first person</p> <p>Must use at least one of required readings from the first module to support your application (justification, skills and knowledge needed).</p> <p><b>References:</b> using APA 7th referencing style</p> |
| <b>Weighting</b>               | 35%  |
| <b>Compulsory Requirements</b> | Submit assessment item - Must submit this assessment to pass the course  |

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|                                 |   |
|---------------------------------|---|
| <b>Length</b>                   | 800 words   |
| <b>Due Date</b>                 | Monday 19 February at 23:00 Australian Eastern Daylight Time (AEDT)     |
| <b>Submission Method</b>        | Online. Canvas  |
| <b>Assessment Criteria</b>      | Canvas – Assessment 1 Rubric  |
| <b>Return Method</b>            | Online  |
| <b>Feedback Provided</b>        | Online - Within 3 weeks from the submission date                        |
| <b>Opportunity to Reattempt</b> | Students WILL NOT be given the opportunity to reattempt this assessment |

## Assessment 2 - Information Sheet

|                                 |  |
|---------------------------------|--|
| <b>Assessment Type</b>          | Written Assignment   |
| <b>Purpose</b>                  | The purpose of this assessment is for students to demonstrate an understanding of course material (Module 2 and 3) by developing an information sheet for midwifery students - focusing on important factors in providing clinical care that is women-centred, culturally safe and competent for Aboriginal and Torres Strait Islander (Australian Indigenous, First Nations) women during the perinatal period.   |
| <b>Description</b>              | <p>The format of the assessment is the creation of an original A4 information sheet for midwifery students, focusing on five important factors in providing care that is women-centred, and culturally safe and competent for Aboriginal and Torres Strait Islander (Australian Indigenous, First Nations)</p> <p>Your information sheet must include: (Template provided)</p> <p><b>Introduction and Background:</b> Briefly outline the purpose of this information sheet. Include 3 definitions: women-centred care, culturally safe care, and culturally competent care.</p> <p><b>Important factors when providing care</b></p> <p>Describe five important factors in providing clinical care that is women-centred culturally safe and competent in the perinatal period for Australian and Torres Strait Islander (Aboriginal Indigenous, First Nations) women and their families.</p> <p>For each of the five factors include a brief explanation/background and key care practice points (explaining specific cultural care practices), supported by contemporary high-quality research and literature.</p> <ol style="list-style-type: none"><li>1. Developing a Relationship – Trust, Partnership</li><li>2. Staff attitude and respect/Cultural awareness</li><li>3. Communication, information sharing</li><li>4. Informed choice and right of refusal</li><li>5. Culturally appropriate health promotion</li></ol> <p><i>Pictures are optional</i></p> <p><b>References:</b> APA 7th Referencing style</p> |
| <b>Weighting</b>                | 50%  |
| <b>Compulsory Requirements</b>  | Submit assessment item - Must submit this assessment to pass the course  |
| <b>Length</b>                   | A4 x 2 pages (1000 words)  |
| <b>Due Date</b>                 | Monday 6 March at 23:00 Australian Eastern Daylight Time (AEDT)  |
| <b>Submission Method</b>        | Online. Canvas   |
| <b>Assessment Criteria</b>      | Canvas- Assessment 2 Rubric  |
| <b>Return Method</b>            | Online   |
| <b>Feedback Provided</b>        | Online - Within 3 weeks from the submission date   |
| <b>Opportunity to Reattempt</b> | Students WILL NOT be given the opportunity to reattempt this assessment  |

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## Assessment 3 - Quiz

|                                 |   |
|---------------------------------|---|
| <b>Assessment Type</b>          | Quiz  |
| <b>Purpose</b>                  | The purpose of the online quiz is to determine student's understanding of the course material   |
| <b>Description</b>              | 30 Multiple choice questions. Students will have 1 hour to complete the quiz. The quiz is open from 09:00hrs Monday 8 April and closes 23:00hrs Sunday 14 April. You will only be allowed one attempt during this timeframe |
| <b>Weighting</b>                | 15%   |
| <b>Compulsory Requirements</b>  | Submit assessment item - Must submit this assessment to pass the course   |
| <b>Length</b>                   | 30 questions, 1 hour  |
| <b>Due Date</b>                 | Closes Sunday 14 April at 23:00hrs Australian Eastern Standard Time (AEST)  |
| <b>Submission Method</b>        | Online. Canvas  |
| <b>Assessment Criteria</b>      | N/A   |
| <b>Return Method</b>            | Online  |
| <b>Feedback Provided</b>        | N/A   |
| <b>Opportunity to Reattempt</b> | Students WILL NOT be given the opportunity to reattempt this assessment   |

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

| Range of Marks | Grade                 | Description  |
|----------------|-----------------------|--|
| 85-100         | High Distinction (HD) | Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.          |
| 75-84          | Distinction (D)       | Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.  |
| 65-74          | Credit (C)            | Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.            |
| 50-64          | Pass (P)              | Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes. |
| 0-49           | Fail (FF)             | Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.  |

\*Skills are those identified for the purposes of assessment task(s).

### Communication Methods

Communication methods used in this course include: Canvas course site- Discussion; emails, Consultation sessions, Zoom tutorial sessions.

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential

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improvement. Based on the feedback, changes include: change type of Assessments, and removal of one quiz assessment

**Oral Interviews (Vivas)**

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

**Academic Misconduct**

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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