

MIDI1106: Women in pregnancy

Callaghan, Gosford
Semester 1 - 2024



OVERVIEW

Course Description	This introductory course immerses students in the theory of midwifery work with well women during pregnancy. Using woman centredness as philosophy and approach to practice, this course facilitates students' acquisition of knowledge of women and their growing babies in the antenatal time. Students use midwifery, physiological, medical, pharmacological, neurophysiological and sociological theory to understand evidence informed health care for well pregnant women. Cultural safety and capability are also introduced as foundational concepts in midwifery.
Academic Progress Requirements	Nil
Requisites	Students must be active in the Bachelor of Midwifery [40297] to enrol in this course.
Contact Hours	Callaghan, Gosford Lecture Online 2 hour(s) per week(s) for 12 week(s) starting Week 1 Self-Directed Learning Self-Directed 72 hour(s) per term starting Week 1 Tutorial * Face to Face On Campus 2 hour(s) per week(s) for 12 week(s) starting Week 1
Unit Weighting	* This contact type has a compulsory requirement. 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

CONTACTS

Course Coordinator **Callaghan, Gosford**
Dr Lyndall Mollart
Lyndall.Mollart@newcastle.edu.au
(02) 4985 4481
Consultation: Contact via email to arrange a suitable time. Consultation will occur in person or via Zoom.

NOTE: Responses to emails can be expected within three (3) working days unless the tutor or Course Coordinator is off campus.

General Course Questions should be posted to Canvas, where the answer may be of benefit to other students. Students are required to check their UON (University of Newcastle) email account regularly and to use their student-mail accounts for all email correspondence with the University.

Teaching Staff Teaching staff will be advised on the course Canvas site.

School Office **School of Nursing and Midwifery**
Richardson Wing
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General Enquires AskUoN@newcastle.edu.au
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Student Support For academic and personal support services for students,
visit <https://www.newcastle.edu.au/current-students/support>

SYLLABUS

Course Content

- A rights-based approach to healthcare for pregnant women
- The evidence base to enhance women's wellness in the antenatal period, including the use of digital technologies to access the evidence
- Genetics, genomics, epigenetics and the impact of a women's pregnancy on the first 2000 days of her child's life
- Physiological changes of pregnancy
- Midwifery as primary health care for pregnant women
- Cultural safety
- Working with women with specific ethnic and other diverse needs
- Consultation, referral, and collaboration: working respectfully in the interdisciplinary team
- Legal and ethical issues: human rights, autonomy, 'patient' rights
- The women's significant others: how midwives work with family and other support networks.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. discuss the ways midwifery promotes health and prevents harm in the antenatal period
2. analyse the effects of research, health practices and policies on women's health during pregnancy
3. demonstrate beginning analysis of the legal, ethical, professional and policy frameworks for midwifery
4. identify health needs for pregnant women from Aboriginal and Torres Strait Islander groups
5. identify health needs for pregnant women from culturally and linguistically diverse groups
6. develop early abilities in critical thinking, therapeutic communication, academic reading and writing, and the use of digital technology

Course Materials

Required textbooks:

Marshall, J. E., & Raynor, M. D. (2020). *Myles textbook for midwives* (17th ed.). Elsevier.

McDonald, F., & Then, S.N. (2019). *Ethics, law and health care: A guide for nurses and midwives* (2nd ed.). Red Globe Press.

Pairman, S., Tracy, S. K., Dahlen, H., & Dixon, L. (2023). *Midwifery: Preparation for practice; book 1* (5th ed.). Elsevier Australia.

Pairman, S., Tracy, S. K., Dahlen, H., & Dixon, L. (2023). *Midwifery: Preparation for practice; book 2* (5th ed.). Elsevier Australia.

Rankin, J. (2017). *Physiology in childbearing: With Anatomy and Related Biosciences*. Elsevier.

Rankin, J. (2020). *Myles midwifery anatomy & physiology workbook*. (2nd ed.). Elsevier.

Recommended text:

Nil

COMPULSORY REQUIREMENTS

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

Contact Hour Requirements:

- Tutorial Attend 80% of sessions

Course Assessment Requirements:

- Assessment 1 - Personal health change plan: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 2 - Learning and teaching session: Evidence-informed pre-parenting class: Submit assessment item - Must submit this assessment to pass the course.

SCHEDULE

Week	Week Begins	Topic	Assessment Due
1	26 Feb	Overview of women's general health and preconception issues; evidence-based health promotion (smoking, diet, alcohol, obesity- health promotion evidence-based strategies)	
2	4 Mar	Genetics, genomics, epigenetics and the impact of a women's pregnancy on the first 2000 days of her child's life	
3	11 Mar	Conception and fetal development	
4	18 Mar	Physiological changes of pregnancy	
5	25 Mar	Physiological changes of pregnancy (cont'd)	Assessment 1: Written Assessment Due Friday 29 March 11.00 pm
6	1 Apr	Primary health care for pregnant women: Antenatal assessment	
7	8 Apr	Working respectfully in the interdisciplinary team. (Consultation, Referral, and Collaboration)	
Mid-Term Break			
Mid-Term Break			
8	29 Apr	Nutrition, exercise, pharmacology and complementary therapies for wellbeing in pregnancy/ 'minor disorders' of pregnancy (part 1)	
9	6 May	Nutrition, exercise, pharmacology and complementary therapies for wellbeing in pregnancy/ 'minor disorders' of pregnancy (part 2)	
10	13 May	Cultural safety; Working with Aboriginal and Torres Strait Islander women in pregnancy (including working with family and other support networks)	
11	20 May	Working with women in pregnancy: Cultural and Linguistically Diverse (CALD) women including ethnic, gender and specific needs (including working with family and other support networks)	Assessment 2: Learning & Teaching Plan (Group) Due Monday 20 May 11.00 pm
12	27 May	Rights-based approach to healthcare for pregnant women including human rights and autonomy	
Examination Period			
Examination Period			

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written Assignment – Personal health change plan	Friday 29 March 11.00 pm	Individual	50%	2, 3, 5
2	Presentation – Learning and teaching session: Evidence-informed pre-parenting class*	Monday 20 May 11.00 pm Presentations Weeks 11 and 12	Group	50%	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.

Assessment 1 - Personal health change plan

Assessment Type Written Assignment

Purpose The purpose of this assessment is to demonstrate an understanding of course material (relating to weeks 1-5) by providing evidence-based information for women and her family focusing on healthy lifestyle changes.

Description Please select one case study from the three cases provided- in Canvas/ Assignments/ Assessment 1.
Develop an information sheet (A4 size x 2 pages- template provided) on personal health change for pregnant women:

- Briefly describe the chosen case topic's importance
- Describe the physiological changes of pregnancy and fetal development that are relevant to the case topic chosen (supportive contemporary literature)
- Identify and describe health promotion strategies that research has shown to assist women in progressing to a healthy and wellness lifestyle relating to the chosen case topic (supported by contemporary evidence-based literature).
- *Relevant picture and/or diagram to be used to support information (include source weblink). The language used needs to be simplified to explain medical and academic terms/phrasing.*

References (using APA 7th) to be documented on a separate page.

Weighting 50%

Compulsory Requirements Submit assessment item - Must submit this assessment to pass the course.

Length A4 x 2 pages information sheet and 1 additional page for references

Due Date Friday 29 March 11.00 pm

Submission Method	Via Canvas
Assessment Criteria	Please refer to marking criteria
Return Method	Via Canvas
Feedback Provided	Via Canvas within 15 university working days of submission.
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 2 - Learning and teaching session: Evidence-informed pre-parenting class

Assessment Type	Presentation
Purpose	To develop and present a learning and teaching session plan and content focusing on 2 minor disorders of pregnancy due to changes in pregnancy: Evidence-informed pre-parenting (antenatal) class.
Description	<p>Students will work in small groups of 3 (or occasionally 4, subject to tutor approval): Develop a learning/teaching session plan and content for a 2-hour antenatal class with pregnant women and their partners/support people (including a group activity). The group will provide a 15-minute PowerPoint presentation to your class in week 11 or 12 (PowerPoint templated provided).</p> <p>Each Group will provide a 15 minute presentation that will include the session plan; two (2) minor disorders of pregnancy; relevant changes of pregnancy for the minor disorders; the various strategies that are commonly used and if evidence-based; and a group activity relevant to one minor discomfort.</p> <p>Your 15-minute presentation must address the following areas:</p> <ul style="list-style-type: none">• First slide: Title, your target audience, presenters' names, and group work contribution for each member of the group.• 1 slide: Session plan showing what you would cover in a 2 hour antenatal class - including objectives, content and activities, timing, and resources required (template provided)• 2 slides: First minor disorder of pregnancy and relevant changes in pregnancy; and the various strategies that can be used to help ease the disorder, and current research evidence on the level of effectiveness (cite references in slides)• 2 slides: Second minor disorder of pregnancy and relevant changes in pregnancy; and various strategies that can be used to ease the disorder, and current research evidence on level of effectiveness (cite references in slides)• 1-2 slide: Outline of an activity included in the antenatal class relevant to one of the minor disorders (can include a short video or demonstration)• 1-2 slides: References: 7th APA referencing style <p>Speaker notes: As the PowerPoint slides have minimal information, your speaker notes for each slide need to include what you would say to the women and partners/support people including citing references (similar to a written academic essay). The language used needs to be simplified explaining medical terms to ensure the participants understand.</p> <p>The groupwork familiarisation and self-allocation process will take place in weeks 2-6 of semester and MUST be finalised by the end of week 7 (Friday 12th April). It is each student's responsibility to ensure that they are in a group and are allocated on the list that tutors will record and keep.</p>

Students must document their group process and contribution as part of this assessment in the Groupwork Contract. Equal contribution must be demonstrated in order for the allocation of equal marks.

The PowerPoint template provided in Canvas course site **must be used**, including the number of slides and the headings. However, changes can be made to the look, fonts, background, colours etc. to fit your creative ideas.

The PowerPoint slides and speak notes must be submitted in Canvas/Assessment 2 folder by the due date. In addition, please provide your tutor with a hard copy printout of your presentation including speaking notes, at the time of your presentation.

Weighting	50%
Compulsory Requirements	Submit assessment item - Must submit this assessment to pass the course.
Length	10 slides and speaker notes, Presentation 15 minute duration
Due Date	Monday 20 May 11.00 pm. Presentations Weeks 11 and 12
Submission Method	Via Canvas
Assessment Criteria	Please refer to marking criteria
Return Method	Via Canvas
Feedback Provided	In Class – and via Canvas within 15 university working days of presentation.
Opportunity to Reattempt	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:
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 improvement. Changes made from 2022 offering based on student feedback: re-arranged some scheduled weeks to ensure content covered for assessments; Assessment 2 modified with additional instructions.
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	<p>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:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. 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; or4. the course has a compulsory attendance requirement. <p>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</p>
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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