

**MIDI2203: Women with complex labours**

Callaghan, Gosford and Manning Base Hospital  
Semester 1 - 2024



**OVERVIEW**

**Course Description** Keeping the woman firmly in the centre, this course uses evidence to underpin best care for women and their unborn/newly born babies when they meet challenges during the first, second and/or third stage of labour. In this course 'complex' is used to describe situations consisting of many different parts that interact with one other in multiple ways. Complex labour may bring with it the possibility of unwanted, unexpected, and/or difficult processes, tests, interventions, and/or outcomes which can affect short and long term maternal and fetal/neonatal wellbeing. Using midwifery, medical, neurophysiological, pharmacological, and sociological theory, students increase their understanding of causes and possible outcomes of complex labour for both women and their babies, further understand the provision of safe midwifery care and care from the multidisciplinary team and analyse necessary professional relationships and respectful partnerships.

**Academic Progress Requirements** Nil

**Requisites** Students must be active in the Bachelor of Midwifery [40297] or [12200] program to enrol in this course.

**Assumed Knowledge** MIDI1105 Midwife: 'with woman', MIDI1106 Women in pregnancy, MIDI1101 Midwifery Professional Experience 1, MIDI1205 Women in labour, MIDI1203 Women and their babies in the postnatal time, HUBS1406 Human Bioscience for Nursing and Midwifery.

**Contact Hours** **All Locations**

**Lecture**  
Online  
2 hour(s) per Week for 12 Weeks starting Week 1  
Lectures are virtual

**Self-Directed Learning**  
Self-Directed  
92 hour(s) per Term Full Term

**Tutorial \***

Tutorial: **Face to Face On Campus**  
3 hour(s) Week 2,3, 5 and 12  
Total of 12 hours  
Tutorial: **Online**  
1.30 hour (s) online interactive activities Week 1,4, 6, 7,8,9,10,11

**COURSE OUTLINE**

\* This contact type has a compulsory requirement.

**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.

## CONTACTS

**Course Coordinator** **Callaghan, Gosford and Manning Base Hospital**  
Dr Katharine Gillett  
[Katharine.gillett@newcastle.edu.au](mailto:Katharine.gillett@newcastle.edu.au)

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  
University of Newcastle  
University Drive  
CALLAGHAN NSW 2308

**Central Coast Clinical School**

77 Holden Street  
GOSFORD NSW 2250  
(+61) 2 4921 6304

**Web:** <http://www.newcastle.edu.au/school/nursing-midwifery>

**General Enquiries** [AskUoN@newcastle.edu.au](mailto:AskUoN@newcastle.edu.au)  
(+61) 2 4921 5000

**Program & Enrolment Advice** [ProgramAdvice@newcastle.edu.au](mailto:ProgramAdvice@newcastle.edu.au)

### Student Support

For academic and personal support services for students, visit  
<https://www.newcastle.edu.au/current-students/support>

# SYLLABUS

## Course Content

### Module 1: Safety

1. Safety through a woman-centred, rights-based approach to healthcare for women with complicated labours
2. Consultation, referral, and collaboration: working respectfully in the interdisciplinary team
3. Midwifery: making a difference in complexity

### Module 2: Assessment and therapies

1. Progress: Assessment of maternal wellbeing/assessment of fetal wellbeing/fetal compromise
2. Pain and pain relief
3. Drug therapy, diagnostic testing and interpreting laboratory results during a woman's labour

### Module 3: Working with women/babies who have medical conditions

1. hypertension
2. diabetes
3. infections
4. cardiac disease
5. haematological, respiratory, epilepsy and/or other diseases
6. depression

### Module 4: Working with women/babies who have maternity Issues

1. post-term pregnancy, induction and augmentation of labour
2. premature labour and birth
3. mal lie: transverse, oblique and unstable
4. mal presentations: breech, face, shoulder and brow
5. cord presentation and prolapse
6. prolonged labour and precipitate labour and disturbances in uterine action
7. instrumental birth
8. shoulder dystocia
9. intrapartum/ postpartum haemorrhage
10. retained placenta
11. genital tract trauma, perineal repair and episiotomy
12. Caesarean section
13. vaginal birth after Caesarean
14. embolism: amniotic fluid, pulmonary
15. a history of substance use
16. intrauterine growth restriction
17. fetal death in utero/stillbirth

### Module 5: Emergencies

1. Maternal and neonatal resuscitation
2. Ethics and law: The use of technology, life and death, termination of pregnancy, end of life decision making; and documentation

### Module 6: Ethics and Law

1. The use of technology, life and death, termination of pregnancy, end of life decision making; and documentation

**Course Learning  
Outcomes**

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

1. Identify the ways in which midwifery promotes health and prevents harm for women and their babies in complex labours and/or births
2. Describe techniques and tests for assessing maternal and fetal wellbeing in complex labour and/or birth
3. Present evidence-informed care, and evaluation of care, for women with complex labours and/or births
4. Identify ways midwives actively support women's choices during labour and/or birth
5. Apply legal, ethical, professional and policy frameworks for midwifery work with labouring women
6. Demonstrate critical thinking, academic reading and writing, and the use of digital technology

**Course Materials**

**Required Text:**

Nil

**Recommended Text:**

Cummins, A., Gillett K, McLaughlin K, Musgrave L., Wood J. (2023). *Stories in Midwifery: Reflection, Action, Inquiry.*(3<sup>rd</sup> Ed) Elsevier.

Johnson, R., Taylor, W., de-Vitry Smith, S., & Bayes, S. (2nd edition 2022). *Skills for Midwifery Practice: Australia and New Zealand Edition.* Elsevier.

Marshall, J.E. & Raynor, M.D. (Eds.). (2020). *Myles Textbook for Midwives. (17th ed.)*. Elsevier.

Pairman, S., Tracy, S. K., Dahlen, H. G., & Dixon, L. (2023). *Midwifery: Preparation for Practice 5e (5th ed.)* Elsevier.

Rankin, J. (2017). *Physiology in Childbearing with Anatomy and Related Biosciences (4th ed.)* Elsevier.

Rankin, J. (2020). *Myles Midwifery Anatomy & Physiology Workbook.* Elsevier.

Wylie, L. & Bryce, H. (2016). *The Midwives' Guide to Key Medical Conditions: Pregnancy and Childbirth (2nd ed.)*. Churchill Livingstone.

# COMPULSORY REQUIREMENTS

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

## Contact Hour Requirements:

- Tutorial There is a compulsory attendance requirement in this course. Student must attend a minimum of 80% of these sessions.

## Course Assessment Requirements:

- Assessment 1 - Written Assignment: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.

Assessment 2 - Presentation: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.

# SCHEDULE

Week	Week Begins	Topic	Tutorial delivery	Assessment Due
1	26 Feb	Pain in labour Pharmacological and non-pharmacological forms of pain relief	Online Webinar	
2	4 March	Fetal assessment/heart rate monitoring in labour	Face-to-face	
3	11 Mar	Post-term pregnancy, induction/labour dystocia/augmentation of labour	Face-to-face	
4	18 Mar	Multiple pregnancy Unusual fetal presentations in labour and birth Cord prolapse and cord presentation	Online	Scenario-based short answer 1 22 March 2024 2300hrs
5	25 Mar	Third stage complications	Face-to-face	
6	1 April	Genital tract trauma	Online	
7	8 Apr	Instrumental and surgical birth  NBAC	Online	
<b>Mid Term Break</b>				
<b>Mid Term Break</b>				
8	29 Apr	Labour and birth for women with medical complexities	Online	Scenario-based short answer 2 3 May 2024 2300hrs
9	6 May	Maternal collapse during labour and birth Maternal and neonatal resuscitation	Online	
10	13 May	Premature labour and birth, including pharmacology	Online	Scenario-based short answer 3 17 May 2024 2300hrs
11	20 May	Fetal death in utero Termination of pregnancy Stillbirth Grief and loss in childbearing	Online	

12	27 May	Midwifery self-care	Face-to-Face	Poster presentation- Infographic 31 May 2024 2300hrs
13	3 Jun			
<b>Examination Period</b>				
<b>Examination Period</b>				

## ASSESSMENTS

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

\* This assessment has a compulsory requirement.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written Assignment – Scenario based learning package*	Scenario 1 22 March 11.00 pm Scenario 2 3 May 11.00 pm Scenario 3 17 May 11.00 pm	Individual	50%	1, 2, 3, 4, 5, 6
2	Poster Presentation*	31 May 11:00pm	Individual	50%	1, 2, 3, 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 - Scenario based learning package

**Assessment Type** Written Assignment

**Purpose** The purpose of this assessment is to help students develop a preliminary understanding of course module content through the answering of short answer questions. Your answers should address the criteria and course objectives; demonstrate midwifery focused, woman centred philosophy and evidence informed practice; use women centred language and demonstrate referencing and academic literacy skills appropriate to UG (Undergraduate) 2000 level.

**Description** Answer three questions based on the scenarios you develop. Each response should be no more than 500 words (+/- 10%) and will be marked individually

**Weighting** 50%

**Compulsory Requirements** Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.

**Length** Total of 1500 words

**Due Date**

1. 22 March 11:00 pm
2. 3 May 11:00 pm
3. 17 May 11:00 pm

**Submission Method** Via Canvas

**Assessment Criteria** Please refer to marking criteria

**Return Method** Via Canvas

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<b>Feedback Provided</b>	Via Canvas
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment. A re-attempt will be considered in line with the Adverse Circumstances Policy

## Assessment 2 - Poster Presentation

<b>Assessment Type</b>	Infographic
<b>Purpose</b>	The purpose of this assessment is to demonstrate an understanding of course material by providing evidence-based information to women and their families in the form of <b>an educational infographic</b>
<b>Description</b>	<p>An infographic (information graphic) is a representation of information in a graphic format designed to make data easily understandable at a glance. Health professionals can use infographics to quickly communicate a message, to simplify the presentation of large amounts of data, and to represent patterns and relationships.</p> <p>Choose an issue discussed during MIDI2203. Create a one A3 page infographic which contains current prevalence, care and management of this condition in relation to labour and birth.</p> <p>Your infographic <b>must</b> contain the following information in a way that women and families will comprehend:</p> <ul style="list-style-type: none"><li>• Title: Chosen focus</li><li>• Define and briefly describe pathophysiology</li><li>• Briefly outline your chosen focus topic and describe how your chosen focus topic may impact on the woman and/or the family unit -</li><li>• Explain how women and/or the family unit can participate in optimising management and outcomes using evidence-based strategies.</li></ul> <p>References (using APA 7<sup>th</sup>) are to be presented on a separate word document.</p> <p>Resources on how to create an infographic can be found on Canvas. Free templates are available through design websites such as Canva.</p> <p>A 500-word written summary of information including references must also be submitted.</p>
<b>Weighting</b>	50%
<b>Compulsory Requirements</b>	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
<b>Length</b>	A3 page infographic and 500-word summary.
<b>Due Date</b>	31 May 11:00 pm
<b>Submission Method</b>	Via Canvas
<b>Assessment Criteria</b>	Please refer to marking criteria
<b>Return Method</b>	Via Canvas
<b>Feedback Provided</b>	Via Canvas
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment. A re-attempt will be considered in line with the Adverse Circumstances Policy

## ADDITIONAL INFORMATION

<b>Grading Scheme</b>	This course is graded as follows:
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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: Students will receive communications via the posting of content or announcements on the Canvas course site.

- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

#### Withdrawal from course

You can withdraw from a course without financial penalty on or before the census date **Friday 22<sup>nd</sup> March 2024**. If you withdraw after this date, it is considered you have been enrolled in the course and will be liable for HECS-HELP payment or degree fee.

#### 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 to this course based on student feedback include:

- Aligning theory with SLE
- Reducing amount of face-to-face requirement

#### 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



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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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