

## MIDI6210: Women with Complex Pregnancies

Callaghan, Gosford and Manning Base Hospital

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

|                                       |  |
|---------------------------------------|--|
| <b>Course Description</b>             | The course examines the intricate linking of maternal/fetal physiology, where specific conditions in pregnancy affect a woman's body systems and fetal development and growth, and vice versa. In this course 'complex' is used to describe situations consisting of many different, connected parts that interact with each other in multiple ways. Keeping the woman firmly in the centre, the course critically analyses best evidence to understand best care for women and their unborn babies when they meet challenges in their pregnancies. Using midwifery, medical, pharmacological, neurophysiological and sociological theory students increase their understandings and specialist capabilities in assessment and planning and the provision of safe antenatal care, and in evaluation, through professional relationships and respectful partnerships. |
| <b>Academic Progress Requirements</b> | Nil  |
| <b>Requisites</b>                     | Students must be enrolled in the Master of Midwifery (Graduate Entry) [40313] or be active in the Graduate Certificate in Midwifery (Re-Entry to practice) program [40314] to enrol in this course.  |
| <b>Assumed Knowledge</b>              | Students in the Master of Midwifery (Graduate Entry) program should have successfully completed MIDI6120 and MIDI6121.   |
| <b>Contact Hours</b>                  | <b>All Locations</b><br><b>Lecture</b><br>Online<br>2 hour(s) per week for 12 weeks starting in week 1<br><b>Self-Directed Learning</b><br>Self-Directed<br>72 hour(s) per Term Full Term<br><b>Tutorial *</b><br>Face to Face On Campus<br>3 hour(s) per week in weeks 2, 3, 5 and 12<br>Total of 12 hours<br><b>Tutorial</b><br>Online<br>1.30 hour(s) online interactive activities in weeks 1, 4, 6, 7, 8, 9, 10, 11<br><br>* This contact type has a compulsory requirement.  |
| <b>Unit Weighting</b>                 | 10   |
| <b>Workload</b>                       | Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.  |

# COURSE OUTLINE

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# 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**

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University of Newcastle  
University Drive  
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**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**

- A woman-centred, rights-based approach to healthcare for pregnant women in complexity
- Giving respectful health advice to women with complex pregnancies
- Gynaecological/early pregnancy problems/genetic issues
- Multifaceted assessment of fetal wellbeing
- Women with the following conditions:
  - hypertensive conditions
  - diabetes in pregnancy
  - high Body Mass Index
  - infections in pregnancy
  - thrombosis and embolus

- cardiac, haematological, and other complicating conditions
  - Antepartum haemorrhage
  - Multiple pregnancy
  - Mal positions: Breech, and external cephalic version
  - Mal lie: transverse, oblique and unstable
  - Threatened premature labour/premature rupture of membranes
  - Intrauterine growth restriction
  - Substance use
  - Fetal death in utero and maternal resuscitation in pregnancy
  - Pharmacokinetics, pharmacodynamics, and the quality use of medicines in complex pregnancy
  - Research review: Quality improvement initiatives, quantitative research designs, systematic reviews

### Course Learning Outcomes

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

1. Critically analyse the ways in which midwifery promotes health for women with complex pregnancies and their unborn babies
2. Synthesise research findings showing the ways midwifery prevents harm for women with complex pregnancies and their unborn babies
3. Transmit knowledge of evidence-informed midwifery and other care to women, and other health professionals
4. Accurately interpret diagnostic testing/screening results for assessing maternal and fetal wellbeing in complex pregnancies
5. Identify pharmacological therapies for women with specific complexities in pregnancy
6. Present understandings of the legal, ethical, professional, pharmacological and policy frameworks/protocols for midwifery work with pregnant women in complexity

### Course Materials

#### Recommended Text:

- Cummins, A., Gillett K, McLaughlin K, Musgrave L., Wood J. (2023). *Stories in Midwifery: Reflection, Action, Inquiry* (3rd ed.). Elsevier.
- Johnson, R., Taylor, W., de-Vitry Smith, S., & Bayes, S. (2022). *Skills for Midwifery Practice: Australia and New Zealand Editioned* (2nd ed.). 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* (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. 80% Preparation and Participation in Tutorials is required.

## Course Assessment Requirements:

- Assessment 1 - Written Assignment - Case Study Part A: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- Assessment 2 – Written Assignment - Case Study Part B: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- Assessment 3 - Presentation – Pecha Kucha 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      | Nutrition in Pregnancy<br>Eating Disorders<br>BMI<br>Hyperemesis Gravidarum                           | Online webinar    |  |
| 2                     | 4 March     | Diabetes in Pregnancy   | Face-to-Face      |  |
| 3                     | 11 Mar      | Thrombosis and respiratory conditions and emergencies in pregnancy (asthma workshop)                  | Face-to-Face      |  |
| 4                     | 18 Mar      | Multiple pregnancy<br>Mal positions in pregnancy  | Online            | Assessment 1<br>Case study topic - 'Why'<br>20%<br>22 March 11.00 pm |
| 5                     | 25 Mar      | Hypertensive disorders in pregnancy   | Face-to-Face      |  |
| 6                     | 1 April     | Bleeding in pregnancy<br>Early pregnancy problems/<br>genetic issues<br>Molar and ectopic pregnancies | Online            |  |
| 7                     | 8 Apr       | Cardiac and neurological conditions in pregnancy  | Online            |  |
| <b>Mid Term Break</b> |             |   |                   |  |
| <b>Mid Term Break</b> |             |   |                   |  |

|                           |        |   |                            |  |
|---------------------------|--------|---|----------------------------|--|
| 8                         | 29 Apr | Haematological disorders in pregnancy<br>Cholestasis in pregnancy<br>Renal conditions in pregnancy        | Online                     | Assessment 2<br>Case Study report<br>50%<br>3 May 11.00 pm |
| 9                         | 6 May  | Infections in pregnancy, sepsis and GBS   | Online                     |  |
| 10                        | 13 May | Threatened Premature labour<br>Intrauterine growth restriction  | Online                     |  |
| 11                        | 20 May | Substance use in pregnancy<br>Caring for vulnerable families  | Online                     |  |
| 12                        | 27 May | Severe mental illness during pregnancy and postpartum psychosis<br>Medications in pregnancy and lactation | Face-to-Face presentations | Pecha Kucha (presentation)<br>30%<br>31 May 11.00 pm       |
| 13                        | 3 Jun  |   |                            |  |
| <b>Examination Period</b> |        |   |                            |  |
| <b>Examination Period</b> |        |   |                            |  |

## 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 |
|-----------------------------|-------------------|-------------|-----------|-------------------|
| Case Study Part A - Topic*  | 22 March 11.00 pm | Individual  | 20%       | 1, 2, 3, 4, 5     |
| Case Study Part B - Report* | 3 May 11.00 pm    | Individual  | 50%       | 1, 2, 3, 4, 5, 6  |
| Pecha Kucha Presentation*   | 31 May 11.00 pm   | Individual  | 30%       | 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 - Case Study Part A - Choosing a case study topic and 'why'

**Assessment Type** Written Assignment

### Purpose

Case studies hold a crucial place in the education and continuing professional development of health care providers. Real-life scenarios provide a bridge between theoretical knowledge and its practical application, fostering the integration of evidence-based practices into clinical decision-making. Case studies allow midwives to engage with the complexities and nuances that arise in the care of women with diverse pregnancy conditions and to share experiences with colleagues for the betterment of midwifery practice. Case studies develop critical thinking

and problem-solving skills required to navigate the intricacies of each unique case. By engaging in this assessment, you are not only meeting the outlined learning outcomes but also actively contributing to the education of your peers and your own professional development.

|                                 |   |
|---------------------------------|---|
| <b>Description</b>              | Choosing a topic - Why it is important.<br><br>Choose a complex pregnancy topic from those presented in MIDI6210 you would like to write a case study report on. Define this topic and discuss the significance of this topic in relation to women with complex pregnancies and current literature. |
| <b>Weighting</b>                | 20%   |
| <b>Compulsory Requirements</b>  | Submit assessment item - Must submit this assessment to pass the course   |
| <b>Length</b>                   | 500 words (+/- 10%)   |
| <b>Due Date</b>                 | 22 March 11:00pm  |
| <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 within 15 university working days of submission  |
| <b>Opportunity to Reattempt</b> | Students WILL NOT be given the opportunity to reattempt this assessment   |

## Assessment 2 – Case Study Part B - Report

**Assessment Type** Written Assignment

**Description** Written Case Study Report.

For this assessment, you are required to write a comprehensive case study that focuses on the care and management of a woman with a complex pregnancy. Your case study should demonstrate your ability to critically analyse, synthesise research findings, accurately interpret diagnostic testing/screening results, and present an understanding of the relevant legal, ethical, professional, pharmacological, and policy frameworks/protocols in midwifery practice. The report aims to showcase your skills in the assessment and evaluation of both complex cases and the evidence for how to best support women experiencing complex pregnancies.

### Your report must provide:

- **Patient Information:** Pseudonym Name, age, gravidity, parity, gestational age, and relevant medical history.

- **Complex Pregnancy Presentation:**

Clearly describe the complex pregnancy condition or issue that the woman is facing. This could include conditions such as gestational diabetes, preeclampsia, multiple pregnancies, etc.

- **Interpretation of Diagnostic Testing/Screening Results:**

Include any relevant diagnostic testing or screening results that contribute to assessing maternal and fetal wellbeing. Interpret these results accurately and explain their implications for the care of the woman and her baby.

- **Comprehensive Care Plan based on best practices and Peer-Reviewed Sources (APA 7th Referencing):**

Develop a holistic care plan for the pregnant woman, addressing her complex pregnancy issues. This should include antenatal, intrapartum, and postnatal care recommendations based on best practices and research evidence from peer-reviewed sources, adhering to APA 7th referencing guidelines. Ensure that the sources are reputable and scholarly.

- **Critical Analysis of Midwifery's Role in Promoting Health:**

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Provide a detailed analysis of how midwifery care can promote the health of the woman in your case study and her unborn babies, using scholarly literature to support your analysis.

- **Synthesis of Research Findings on Harm Prevention:**

Summarise and synthesise research findings that demonstrate the ways midwifery care will prevent harm with reference to this case.

- **Discussion of Legal, Ethical, Professional, Pharmacological, and Policy Aspects:**

Present a thorough understanding of the legal, ethical, professional, pharmacological, and policy frameworks and protocols that guide midwifery practice when dealing with pregnant women in complexity, particularly in relation to this case. Discuss considerations such as informed consent, privacy, confidentiality, and appropriate medication use.

|                                 |   |
|---------------------------------|---|
| <b>Weighting</b>                | 50%   |
| <b>Compulsory Requirements</b>  | Submit assessment item - Must submit this assessment to pass the course |
| <b>Length</b>                   | 1500 words (+/- 10%)  |
| <b>Due Date</b>                 | 3 May 11:00pm   |
| <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 within 15 working days of submission                         |
| <b>Opportunity to Reattempt</b> | Students WILL NOT be given the opportunity to reattempt this assessment |

### Assessment 3 – Pecha Kucha Presentation

|                        |  |
|------------------------|--|
| <b>Assessment Type</b> | Project  |
| <b>Purpose</b>         | Sharing case studies within midwifery is an invaluable practice that fosters a culture of collaborative learning and knowledge exchange. Case studies offer a platform for healthcare professionals to share their real-world experiences, challenges, and successes, enabling peers to collectively learn from diverse clinical scenarios. Through these shared narratives, professionals gain insights into various diagnostic, therapeutic, and patient management strategies, enriching their clinical repertoire. By completing this assessment students have the opportunity to develop skills in sharing midwifery case studies in a simulated, yet authentic environment.  |
| <b>Description</b>     | <p>For this assessment, you are required to deliver a six minute presentation of the case study you developed for your written case study report. The presentation is to be delivered in the Week 12 workshop. The audience consists of both undergraduate and postgraduate students who stand to benefit from what you have learned from your case study exploration. As such your presentation should be developed with fellow midwives as the target audience.</p> <p><b>Your presentation must provide:</b></p> <ul style="list-style-type: none"><li>• <b>Case Summary:</b> highlighting key points pertinent to providing care to the woman and baby in this case</li><li>• <b>Care Plan based on best practices and Peer-Reviewed Sources (APA 7th Referencing):</b><br/>Present an holistic care plan for the pregnant woman, addressing her complex pregnancy issues, outlining best practices and research evidence from peer-reviewed sources</li><li>• <b>Evidence of how the care plan will promote health and prevent harm:</b><br/>Provide a summary of research findings that provide support for the midwifery care plan in promoting health and preventing harm of the woman in your case study and her unborn babies. Evidence should be scholarly literature.</li><li>• <b>Discussion of Legal, Ethical, Professional, Pharmacological, and Policy</b></li></ul> |

**Aspects:**

Discuss how of the legal, ethical, professional, pharmacological, and policy frameworks and protocols guide midwifery practice in this case.

|                                 |   |
|---------------------------------|---|
| <b>Weighting</b>                | 30%   |
| <b>Compulsory Requirements</b>  | Submit assessment item - Must submit this assessment to pass the course |
| <b>Length</b>                   | 6 minutes, plus 6 slides + one reference slide                          |
| <b>Due Date</b>                 | 31 May 11:00pm  |
| <b>Submission Method</b>        | Slides submitted online via Canvas, presentation in person at workshop  |
| <b>Assessment Criteria</b>      | Please refer to marking criteria  |
| <b>Return Method</b>            | Via Canvas  |
| <b>Feedback Provided</b>        | Via Canvas within 15 university working days of submission              |
| <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).

**Attendance** Attendance/participation will be recorded in the following components:  
- Tutorial (Method of recording: Sign on sheet/ UON app.)

80% face-to-face attendance to tutorials is compulsory for this course. Adverse circumstances will be required for absences.

**Withdrawal from Course** You can withdraw from a course without financial penalty on or before the census date Friday 22nd March 2024. If you withdraw after this date, it is considered you have been enrolled in



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the course and will be liable for HECS-HELP payment or degree fee.

|                                     |   |
|-------------------------------------|---|
| <b>Course Evaluation</b>            | 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.<br>Changes made to this course based on student feedback include: <ul style="list-style-type: none"><li>- Aligning theory with simulated learning experiences.</li></ul>   |
| <b>Oral Interviews (Vivas)</b>      | 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 <a href="#">Oral Examination (viva) Procedure</a> . 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 <a href="#">Student Conduct Rule</a> .   |
| <b>Academic Misconduct</b>          | 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 <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .   |
| <b>Adverse Circumstances</b>        | 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: <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>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;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:<br><a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a> |
| <b>Important Policy Information</b> | 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 <a href="https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures">https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures</a> 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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