



UNSW Course Outline

SWCH9021 Common Urogynaecological Conditions - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : SWCH9021

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Medicine and Health

Academic Unit : School of Clinical Medicine

Delivery Mode : Online

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course aims to examine the epidemiology, symptoms and management of a variety of

common urogynaecological and pelvic floor conditions. It will be of most benefit and relevance to those working primarily in a women's health setting – in particular gynaecologists, primary care physicians, pelvic floor physiotherapists as well as nurses and counsellors.

The following topics will be covered by this course:

- Urinary incontinence – causes, classification, diagnosis, conservative management and an overview of surgery
- Painful Bladder Syndrome – theories of aetiology, diagnosis and management
- Urinary tract infections – diagnosis and approaches to management
- Pelvic organ prolapse – risk factors, conservative management and an overview of surgical options
- Vaginal mesh – a historical perspective, modern controversies and complex management approaches

Course Aims

This course aims to examine various common urogynaecological and pelvic floor conditions with particular emphasis on diagnosis, management and impact on each woman caused by them.

Relationship to Other Courses

Assistance with progression checking:

If you are unsure how this course fits within your program, you can seek guidance on optimising your program structure from staff at the [Nucleus Student Hub](#).

Progression plans for UNSW Medicine and Health programs can be found on the [UNSW Medicine & Health website](#)

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Develop an understanding of urinary incontinence; its classification, aetiology, diagnostic features, investigations and management.
CLO2 : Apply knowledge of microbiology, biochemistry and history taking to demonstrate evidence based diagnosis and management of urinary tract infections.
CLO3 : List the features of painful bladder syndrome and demonstrate an understanding of treatment options.
CLO4 : Provide evidence-based treatment options following the correct diagnosis of the type and severity of various forms of pelvic organ prolapse.
CLO5 : Demonstrate the initial approach to a woman with vaginal mesh pain or complication.

Course Learning Outcomes	Assessment Item
CLO1 : Develop an understanding of urinary incontinence; its classification, aetiology, diagnostic features, investigations and management.	<ul style="list-style-type: none"> • Multiple Choice Quiz • Presentation
CLO2 : Apply knowledge of microbiology, biochemistry and history taking to demonstrate evidence based diagnosis and management of urinary tract infections.	<ul style="list-style-type: none"> • Multiple Choice Quiz • Presentation
CLO3 : List the features of painful bladder syndrome and demonstrate an understanding of treatment options.	<ul style="list-style-type: none"> • Presentation
CLO4 : Provide evidence-based treatment options following the correct diagnosis of the type and severity of various forms of pelvic organ prolapse.	<ul style="list-style-type: none"> • Essay
CLO5 : Demonstrate the initial approach to a woman with vaginal mesh pain or complication.	<ul style="list-style-type: none"> • Essay

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

All course materials and course announcements are provided on the course learning management system, Moodle (or Open Access).

By accessing and using the ICT resources provided by UNSW, you are agreeing to abide by the ['Acceptable Use of UNSW ICT Resources'](#) policy particularly on respect for intellectual property and copyright, legal and ethical use of ICT resources and security and privacy.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay Assessment Format: Individual	30%	Due Date: 10/04/2024 12:00 PM
Multiple Choice Quiz Assessment Format: Individual	30%	Due Date: Week 4 and week 10
Presentation Assessment Format: Individual	40%	Due Date: 27/03/2024 12:00 PM

Assessment Details

Essay

Assessment Overview

Students will be provided a clinical case on pelvic organ prolapse. They will be required to submit a 1000-word essay outlining additional history and examination required and the management options to be discussed with the patient.

Feedback will be provided within 10 working days of submission.

Course Learning Outcomes

- CLO4 : Provide evidence-based treatment options following the correct diagnosis of the type and severity of various forms of pelvic organ prolapse.
- CLO5 : Demonstrate the initial approach to a woman with vaginal mesh pain or complication.

Detailed Assessment Description

Below is the clinical case provided for you to discuss.

"A 68 year old para 4+0 lady presents to your office complaining of a bulge "down below". All her deliveries were unremarkable, vaginal births. She feels a lump like a boiled egg at the opening when she washes in the shower and finds it embarrassing and uncomfortable during intercourse. She has had no form of post-menopausal oestrogen supplement. On examination with a cough in the supine position, you notice there is a cystocoele descending to the level of the vaginal introitus, a mild rectocoele about 1 cm above the introitus, and no descent of the uterus is seen."

You are required to submit a 1000-word essay outlining additional history and examination required and the management options to be discussed with the patient. References are not included in the word count and please provide a total word count at the beginning of your essay. Additional history and examination should be listed in point form. Management should be in paragraph form.

The essay should demonstrate understanding of the course content and use of relevant recent literature to support your management discussion.

Assessment Length

1000 words

Submission notes

This task has a short extension option. A short extension of 2 days is available for this task. See

Section 3. Submission of Assessment Tasks in the Other Useful Information tab of your course outline and refer to Moodle for additional submission information.

Assessment information

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas (**Planning Assistance**). However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e. only occasional AI generated words or phrases may form part of your final submission.

You should keep copies of the initial prompts to provide to the course convenor if there is any uncertainty about the originality of your work.

If the outputs of generative AI (such as ChatGPT) form a part of your submission, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

UNSW Pro-Vice Chancellor Education and Student Experience (PVCESE) provides guidance on the [use of generative Artificial Intelligence](#) in assessments.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Multiple Choice Quiz

Assessment Overview

Multiple choice quiz includes questions related to incontinence, urinary tract infection, cystitis, and pelvic organ prolapse.

Due date: Week 4 and Week 8

Adaptive feedback will be provided immediately after the quiz is completed.

Course Learning Outcomes

- CLO1 : Develop an understanding of urinary incontinence; its classification, aetiology, diagnostic features, investigations and management.
- CLO2 : Apply knowledge of microbiology, biochemistry and history taking to demonstrate evidence based diagnosis and management of urinary tract infections.

Detailed Assessment Description

Assessment 1 is split into two Moodle quizzes held in week 4 and 10. They comprise multiple

choice questions. Quiz 1 will assess your learning of Modules 2. Quiz 2 will assess your learning of Modules 3 and 4. The quizzes will each be available on Moodle for a 168- hour period (7 days). You must complete the quizzes within these time periods. Once you commence each quiz, you will have 1 hour in which to complete it and there is only one attempt allowed.

Submission notes

Refer to Moodle for submission information. This tasks does not have a short extension option.

Assessment information

For this task, the level of use of generative Artificial Intelligence (AI) is categorised as "NO ASSISTANCE." It is prohibited to use any software or service to search for or generate information or answers. If such use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Assignment submission Turnitin type

Not Applicable

Presentation

Assessment Overview

Students will be required to deliver a 20 minute presentation to at least 4 colleagues about the diagnosis and conservative management of urinary incontinence. Students will deliver the presentation using an online video conferencing tool such as MS Teams, Zoom, Blackboard Collaborate Ultra.

Feedback will be provided within 10 working days of submission.

Course Learning Outcomes

- CLO1 : Develop an understanding of urinary incontinence; its classification, aetiology, diagnostic features, investigations and management.
- CLO2 : Apply knowledge of microbiology, biochemistry and history taking to demonstrate evidence based diagnosis and management of urinary tract infections.
- CLO3 : List the features of painful bladder syndrome and demonstrate an understanding of treatment options.

Detailed Assessment Description

Please construct and deliver a 20 minute talk to at least 4 work colleagues/friends, about the diagnosis and conservative management of urinary incontinence, using PowerPoint slides. The presentation can be provided over and online video conferencing tool or face to face.

Assessment will be performed of the PowerPoint slides, and of a feedback questionnaire from your 4 colleagues, comprising the following: Questionnaire to be given to your 4 colleagues re your talk:

1. What new information did you learn about the prevalence of incontinence?
2. Why is simply giving a patient a leaflet about Pelvic Floor Exercises not effective treatment?
3. Why does bladder training need to be taught before prescribing anticholinergic drugs?
4. Why should vaginal oestrogen cream be applied digitally by patients, rather than by using the applicator?
5. What are the main complications of the TVT operation?

For formal assessment, Powerpoint Slides and 4 feedback Questionnaire's must be uploaded at the time of submission.

Assessment Length

20 minute presentation

Submission notes

Refer to Moodle for submission information. This tasks does not have a short extension option.

Assessment information

For this task, the level of use of generative Artificial Intelligence (AI) is categorised as "NO ASSISTANCE." It is prohibited to use any software or service to search for or generate information or answers. If such use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Assignment submission Turnitin type

Not Applicable

General Assessment Information

Detailed instructions regarding assessments for this course are provided on the course Moodle page (or Open Learning).

For student information on results, grades, and guides to assessment see: <https://>

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

- Achieve a composite grade of at least 50 out of 100
- Meet any additional requirements specified in the assessment details section and on Moodle.

Course Schedule

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

The times and locations of classes can be found on [myUNSW](#) under Class Timetable.

Students enrolled in online courses should also refer to Moodle as some classes are not centrally timetabled (e.g., workshops) and will not appear on the timetable website.

The expected engagement for all UNSW 6UOC courses is 150 hours per term. This includes lectures, tutorials, readings, and completion of assessments and exam preparation (if relevant).

Course Resources

Recommended Resources

Recommended resources for this course are provided on the course Moodle page.

Additional Costs

There are no additional costs associated with this course.

Course Evaluation and Development

Student feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

We use student feedback from myExperience surveys to develop and make improvements to the course each year. We do this by identifying areas of the course that require development from

both the rating responses and written comments. Please spare a few minutes to complete the myExperience surveys for this course posted at the top of the Moodle page at the end of term.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Zhuoran Chen					No	Yes

Other Useful Information

Academic Information

As a student of UNSW Medicine & Health you are expected to familiarise yourself with the contents of this course outline and the UNSW Student Code and policies and procedures related to your studies.

Student Code of Conduct

Throughout your time studying at UNSW Medicine & Health, you share a responsibility with us for maintaining a safe, harmonious and tolerant University environment. This includes within the courses you undertake during your degree and your interactions with the UNSW community, both on campus and online.

The [UNSW Student Code of Conduct](#) website provides a framework for the standard of conduct expected of UNSW students with respect to both academic integrity and your responsibility as a UNSW citizen.

Where the University believes a student may have breached the code, the University may take disciplinary action in accordance with the [Student Misconduct Procedure](#).

The [Student Conduct and Integrity Office](#) provides further resources to assist you to understand your conduct obligations as a student at UNSW.

Academic Honesty and Plagiarism

Academic integrity

UNSW has an ongoing commitment to fostering a culture of learning informed by academic

integrity. All UNSW staff and students have a responsibility to adhere to the principle of academic integrity, and ethical scholarship of learning is fundamental to your success at UNSW Medicine & Health.

Plagiarism, contract cheating, and inappropriate use of generative AI undermine academic integrity and are not tolerated at UNSW. For more information see the [Academic Integrity and Plagiarism toolkit](#).

In addition to the information you are required to review in your [ELISE training](#), UNSW Medicine & Health strongly recommends that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task.

Referencing

Referencing is a way of acknowledging the sources of information that you use to research your assignments. Preferred referencing styles vary among UNSW Medicine & Health disciplines, so check your course Learning Management System (e.g. Moodle or Open Learning) page for information on preferred referencing styles.

For further information on referencing support and styles, see the Current Student [Referencing page](#).

Academic misconduct and plagiarism

At UNSW, academic misconduct is managed in accordance with the [Student Misconduct Procedure](#). Allegations of plagiarism are generally handled according to the [UNSW Plagiarism Management Procedure](#). Plagiarism is defined in the [UNSW Plagiarism Policy](#) and is not tolerated at UNSW.

Use of Generative AI and other tools in your assessment

UNSW has provided guiding statements for the [use of Generative AI in assessments](#). This will differ, depending on the individual assessment task, your course requirements, and the course stage within your program.

Your course convenor will outline if and how you can use Generative AI in each your assessment tasks. Options for the use of generative AI include: (1) no assistance; (2) simple editing assistance; (3) planning assistance; and (4) full assistance with attribution.

You may be required to submit the original generative AI responses, or drafts of your original work. Inappropriate use of generative AI is considered academic misconduct.

See your course Moodle (or Open Learning) page for the full instructions for individual assessment tasks for your course.

Submission of Assessment Tasks

Short extensions and special consideration

Short extension

Commencing in Term 1, 2024, UNSW has introduced a short extension procedure for submission of assessment tasks. Not all tasks are eligible, and eligible tasks have a predetermined extension length. UNSW Medicine and Health have set School-level extension lengths for eligible assessment tasks. See your course assessment descriptions for more information.

Students must check the availability of a short extension in the individual assessment task information for their courses.

Short extensions do not require supporting documentation. They must be submitted before the assessment task deadline. No late applications will be accepted.

Late penalties apply to submission of assessment tasks without approved extension.

Special consideration

In cases where short term events beyond your control affect your performance in a specific assessment task you may formally apply for [Special Consideration](#) through myUNSW.

UNSW has a **Fit to Sit rule**, which means that by sitting an examination on the scheduled date, you are declaring that you are fit to do so and cannot later apply for Special Consideration. Examinations include centrally timetabled examinations and scheduled, timed examinations and tests managed by your School.

Important information relating to Short Extension and Special Consideration is available [here](#), including eligibility for Special Consideration, circumstances where students with Equitable Learning Plans can apply for Short Extensions and Special Consideration, and the appeals process.

Examinations

Information about the conduct of examinations in your course is provided on your course Moodle page.

Timed online assessment tasks

If you experience a technical or connection problem during a timed online assessment, such as a timed quiz, you can apply for Special Consideration. To be eligible to apply you need to contact the Course Convenor and advise them of the issue immediately. You will need to submit an application for Special Consideration immediately, and upload screenshots, error messages or other evidence of the technical issue as supporting documentation. Additional information can be found on: <https://student.unsw.edu.au/special-consideration>

Other assessment tasks

Late submission of assessment tasks

UNSW has standard late submission penalties as outlined in the [UNSW Assessment Implementation Procedure](#), with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per calendar day (including Saturday, Sunday and public holidays).

Late submissions penalties are capped at five calendar days (120 hours). This means that a student is not permitted to submit an assessment more than 5 calendar days (120 hours) after the due date for that assessment (unless extension or exemption previously agreed).

Failure to complete an assessment task

You are expected to complete all assessment tasks for your courses. In some courses, there will be a minimum pass mark required on a specific assessment task (a “hurdle task”) due to the need to assure clinical competency.

Where a hurdle task is applicable, additional information is provided in the assessment information on your course Moodle page.

Feedback on assessments

Feedback on your performance in assessment tasks will be provided to you in a timely manner.

For assessment tasks completed within the teaching period of a course, other than a final assessment, feedback will be provided within 10 working days of submission, under normal circumstances.

Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Any variation from the above information that is specific to an assessment task will be clearly indicated in the course and assessment information provided to you on your course Moodle (or Open Learning) page.

Faculty-specific Information

Additional support for students

The university offers a wide range of support services that are available for students. Here are some links for you to explore.

- The Current Students Gateway:<https://student.unsw.edu.au>
- Academic Skills and Support:<https://student.unsw.edu.au/academic-skills>
- Student support:<https://www.student.unsw.edu.au/support>
- Student Wellbeing, Health and Safety:<https://student.unsw.edu.au/wellbeing>

Mind Smart Guides are a series of mental health self-help resources designed to give you the psychological flexibility, resilience and self-management skills you need to thrive at university and at work.

- Mind Smart Guides: <https://student.unsw.edu.au/mindsmart>
- Equitable Learning Services:<https://student.unsw.edu.au/els>
- Guide to studying online: <https://www.student.unsw.edu.au/online-study>

Most courses in UNSW Medicine & Health use Moodle as your Learning Management System. Guidance for using UNSW Moodle can be found on the Current Student page. Difficulties with Moodle should be logged with the IT Service Centre.

- Moodle Support: <https://student.unsw.edu.au/moodle-support>

The IT Service Desk is your central point of contact for assistance and support with remote and on-campus study.

- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/services/students>

Course evaluation and development

At UNSW Medicine & Health, students take an active role in designing their courses and their overall student experience. We regularly seek feedback from students, and continuous improvements are made based on your input. Towards the end of the term, you will be asked to participate in the [myExperience survey](#), which serves as a source of evaluative feedback from students. Your input to this quality enhancement process is valuable in helping us meet your learning needs and deliver an effective and enriching learning experience. Student responses are carefully considered, and the action taken to enhance educational quality is documented in the myFeedback Matters section of your Moodle (or Open Learning) course page.

School Contact Information

School guidelines on contacting staff:

Course questions

All questions related to course content should be posted on Moodle (or Open Learning) or as directed by your Course Convenor.

In cases where email communication with course convenors is necessary, we kindly request the following:

- Use your official email address for any correspondence with teaching staff.
- We expect a high standard of communication. All communication should avoid using short-hand or texting language.
- Include your full name, student ID, and your course code and name in all communication.

Our course convenors are expected to respond to emails during standard working hours of

Monday to Friday, 9am-5pm.

Administrative questions

If you have an administrative question about your program of study at the School please submit your enquiry online at [UNSW Ask Us.](#)

Complaints and appeals

Student complaints and appeals: <https://student.unsw.edu.au/complaints>

If you have any grievances about your studies, we invite you to address these initially to the Course Convenor. If the response does not meet your expectations, you may then contact the School Grievance Officer, A/Prof Sean Kennedy (sean.kennedy@unsw.edu.au).