



UNSW Course Outline

SWCH9015 Child and Adolescent Gynaecology - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : SWCH9015

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

In this course, you will examine the epidemiology, symptoms, and management of common gynaecological conditions in the child and adolescent with emphasis on implications for reproductive health. It is suitable for gynaecologists, sexual health physicians, primary care

physicians and family practitioners as well as nurses, counselors, clinical psychologists, and scientists with a special interest in this field. You will study the normal development of the reproductive tract as well as disorders of sex development. The aetiology, pathophysiology, and physical and psychological management of common gynaecological disorders, including amenorrhoea and disorders of sex development will be covered.

The following topics will be covered in this Course:

When things go right....

- Normal development of the reproductive tract
- Pubertal development

When things go wrong (part one)....

- Abnormal development of the reproductive tract
- Disorders of sex development – aetiology and pathophysiology
- Management of disorders of sex development

When things go wrong (part two)....

- Common paediatric gynaecological disorders
- Mullerian anomalies – aetiology and pathophysiology
- Management of mullerian anomalies

To bleed or not to bleed.....

- Primary amenorrhoea
- Secondary amenorrhoea

Psychological impacts of disorders of sex development and mullerian anomalies

Course Aims

This course aims to examine the epidemiology, symptoms, and management of common gynaecological conditions in the child and adolescents with emphasis on implications for reproductive health. Furthermore, the aetiology, pathophysiology, and physical and psychological management of common gynaecological disorders, including amenorrhoea and disorders of sex development will be covered.

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
CL01 : Compare the differences in normal and abnormal gonadal development and its resultant phenotypic development.
CL02 : Demonstrate normal embryological development of the male and female reproductive systems and develop an understanding of the potential impacts to normal development.
CL03 : Critically analyse the investigations and management plans of paediatric and adolescent gynaecological conditions.
CL04 : Appraise the investigations and management of paediatric and adolescent gynaecological conditions and particularly the timing of these when development is abnormal (different than expected).
CL05 : Critically appraise the practices of disorders of sexual differentiation (DSD) and Mullerian anomalies and develop skills related to communication, impact of language, approach to parents and patients for a life-long care plan within a multidisciplinary team.
CL06 : Evaluate medical management paradigms in patients with DSD with respect to genetics, molecular biology and the long term implications of the disruptions of sex hormones.
CL07 : Appraise the psychological effects of DSD and Mullerian anomalies in adolescence and adult life, and the management of these, to aid patient adjustment.

Course Learning Outcomes	Assessment Item
CLO1 : Compare the differences in normal and abnormal gonadal development and its resultant phenotypic development.	<ul style="list-style-type: none"> • Participation • Online Discussion • Essay
CLO2 : Demonstrate normal embryological development of the male and female reproductive systems and develop an understanding of the potential impacts to normal development.	<ul style="list-style-type: none"> • Participation • Online Discussion • Essay
CLO3 : Critically analyse the investigations and management plans of paediatric and adolescent gynaecological conditions.	<ul style="list-style-type: none"> • Participation • Online Discussion • Essay
CLO4 : Appraise the investigations and management of paediatric and adolescent gynaecological conditions and particularly the timing of these when development is abnormal (different than expected).	<ul style="list-style-type: none"> • Participation • Online Discussion • Essay
CLO5 : Critically appraise the practices of disorders of sexual differentiation (DSD) and Mullerian anomalies and develop skills related to communication, impact of language, approach to parents and patients for a life-long care plan within a multidisciplinary team.	<ul style="list-style-type: none"> • Participation • Online Discussion • Essay
CLO6 : Evaluate medical management paradigms in patients with DSD with respect to genetics, molecular biology and the long term implications of the disruptions of sex hormones.	<ul style="list-style-type: none"> • Participation • Online Discussion • Essay
CLO7 : Appraise the psychological effects of DSD and Mullerian anomalies in adolescence and adult life, and the management of these, to aid patient adjustment.	<ul style="list-style-type: none"> • Participation • Online Discussion • 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
Participation Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Not Applicable
Online Discussion Assessment Format: Individual	30%	Due Date: 29/03/2024 11:59 PM
Essay Assessment Format: Individual	50%	Due Date: 19/04/2024 11:59 PM

Assessment Details

Participation

Assessment Overview

There will be three live webinars during the term. Before each webinar, students are required to post and answer questions of their peers in a forum about the topics covered in the weeks prior to a webinar. During a webinar, students are also required to participate in the live chat activities. Students are assessed based on the quality, relevance and consistency of contributions.

Course Learning Outcomes

- CL01 : Compare the differences in normal and abnormal gonadal development and its resultant phenotypic development.
- CL02 : Demonstrate normal embryological development of the male and female reproductive systems and develop an understanding of the potential impacts to normal development.
- CL03 : Critically analyse the investigations and management plans of paediatric and adolescent gynaecological conditions.
- CL04 : Appraise the investigations and management of paediatric and adolescent gynaecological conditions and particularly the timing of these when development is abnormal (different than expected).
- CL05 : Critically appraise the practices of disorders of sexual differentiation (DSD) and Mullerian anomalies and develop skills related to communication, impact of language, approach to parents and patients for a life-long care plan within a multidisciplinary team.
- CL06 : Evaluate medical management paradigms in patients with DSD with respect to genetics, molecular biology and the long term implications of the disruptions of sex hormones.
- CL07 : Appraise the psychological effects of DSD and Mullerian anomalies in adolescence and adult life, and the management of these, to aid patient adjustment.

Detailed Assessment Description

Student participation in Live Q&A sessions will contribute to this score.

Dr Rebecca Deans will be available online on 21st February (9-10am), 6th March (9-10am), and 3rd April (9-10am) for 'Live Q&A sessions'. Students are expected to participate in these sessions. We understand that these sessions may not suit all students' availabilities, they will be recorded. If you are unavailable to join, please put your questions on Moodle under 'Questions for Live Q&A sessions'.

Further interaction with the session forum, posting reflections after having watched the recording in the event you were unable to join, added to any further questions you may have, are welcome. Those able to join the Live session, are also asked to put their questions on Moodle before each session. Kindly read those questions already posted, so these are not repeated, unless you want to extend on, or bring depth to a question already submitted.

- These online sessions WILL BE recorded and will be made available to other students. The recording will be made available for the this year's cohort and also may be made available for future cohorts.
- If you are unable to attend, please post your questions in the link provided and it will be answered in the live sessions
- Our lectures/tutorials and their materials may be subject to copyright and that any further reproduction may be subject to copyright protection – ie DO NOT RECORD or REPRODUCE the session.
- If you have any questions but do not wish to be recorded in the live sessions, please email Dr Deans or post your question in the forum or in the chat during the live session.
- Please mute your microphone unless you are asking a question or contributing to the tutorial discussion. Please also be mindful of professionalism and ensure comments (both audio and in the chat) are respectful.

Submission notes

This task 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

Online Discussion

Assessment Overview

Students are required to actively engage in online discussion responding to prompt questions or cases and reacting to the posts of their peers. When the discussion forum is closed, students are required to review and assess the posts of their peers. The course convenor will mark the quality of feedback and assessment that a student reviewer has provided. The final assessment mark is composed of fifty percent from the peer assessment and fifty percent from the course convenor. A grading rubric will be provided for peer assessment and course convenor assessment.

Topics will cover the epidemiology, symptoms, and management of common gynaecological conditions in the child and adolescent with emphasis on Classification systems in Mullerian Anomalies and diagnosis, causes, and management of DSD.

Feedback will be given within 10 working days from the closing date of the peer assessment.

Course Learning Outcomes

- CL01 : Compare the differences in normal and abnormal gonadal development and its resultant phenotypic development.
- CL02 : Demonstrate normal embryological development of the male and female reproductive systems and develop an understanding of the potential impacts to normal development.
- CL03 : Critically analyse the investigations and management plans of paediatric and adolescent gynaecological conditions.
- CL04 : Appraise the investigations and management of paediatric and adolescent gynaecological conditions and particularly the timing of these when development is abnormal (different than expected).
- CL05 : Critically appraise the practices of disorders of sexual differentiation (DSD) and Mullerian anomalies and develop skills related to communication, impact of language, approach to parents and patients for a life-long care plan within a multidisciplinary team.
- CL06 : Evaluate medical management paradigms in patients with DSD with respect to genetics, molecular biology and the long term implications of the disruptions of sex hormones.
- CL07 : Appraise the psychological effects of DSD and Mullerian anomalies in adolescence and adult life, and the management of these, to aid patient adjustment.

Detailed Assessment Description

Task description

Comprised of participation within the online discussion (multiple events & comments on others' comments will be graded favourably); maturity with responses to one another's comments. The discussion topic will be visible on the forum when it opens to students for a one-week period.

Submission notes

Refer to Moodle for submission information. This task 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

Essay

Assessment Overview

Students are required to submit a 2500-word essay. The course convenor will provide a list of topics that students can choose from. Students may nominate their own research topic with the approval of the course convenor. A grading rubric will be provided to aid the marking of the essay.

Feedback will be given within 10 working days of deadline of the assessment.

Course Learning Outcomes

- CL01 : Compare the differences in normal and abnormal gonadal development and its resultant phenotypic development.
- CL02 : Demonstrate normal embryological development of the male and female reproductive systems and develop an understanding of the potential impacts to normal development.
- CL03 : Critically analyse the investigations and management plans of paediatric and adolescent gynaecological conditions.
- CL04 : Appraise the investigations and management of paediatric and adolescent gynaecological conditions and particularly the timing of these when development is abnormal (different than expected).
- CL05 : Critically appraise the practices of disorders of sexual differentiation (DSD) and Mullerian anomalies and develop skills related to communication, impact of language, approach to parents and patients for a life-long care plan within a multidisciplinary team.
- CL06 : Evaluate medical management paradigms in patients with DSD with respect to genetics, molecular biology and the long term implications of the disruptions of sex hormones.
- CL07 : Appraise the psychological effects of DSD and Mullerian anomalies in adolescence and adult life, and the management of these, to aid patient adjustment.

Detailed Assessment Description

Please see the "[Major Assessment Topics](#)" page for the available essay topics for this assignment. These will be visible after the census date.

Assessment criteria

Please review the Major Assignment Rubric on pages 12-13 of the Course Outline, or at [this link](#).

Please note: it is the student responsibility to check their Turnitin similarity report and ensure that the submission has **less than 25% similarity**. Work which exceeds a 25% similarity score can be penalised. Please keep the consequences of plagiarism in mind.

To aid students in achieving this expectation, multiple resubmissions are allowed before the due date. Work with excessive similarity can and should be rewritten until an appropriate score is achieved. The similarity report will be generated immediately for your first 3 submissions only, then the next reports will be generated after 24 hours.

Assessment Length

2500-3000

Submission notes

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.

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.

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://student.unsw.edu.au/assessment>

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

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Module	Module 1: When things go right
Week 2 : 19 February - 25 February	Module	Module 2: When things go wrong I
Week 3 : 26 February - 3 March	Module	Module 3: When things go wrong II
Week 4 : 4 March - 10 March	Module	Module 4: Other Paediatric and adolescent gynaecology.
Week 5 : 11 March - 17 March	Module	Module 5: Psychological Impacts of DSD and Mullerian anomalies.

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
	Rebecca Deans					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).