



Introduction

Welcome

Dear ob-gyn ultrasound enthusiasts,

Welcome to Advanced Obstetrics and Gynaecology Sonography.

My name is Nayana Parange and I will be co-ordinating this Masters elective course. I have extensive experience in Ob gyn sonography in a range of settings, including tertiary care, rural and remote and primary care settings.

This is a constantly evolving field and the aim is to provide the skills and a culture of evidence-based practice. With this in view, this course was first written and delivered by Sandy Maranna in 2020 which I have taken over since 2021. The course keeps evolving every year based on advances in evidence based practice as well as student feedback.

This course curriculum has been designed to stretch and expand your horizons in the area of ob gyn sonography. It will help you extend your knowledge and skills to enable you to be leaders in the field of O&G sonography.

In support for this course, you should use the study guide, the course outline and the online resources which will guide your learning. The assessments are compulsory to pass the course, but more importantly, they are authentic assessments to help you progress in your fields with transferable skills to take away when you complete the course.

Please use your UniSA emails for any correspondence.

I work at the university full-time. I am involved in research as well as have other teaching and administrative responsibilities so I may not be always available on the phone at my desk, but if you are unable to reach me on my office line, please email me along with with your telephone number or a preference for a ZOOM catch up and I will get back to you as soon as I can.

Please read this course outline and the online learning materials carefully. There are a number of important dates to note. Remember to keep your personal details on My UniSA up to date – if we don't have your current contact details we can't return your calls or assignments promptly. You will need regular, reliable online access to be able to satisfy the requirements for this course.

I am looking forward to your active involvement and contribution so we can all learn from each other's experiences, and make this semester an enjoyable one.

I also look forward to any feedback you may have to enhance the course delivery and experience.

All the best,
Happy studying!

Nayana Parange

Academic Work Definitions

External mode includes online, distance education, industry placement or directed research. Virtual classrooms are deemed to be an external mode of delivery. External mode does not normally include a face to face component, however some courses offered in external mode may require a small component of on-campus activity, or practical sessions.

The expectations of your activity and preparation for each course will be aligned to the activity being undertaken. For example, if you are studying externally and there are virtual lectures, your preparation would be as listed under the lecture section of this guide.

You may also be supported through online facilitation, with preparation required, and other learning activities provided in your course, that will each have specific preparation requirements for you. These requirements should be set out in individual course guides.

Peer Interaction is usually included in UniSA courses in both external and internal modes of delivery and is considered a critical element of the learning process that may involve activities, projects, discussion forums, presentations, practicals, workshops.

Online facilitation

Student information

Online courses generally require students to independently read, view and/or work through all required materials, including pre-recorded presentations that have been produced and provided to facilitate this form of learning.

Independent online learning is supported by Online Facilitators who supplement online teaching resources by facilitating, monitoring and moderating online forums; answering student queries via virtual office hours or help desks, online dialogue and/or phone conversations, providing formative feedback on your work or explaining comments and marking of your prior work.

Students are expected to be familiar with all relevant course content, including materials provided and assessments, and engage appropriately with facilitators within the timeframes provided.

Course Teaching Staff

Course Coordinator:	AsPr Nayana Parange
Location:	UniSA Allied Health & Human Performance BJ1-24
Telephone:	+61 8 8302 2585
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* Please refer to your Course homepage for the most up to date list of course teaching staff.

Contact Details

Course Overview

Prerequisite(s)

Accredited Medical Sonographer or equivalent

Corequisite(s)

Corequisite Comments

The student must be engaged in ultrasound examinations for a minimum of 200 hours.

Course Aim

Enable accredited medical sonographers to acquire the knowledge and develop advanced skills required to perform advanced practical procedures in obstetric and gynecological sonography at a tertiary level..

Course Objectives

On completion of this course, students should be able to:

CO1. Demonstrate an ability to appraise advanced sonographic appearances, apply advanced scanning skills, image interpretation and clinical reasoning to recognise normal and abnormal pathophysiology in obstetrics and gynecologic ultrasound.

CO2. Use independent and expert judgement to select appropriate sonographic examination methods to match the clinical setting and patient requirements in accordance with organisational procedures, professional standards and evidence-based practice.

CO3. Use the interpretation of sonographic images and assessment of clinical presentation to modify or extend the obstetric or gynaecologic sonographic examination across a range of clinical scenarios in a maternal fetal medicine unit and an advanced gynaecological assessment context..

CO4. Generate a record of the obstetric or gynaecologic sonographic examination and the clinical findings and effectively communicate those findings using appropriate terminology to specialist audiences and to the patient.

CO5. Review relevant and professional ethical standards in obstetric or gynaecologic sonography and apply them to deliver consistent, safe and patient focused services.

CO6. Evaluate the role of recent advances in imaging techniques and technology in maternal-fetal diagnostic imaging including interventional procedures.

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

	Graduate Qualities being assessed through the course						
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1	•	•	•				
CO2	•	•	•	•		•	
CO3	•		•				
CO4	•			•		•	
CO5	•	•			•		
CO6	•	•					

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

Gross anatomy and pathophysiology of the maternal-fetal structures that present in complex cases of the female pelvis, and all trimesters of pregnancy. Clinical signs and symptoms, and diagnostic test results (including emerging imaging techniques) associated with complex pathophysiological conditions of the female pelvic organs and maternal-fetal organ systems.

Teaching and Learning Arrangements

External (EXT, CEA, OL)

13 weeks

Unit Value

4.5 units

Use of recorded material

This course will involve the production of audio and/or video recordings of UniSA students. To protect student privacy, you must not at any time disclose, reproduce or publish these recordings, or related material, in the public domain including online, unless the videoed students give consent for reproduction, disclosure or publication. This requirement is consistent with University statutes, by-laws, policies, rules and guidelines which you agreed to abide by when you signed the Student Enrolment Declaration.

Student recording of learning activities

Students must seek permission prior to recording any UniSA learning activity. See [A-56 Policy Student recording of learning activities](https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf) (https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf)

Breaches of this Policy contravene the principles of academic integrity, and attract the penalties provided in the [Academic Integrity Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/) (https://i.unisa.edu.au/policies-and-procedures/university-policies/).

Learning Resources

Textbook(s)

You will need continual access to the following text(s) to complete this course. Where possible the Library will make the book available for student use. Please check the Library catalogue before purchasing the book(s). The Library will always seek to purchase resources that allow an unlimited number of concurrent users, however availability is dependent on license arrangements with book publishers and platforms. <http://www.library.unisa.edu.au>

- *Online resources will be advised.*

learnonline course site

All course related materials are available on your learnonline course site which you will be able to access from the 'my Current Studies' section in myUniSA (<https://my.unisa.edu.au>).

Access to Previous Courses

You will have access to your previous course sites for a period of 4 years. After this time, the course sites will be archived and will be unavailable.

Note: Course readings provided via the University Library are only made available to current students and staff due to licensing and copyright restrictions. Students may download their course readings while they are enrolled in the course for their personal research purposes only.

Assessment

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its qualifications are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

It is an offence for any person or company to provide academic cheating services to students of Australian universities, irrespective of whether the service is provided by an Australian or overseas operator (see [Tertiary Education Quality and Standards Agency Amendment \(Prohibiting Academic Cheating Services\) Bill 2019](https://www.legislation.gov.au/Details/C2020A00078) - <https://www.legislation.gov.au/Details/C2020A00078>). "Academic cheating services" includes providing or undertaking work for students, where that work forms a substantial part of an assessment task.

More information about academic integrity and what constitutes academic misconduct can be found in the [Academic Integrity Policy and Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/academic/ab-69) (<https://i.unisa.edu.au/policies-and-procedures/university-policies/academic/ab-69>).

To learn more on academic integrity and how to avoid academic misconduct, please refer to the Academic Integrity Module: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

Use of generative artificial intelligence

The assessment tasks for this course require you to demonstrate your learning.

It is important to understand that information generated by GenAI tools, such as ChatGPT, Copilot, and DALL-E, may be unreliable, inaccurate, and incorrect. It is your responsibility to comply with the conditions for each assessment task summarised in the assessment description and that any use of GenAI tools is ethical and responsible and adheres to the assessment conditions.

Use of GenAI tools that extends beyond the stated assessment conditions will be considered a breach of academic conduct, as per the [Academic Integrity Policy \(AB-69\)](#).

Important information about all assessment

All students must adhere to the University of South Australia's [procedures about assessment](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/): <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>.

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within 15 working days of submission.

Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (https://asklearnonline.unisa.edu.au/app/answers/detail/a_id/2222/kw/coversheet) and in myUniSA.

Assessment Descriptions

Assessment 1

Multiple			25% of Course Total		Objectives being assessed:CO1, CO2, CO3, CO4, CO5, CO6			
Title	Team work	Length	Duration	Sub-weighting	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Online Quiz	No	-	60 mins	60%	12 Sep 2023, 11:59 PM	learnonline	No	No
Online Quiz: H5P module activity	No	Ongoing	-	40%	17 Oct 2023, 11:59 PM	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

Please see learnonline site for details.

This is a compulsory graded activity comprised of 2 sub-activities, with a total weighting of 25% grading for the course.

Online quiz consisting of MCQs, 2 attempts, best of 2 attempts will be considered. In other words, the highest score will be considered for the final grades.

H5P activity consisting of short interactive video clips with embedded quizzes. Learning from and attempting each of these activities is essential.

Assessment 2

Single		40% of Course Total		Objectives being assessed:CO1, CO2, CO3, CO4, CO5, CO6			
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Professional plan: Clinical artifact	No	2500 words	-	10 Oct 2023, 11:59 PM	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

Professional plan- Clinical artifact assignment is an exercise to challenge you to try a new technique in your scanning practice or working towards an additional scanning accreditation or certification.

Please note: the term 'artifact' here means "a tool for subsequent use" and NOT the artefact from physics.

In this assignment, you will have the opportunity to showcase your creativity, critical thinking, and problem solving skills by learning a new technique, designing a novel clinical protocol for practice and displaying it through your eportfolio.

This could be trying a new technique such as for example, basic pelvic floor imaging with awareness of landmarks, 3D reconstruction of corpus callosum or using 3D to reconstruct the endometrium in every gynaecology scan, using IOTA rules for ovarian cancer diagnosis, learning to investigate deep infiltrating endometriosis through advanced transvaginal ultrasound techniques, assisting in amniocentesis OR applying and working towards a new accreditation or certification such as NT, first trimester uterine artery certification or ductus venosus Doppler accreditation or scanning multiple gestation pregnancies.

Details for this assignment will be available through the learnonline site.

Please note: your chosen topics for this professional plan-clinical artifact assignment has to be different to that of the project proposal.

Assessment 3

Multiple			35% of Course Total		Objectives being assessed: CO1, CO2, CO3, CO4, CO5, CO6			
Title	Team work	Length	Duration	Sub-weighting	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Project Proposal	No	-	-	50%	15 Aug 2023, 11:59 PM	learnonline	No	No
Online presentation/ publication	No	-	-	50%	21 Nov 2023, 11:59 PM	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

This assignment is intended to help you enhance your skills to continue on your life-long learning journey beyond the course.

To achieve this, the first assessment exercise is to construct a 600-700 word proposal for the final submission.

The project can be anything relevant to your own learning and clinical practice.

Some examples include a clinical audit of diagnosis of cases of a certain condition over the last 6 months in your department, development of an information pamphlet for patients, or development of a training module for colleagues, or even a literature review with a case study/case series. You are not limited to these examples.

The scope of the project has to be such that it is completed within the timelines of the course. If you choose to conduct a clinical audit and intend publishing or presenting it in a conference, ethics approval needs to be sought from UniSA research ethics committee.

Discussions with your peers on the pros and cons of your possible topics should take place in the initial 3 weeks before you decide on submission. The project proposal has to be submitted by the due date. A supervisor consent form for use of workplace images is also required at this stage. This form will be made available on the learn online site.

The final submission can be a 10-minute presentation which can then be submitted at the 2024 national conference or later. Alternately, it could be a written submission too.

All submissions are through the eportfolio platform.

Details of the assignment including assessment criteria will be available through the learnonline site.

Feedback proformas

The feedback proforma is available on your course site.

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Marking process

GenAI statement:

The assessment tasks for this course require you to demonstrate your learning.

It is important to understand that information generated by GenAI tools, such as ChatGPT, Copilot, and DALL-E, may be unreliable, inaccurate, and incorrect. It is your responsibility to comply with the conditions for each assessment tasks summarised in the assessment description and that any use of GenAI tools is ethical and responsible and adheres to the assessment conditions.

Use of GenAI tools that extends beyond the stated assessment conditions will be considered a breach of academic conduct, as per the Academic Integrity Policy (AB-69).

GenAI tools are not allowed for any assessment in this course.

Penalties for late submission

Late submission of assessment tasks policy

Late submission of assessment tasks in this course will result in a penalty unless an extension has been granted or the student can provide evidence of unexpected or exceptional circumstances as defined by Section 7.8 in the Assessment Policies and Procedures Manual.

The penalty for late submissions will be:

1. a deduction of 10% of the available marks, for each day (or part thereof) that the assignment is late up to a maximum of 5 days.

Thus, for an assessment item that is one day late the maximum mark available will be 90%, and for two days late 80% etc. By way of example, if a student achieved a mark of 65% for an assignment that was submitted one day late, their adjusted mark would be 65% of a total available mark of 90%, so the mark would be adjusted to 58.5%.

2. assignments which are more than 5 days late may not be assessed and will be assigned a zero grade inclusive of non-graded pass work. Whether or not an assignment that is more than 5 days late will be assessed will be at the discretion of the Course Coordinator.

Rationale for Late submission of assessment tasks policy

If unexpected or exceptional circumstances (as defined by Section 7.8 in the Assessment Policies and Procedures Manual) occur that result in late submission, or if an extension has been granted for an assessment item, there will be no penalty.

However, where no extension has been granted, and there were no unexpected or exceptional circumstances that resulted in late submission a penalty will be applied. This is to prevent students from seeking to obtain an unfair advantage, compared with their peers, by having more time to complete an assessment item.

It was considered that if a student were to work on an assessment item for one day they might be able to improve their mark by 10%, so a 10% penalty has been applied to offset any such advantage that might be gained.

The 10% deduction will be from the available mark rather than the achieved mark to ensure equity between students. By way of example:

- 1) If a student achieved a mark of 77 (Distinction), but the assessment item was submitted two days late, their grade becomes 77% of 80 = 61.6 which is a true 20% reduction.
If the 20% deduction were applied to the achieved mark this would be $77\% - 20\% = 57\%$, which would actually

represent a 26% reduction of their achieved grade.

2) If a student achieves a mark of 54 (P2) and is 2 days late in submitting the assessment item, their grade becomes 54% of 80 = 43.2 which is a true 20% reduction. If the 20% deduction were applied to the achieved mark this would be 54% - 20% = 34% which represents an actual 37% reduction of their achieved grade. Thus, if the deduction were applied to the achieved mark both students would experience a different real deduction depending on the actual mark they achieved. Thus, in the interest of student equity the deduction will be taken from the available mark.

Exam Arrangements

This course does not have an exam

Deferred Assessment or Examination

Deferred assessment or examination is available for the course.

Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under specific conditions unless supplementary assessment or examination has not been approved for the course.

Specific conditions and further information is available in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/). <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Special Consideration

Variations to assessment tasks

Details for which variation may be considered are discussed in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

More information about variation to assessment is available in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/> and Policy C7 [Students with Disability](https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/) at: <https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/>

Students who require variations or modifications to standard assessment arrangements must first register for an Access Plan with the UniSA Access & Inclusion Service. It is important to contact the Access & Inclusion service early to ensure that appropriate support can be implemented or arranged in a timely manner.

Students who wish to apply for an Access Plan must book an appointment with a UniSA Access & Inclusion Advisor by contacting Campus Central or via the Online Booking System in the Student Portal. For more information about Access Plans please visit: <https://i.unisa.edu.au/students/student-support-services/access-inclusion/>

Once an Access Plan has been approved, students must advise their Course Coordinator as early as possible to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students are advised there are also strict deadlines to finalise Access Plan arrangements prior to examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Action from previous evaluations

This is the first time in SP5 2019 that this course will be run. Your feedback later in the semester will be vital in future enhancement to course content and delivery.

Unplanned learnonline outages

The alteration to assessment due dates and communication strategy is designed to minimise the impact of major unplanned learnonline system service outages on students and staff. They should only be considered when an unplanned outage occurs within 3 days of an assessment activity.

Any implementation or revisions are at the discretion of the course coordinator.

Outage Duration	Alteration to due date	Alteration to examination
Less than 1 hour	Nil impact	Nil impact
Between 1 and 4 hours	consider extension	Nil impact
Between 4 and 24 hours	24 hour extension	Consider when marking
Longer than 24 hours	48 hour extension	Consider when marking

Any changes to assessment activity will be communicated to you from your Course Coordinator via:

- Email
- SMS message

Course Calendar

Study Period 5 - 2023

	Weeks	Topic	Assessment Details (Adelaide Time)	Public Holidays
	10 - 16 July	Pre-teaching		
	17 - 23 July	Pre-teaching		
1	24 - 30 July	Advanced Gynaec		
2	31 July - 6 August	Advanced Gynaec		
3	07 - 13 August	Advanced Gynaec		
4	14 - 20 August	First Trimester	Project Proposal due 15 Aug 2023, 11:59 PM	
5	21 - 27 August	First Trimester		
6	28 August - 3 September	3D/4D		
7	04 - 10 September	3D/4D		
8	11 - 17 September	Second Trimester	Online Quiz due 12 Sep 2023, 11:59 PM	
	18 - 24 September	Mid-break		
	25 September - 1 October	Mid-break		
9	02 - 8 October	Second Trimester		Labour Day 02 Oct 2023
10	09 - 15 October	Multiple Gestations	Professional plan: Clinical artifact due 10 Oct 2023, 11:59 PM	
11	16 - 22 October	Multiple Gestations	Online Quiz: H5P module activity due 17 Oct 2023, 11:59 PM	
12	23 - 29 October	Third trimester		
13	30 October - 5 November	Third trimester		
14	06 - 12 November	Wrap-up and revision		
15	13 - 19 November	Wrap-up and revision		
16	20 - 26 November	Wrap-up and revision	Online presentation/publication due 21 Nov 2023, 11:59 PM	