

**جامعة أم القرى**

**كلية التمريض**

**الماجستير في القبالة**

#### 4. Learning and Teaching

##### 4/1 Learning Outcomes and Graduate Specifications

###### 4/1/1 Main tracks or specializations covered by the program:

- (a) Consolidate critical thinking and clinical experience of the midwives in the field of women's health from premarital until the menopause age within the primary, secondary and tertiary preventive level
- (b) Help student to acquire research skills.
- (c) Acquire skills in nursing process and women education.

###### 4/1/2 Curriculum Study Plan Table

Level	Course Code	Course Title	Required or Elective	Prerequisite Courses	Credit Hours
First level	ANUR5603611-3	Advanced Nursing Research in Health Care	Required	The requirements of the Maser degree	3+0
	ANUR5603612-3	Biostatistics for Advanced Nursing Practice	Required	The requirements of the Maser degree	3+0
	ANUR5603613-3	Evidence-Based in Advanced Nursing Practice	Required	The requirements of the Maser degree	3+0
	ANUR5603614-3	Theoretical Foundations of Nursing Practice	Required	The requirements of the Maser degree	3+0
<b>Total credits hours</b>					<b>12</b>
Second level	MID5601612-6	Midwifery (1)	Required	Achieved the courses of the level 1	3+3
	MID5601613-2	Physiology of childbearing	Required	Achieved the courses of the level 1	2
		Elective course	Elective	NA	3
<b>Total credits hours</b>					<b>11</b>

<b>Third level</b>	MID5601622-6	Midwifery (2)	Required	Achieved the courses of the level 1	3+3
		Elective course	Elective	NA	3
	MID5601626-3	Thesis	Required	Achieved the courses of the level 1	3
<b>Total credits hours</b>					<b>12</b>
<b>Fourth level</b>	MID5601616-6	Midwifery (3)	Required	Achieved the courses of the level 1	3+3
		Elective course	Elective	NA	3
	MID5601619-3	Thesis	Required	Achieved the courses of the level 1 and MID5601626- 3 course	3
<b>Total credits hours</b>					<b>12</b>
<b>Total credits hours Of midwifery master program</b>					<b>47</b>

**Elective courses:**

<b>Course Code</b>	<b>Course subjects</b>	<b>Credit hour</b>
MID5601627-3	Women health	2+1
MID5601628-3	Midwifery care of high risk newborn (compulsory elective)	2+1
MID5601629-3	Pharmacodynamics in Midwifery practice	2+1
MID5601630-3	Contraception	1+2

#### 4/1/4. Course Specification:

**Course Title: Advanced Nursing Research in Health Care**  
**Course Code: ANUR5603611—3**

**Date:** 11/11/2018

**Institution:** Umm Al-Qura University

**Department:** Nursing Sciences and Research **College :** Faculty of Nursing

#### A. Course Identification and General Information

1. Course title and code: Advanced Nursing Research/ ANUR5603611—3	
2. Credit hours: 3CHs	
3. Program(s) in which the course is offered. Master of Nursing (Nursing Administration Track)	
4. Name of faculty member responsible for the course Dr. May H. Bagadood	
5. Level/year at which this course is offered: 1 <sup>st</sup> Year/1 <sup>st</sup> Semester (Level 1)	
6. Pre-requisites for this course (if any): The Applicant must have completed a BSN degree. The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program ).	
7. Co-requisites for this course (if any): <ul style="list-style-type: none"> <li>• Biostatistics for Advanced Nursing Practice: ANUR5603612—3</li> <li>• Evidence-Based in Advanced Nursing Practice: ANUR5603613—3</li> </ul>	
8. Location if not on main campus: College of Nursing - Abdia Campus	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input type="checkbox"/> percentage? <input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 70
c. E-learning	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 30
d. Correspondence	<input type="checkbox"/> percentage? <input type="checkbox"/>
f. Other	<input type="checkbox"/> percentage? <input type="checkbox"/>
Comments: E-learning portal in Umm Al-Qura University <a href="https://elearn.uqu.edu.sa">https://elearn.uqu.edu.sa</a> The blended mode is referred to the integration of traditional classroom-based approach and Internet-based approach (using Blackboard) to deliver instruction.	

## B Objectives

1. The main objective of this course

Upon completion of this course, the student will be able to:

- Formulate measurable nursing research questions and hypothesis.
- Distinguish the use of different methodological approaches in nursing research.
- Critique nursing research papers with a focus on application in research project.
- Demonstrate an application of core values of nursing research considering human ethical aspects of conducting
- Synthesis nursing research elements that are congruent with methodological approach been used.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

Use Illustrative audio-visual materials to enhance learner-educator learning outcome.

Use of IT or web-based reference materials as well as library resources to be available for the students at all time.

Encourage the actual application of subject content in research tutorials focusing the research project.

Encourage the utilization of UQU library database during the conduction of the course.

Development of shared electronic point to increase educator-learner interaction and follow up for the course.

**C. Course Description** (Note: General description in the form used in the program's bulletin or handbook)

### Course Description:

The course is designed to establish and advance the understanding of research through critical exploration of research language, ethics, and different methodological approaches to be utilized in nursing project. Emphasis is placed on critical analysis of nursing research, proper application and interpretation of research contents.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to nursing research congruent with the perspective of clinical and public health application.	Week 1	3 hrs.
A review of the Fundamentals	Week 2	3 hrs.
Research Problem	Week 3	3 hrs.
The Review of Literature	Week 4	3 hrs.
Research Hypothesis	Week 5	3 hrs.
Research Approach: <i>Qualitative and Quantitative</i>	Week 6	3 hrs.

Data Collection Methods: <i>Questionnaires, Interviews, Focus Groups and Observation</i>	Week 7	3 hrs.
Research Strategies (Ontology and Epistemology) – 1: <i>Case Studies, Experiments, and Ethnography</i>	Week 8	3 hrs.
Students' Presentations	Week 9	3 hrs.
Research Strategies (Ontology and Epistemology) – 2: <i>Phenomenology, Ground Theory, Action Research, Mixed-methods and Longitudinal</i>	Week 10	3 hrs.
Sam pling	Week 11	3 hrs.
Ethical Conduct in Research	Week 12	3 hrs.
Interpreting research results	Week 13	
Research application and transferability	Week 14	3 hrs.
<b>Wrapping Up!</b>	Week 15	3 hrs.

## 2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	3	7				45
	Actual						45
Credit	Planned	3					3
	Actual	3					3

## 3. Individual study/learning hours expected for students per week.

3 hrs/week

## 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column. **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

### Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Understand what the concept of research, its different approach, and the measures of a high quality research.	Lecture & Group discussion (in classroom and through Blackboard).	Assignment activity & presentation.
1.2	Identify and justify the basic components of the research framework, relevant to the tackled different research problems.		
1.3	Demonstrate comprehensive professional knowledge of current research to improve health care outcomes.		

<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Evaluate literature (from a variety of sources) related to the proposed research objectives.	Lecture & Group discussion (in classroom and through Blackboard).	Assignment activity & presentation.
2.2	Explain and justify how researchers can collect various research data.		Assignment activity.
2.3	Identify strategies of scientific and mathematical research principles for practical healthcare application.		
2.4	Recognize the need for the advancement of professional practice through contributions to education, administration, health care policy, and knowledge development.		
2.5	Analyse and interpret different kind of data (qualitative and quantitative).		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Questioning the appropriateness, validity, and reliability of the learnt research strategies.	Group discussion (in classroom and through Blackboard) & Assignment.	Assignment activity.
3.2	Reflecting professional communication skills with the classmates and the lecturer.		Observation and presentation
3.3	Demonstrate the ability to work in a team and to be a leader when it is needed.		Observation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Acquiring high level of skills in the presentation of scientific information, both orally and in writing.	Using analytical software as teaching assistance (e.g. NVivo)	Assignment activity and presentation
4.2	Efficient use of information technology to obtain the needed research information.	Using computer and software (e.g. power point and excel) as teaching assistance.	Assignment activity and presentation

### 5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Writing a research problem	4 <sup>th</sup> week	15%
2	Critical appraisal of a paper (500 words)	6 <sup>th</sup> week	15%
3	Research proposal presentation (15- 20 mins)	9 <sup>th</sup> week	10%
5	Submitting a research proposal (2500 words)	16 <sup>th</sup> week	60%
	Total		100%

## D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- Gmail document group or WhatsApp group
- Contact via emails
- 2hrs. academic office Hours.
  - Academic advising

## E Learning Resources

1. List Required Textbooks

- Liamputtong, P. (2012). *Qualitative research methods* (4th ed.). South Melbourne, Vic: Oxford University Press.
- Kim , M. & Mallory, C. (2018). *Statistics for Evidence-Based Practice in Nursing* (2nd ed.).

2. List Essential References Materials (Journals, Reports, etc.)

- Cronk, B. (2018). *How to Use SPSS: A Step-by-Step Guide to Analysis and Interpretation* (12th ed.)
- Denzin, N. K., & Lincoln, Y. S. (2018). *The sage handbook of qualitative research* (Fifth ed.). Los Angeles: Sage.
- Pagano, M., & Gauvreau, K. (2000). *Principles of biostatistics* (2nd ed.). Pacific Grove, CA: Duxbury.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (Fourth ed.). Thousand Oaks, California: SAGE Publications, Inc.
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (1<sup>st</sup> ed.). Chicester: Wiley.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>
- Consider using different online Library and database including CINAHL, MEDLINE/ PubMed, and the *Annual Review of Nursing Research*.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access
- Microsoft Office

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats classroom
- Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness
- Projector
- Board

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptops,
- Projector
- Data show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Computers lab with internet and audio-visual materials

## G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- Student Evaluation Course Survey
- In-Class Feedback Form

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- Self and peer evaluation.
- Head department evaluation.
- Annual Evaluation by Course Coordinator

3. Procedures for Teaching Development

- eLearning course

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- Reviewing the results of the students by independent faculty members to verify standards of student achievement.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- Reviewing the syllabus objectives.
- Reviewing the course specification.
- Reviewing course report

**Name of Course Instructor: May H. Bagadood**

**Signature: Dr. May H. Bagadood Date Completed: 11-11-2018**

**Program Coordinator: Maram T. Alghabbashi**

**Signature: Dr. Maram Date Received: 18-11-2018**

**Course Title: Biostatistics for Advanced Nursing Practice**  
**Course Code: ANUR5603612—3**

<b>Date:</b> 2018/11/12.	<b>Institution:</b> .Umm Al- Qura University.
<b>College:</b> Nursing <b>Department:</b> .Nursing Science & research	
<b>A. Course Identification and General Information</b>	
1. Course title: <b>Biostatistics for Advanced Nursing Practice.</b> Course code: ANUR5603612—3	
2. Credit hours: <b>3hours.</b>	
3. Program(s) in which the course is offered. <b>Master of Nursing program</b>	
4. Name of faculty member responsible for the course: <b>Dr. Hala Yehia Sayed Ali</b>	
5. Level/year at which this course is offered: <b>1<sup>st</sup> Term/1<sup>st</sup> semester (Level 1)</b>	
6. Pre-requisites for this course (if any): <b>The Applicant must have completed a BSN degree.</b> <b>The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program )</b>	
7. Co-requisites for this course (if any): <b>Evidence-Based in Advanced Nursing Practice: ANUR5603613—3</b>	
8. Location if not on main campus: <b>College of Nursing - Abdia Campus</b>	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input type="checkbox"/> percentage? <input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> <b>70</b>
c. E-learning	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> <b>20</b>
d. Correspondence	<input type="checkbox"/> percentage? <input type="checkbox"/>
f. Other	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> <b>10</b>
Comments:	
<ul style="list-style-type: none"> <li>• <b>Required software (The updated version of SPSS: Statistics package for the social sciences.</b></li> <li>• <b>E-learning portal in Umm Al-Qura University <a href="https://elearn.uqu.edu.sa">https://elearn.uqu.edu.sa</a></b></li> <li>• <b>Tutorials</b></li> </ul>	

## B Objectives

1. The main objective of this course

**By the end of the course, postgraduate nursing students will be knowledgeable about:**

- **Applying** of variety of numerical skills and the calculations involved.
- **Understanding** theories of statistical inferences and apply the appropriate models in different settings to solve research data.
- **Performing** simple and complex analysis using statistical software (SPSS)

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- **Use Illustrative audio-visual materials to make the presentation more interesting and help the students to understand.**
- **Increased reliance on students' self-study to help the students to study independently and to be self-confidence.**
- **Use of IT or web based reference material and Use of library resources to be available for the students at all time.**

**C. Course Description** (Note: General description in the form used in the program's bulletin or handbook)

### Course Description:

The course is designed to introduce advanced statistical methods that are used in data analysis for nursing research. Both statistical theories and application techniques will be covered. The course will focus on most commonly methods of analysis used in different methodological approaches used in nursing research.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<ul style="list-style-type: none"> <li>• Introduction to Biostatistics</li> </ul>	1 <sup>st</sup> week	3hrs
<ul style="list-style-type: none"> <li>• Types of Data, Tables</li> <li>• Graphs Pie Charts Component Band Charts</li> <li>• Graphs Bar Charts</li> <li>• Graphs Line Graphs</li> <li>• Graphs Geographical Graphs</li> </ul>	2 <sup>nd</sup> & 3 <sup>rd</sup> weeks	
<ul style="list-style-type: none"> <li>• Frequency Distributions</li> <li>• Summarizing Numbers</li> <li>• Central Tendency</li> <li>• Summarizing Numbers</li> <li>• Standard Deviations</li> </ul>	4 <sup>th</sup> & 5 <sup>th</sup> weeks	

<ul style="list-style-type: none"> <li>Populations and Samples and Sampling Distributions</li> <li>Normal Distribution</li> <li>Confidence Intervals</li> </ul>	6 <sup>th</sup> week	
<ul style="list-style-type: none"> <li>Hypothesis Testing</li> <li>One sample t-test and Confidence Intervals</li> <li>Two sample t-test with equal variances for the two populations</li> <li>One Way ANOVA</li> </ul>	7 <sup>th</sup> & 8 <sup>th</sup> weeks	
<ul style="list-style-type: none"> <li>Data Management Issues</li> <li>Simple Linear Regression</li> <li>Correlation</li> <li>Chi-Square for Contingency Tables</li> <li>Proportions for one sample</li> <li>Proportions Confidence Intervals and Hypothesis Tests, Two Samples</li> <li>One-sided or One-tailed Tests</li> </ul>	9 <sup>th</sup> , 10 <sup>th</sup> & 11 <sup>th</sup> weeks	
<ul style="list-style-type: none"> <li>Confidence Intervals and Hypothesis Tests for Variances for One-Sample</li> <li>Confidence Intervals and Hypothesis Tests for Variances for Two-Samples</li> <li>Two-Sample t-tests With Unequal Variances</li> <li>Sample Size Determination</li> </ul>	12 <sup>th</sup> , 13 <sup>th</sup> & 14 <sup>th</sup> weeks	
<ul style="list-style-type: none"> <li>Revision</li> </ul>	15 <sup>th</sup> week	

## 2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30	15				45
	Actual	30	15				45
Credit	Planned	2	1				3
	Actual	2	2				4

## 3. Individual study/learning hours expected for students per week.

3 hours/

## 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column. First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	<b>Mention</b> basic concepts related to statistics	Lecture & Group discussion	Exam
1.2	Identify scope of statistics	Lecture & Group discussion	
1.3	Identify concepts related to probability	Lecture & Group discussion	
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<b>Explain</b> conclusions of the study and to predict statistical significance of the results	Lecture & Group discussion	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Exam</li> </ul>
2.2	<b>Measure</b> descriptive and inferential statistics to predict the results	Lecture & Group discussion	
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	<b>Demonstrate</b> technology in communication skills with others.	Using internet teaching assistance as software SPSS CD	Observation
4.2	<b>Show</b> working in group	Using internet teaching assistance as software SPSS CD	Assignment
<b>5.0</b>	<b>Psychomotor (if any)</b>		
5.1	<b>Prepare</b> and tabulate the data and <b>illustrate</b> it	Practical on computer lab + students' activity	Assignment activity
5.2	<b>Operate &amp; construct</b> measures of central tendency & measures of variance	Practical on computer lab+ students' activity	
5.3	<b>Perform</b> statistical packages for analysis of data	Practical on computer lab + students' activity	
5.4	Use parametric and non- parametric statistical methods.	Practical on computer lab+ students' activity	
5.5	Draw conclusions of the study and to <b>produce</b> statistical significance of the results	Practical on computer lab+ students' activity	

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<b>Assignment:</b> short-answer questions that will require students to solve problems using appropriate techniques of data analysis taught in the course. Students will be given a dataset and expected to demonstrate basic skills including the use of SPSS software. Tasks include data entry, labelling, recoding in SPSS, and presentation of tables, cross tabulations and graphs such as bar charts, histograms and box-plots.	6 <sup>th</sup> .wk	10%
2	<b>Assignment:</b>	9 <sup>th</sup> week	15%

	Using the same assignment from week 6, students are expected to calculate and interpret measures of frequency, association and health impact, as well as summary statistics from continuous data and to identify key information from abstracts of published studies, including identifying study designs, research questions, and study and outcome factors.		
3	<p><b>Assignment:</b></p> <p>You will be given one or more datasets to analyse in SPSS and interpret the output including inferential statistics. You will also be required to critically appraise an epidemiological research study focusing on sources of error and bias, and to calculate and interpret common measures used in epidemiology including sensitivity and specificity of diagnostic tests.</p>	12 <sup>th</sup> week	35%
4	<p><b>Exam using 10 pages A4 hand notes:</b></p> <p>A hand-written exam covering all aspects of the course. You may take ten (10) A4 sheets of summarised written notes into the exam room to assist you to answer the exam questions. Scientific calculators will be required</p>	17 <sup>th</sup> week	40%

## D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- **Gmail document group or WhatsApp group**
- **Contact via emails**
- **2hrs. Academic office Hours.**
- **Academic advising**

## E Learning Resources

1. List Required Textbooks

- **Kim , M. & Mallory, C(2018); Statistics for Evidence-Based Practice in Nursing 2nde., ed., SBN-13: 978-1284088373 ISBN-10: 1284088375**
- **Cronk, B. (2018). How to Use SPSS: A Step-by-Step Guide to Analysis and Interpretation. 12th ed.**

2. List Essential References Materials (Journals, Reports, etc.)

- **Quantitative Research textbook for reference such as:**
- **Portney, L.G., & Watkins, M.P. (2019). Foundations of clinical research: Applications to practice, 3rd edition. ISBN 0-13-17460-9. Upper Saddle River, NJ: Pearson Education, Inc.**
- **Polit, D. F. & Beck, C. T. (2019). Nursing research: Generating and Assessing Evidence for Nursing Practice. (9th ed.). ISBN 978-0-7817-9468-8. Philadelphia: J. B. Lippincott.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- **Consider using different online library**
- **NIH Database**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- **REQUIRED SOFTWARE**  
**The most recent version of SPSS: Statistics package for the social sciences .**
- **Computer**
- **Internet access**

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **50 seats classroom**
- **Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness**
- **Projector**
- **Board**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **Laptops,**
- **Projector**
- **Data show**
- **Smart Board**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- **Computers lab with internet and audiovisual materials**

## G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- **Student Evaluation Course Survey**
- **In-Class Feedback Form**

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- **Self and peer evaluation.**
- **Head department evaluation.**
- **Annual Evaluation by Course Coordinator**

3. Procedures for Teaching Development

- **eLearning course**

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- **Review of exam by expert.**
- **Reviewing the results of the students by independent faculty members to verify standards of student achievement.**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- **Reviewing the syllabus objectives.**
- **Reviewing the course specification.**
- **Reviewing course report.**

**Name of Course Instructor: Dr. Hala Yehia Sayed Ali**

**Signature: Dr. Hala Yehia Sayed Ali Date Completed: 11/11/2018**

**Program Coordinator: Dr. Maram T Alghabbashi**

**Signature:**



**Date Received: 18/11/2018**

## Course Title: Evidence-Based in Advanced Nursing Practice

### Course Code: ANUR5603613—3

<b>Date:</b> 3-3-1440	<b>Institution:</b> Umm Al- Qura University..
<b>College:</b> Faculty of Nursing	
<b>Department :</b> Nursing Sciences and Research	

#### A. Course Identification and General Information

1. Course title: Evidence Based in Advanced Nursing Practice Code ANUR5603613—3	
2. Credit hours: 3 hrs	
3. Program(s) in which the course is offered. <b>Master of Nursing</b> (If general elective available in many programs indicate this rather than list programs)	
4. Name of faculty member responsible for the course Dr. Sahar Mohammd Aly	
5. Level/year at which this course is offered: postgraduate preparatory course 1 <sup>st</sup> Year/1 <sup>st</sup> Semester (Level 1)	
6. Pre-requisites for this course (if any): <ul style="list-style-type: none"> <li>The Applicant must have completed a BSN degree.</li> <li>The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program )</li> </ul>	
7. Co-requisites for this course (if any): <ul style="list-style-type: none"> <li>Advanced Nursing Research: ANUR5603611—3</li> <li>Biostatistics for Advanced Nursing Practice: ANUR5603612—3</li> </ul>	
8. Location if not on main campus: College of Nursing - Abdia Campus	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input type="checkbox"/> percentage? <input type="checkbox"/>
B. Blended (traditional and online)	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 70
c. E-learning	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 30
d. Correspondence	<input type="checkbox"/> percentage? <input type="checkbox"/>
f. Other	<input type="checkbox"/> percentage? <input type="checkbox"/>
Comments: E-learning portal in Umm Al-Qura University <a href="https://elearn.uqu.edu.sa">https://elearn.uqu.edu.sa</a> Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".	

## B Objectives

1. The main objectives of this course

**At the end of this course, the student will be able to:**

1. Describe methods of translating and integrating scientific evidence into health care settings
2. Apply appropriate strategies to identify relevant evidence from selected sources to guide evidence based advanced nursing care.
3. Describe key aspects of research methods (design, procedures, measurement, analysis and interpretation) that influence the internal and external validity of evidence for advanced nursing care.
4. Apply knowledge of statistics to critique nursing and health-related research literature.
5. Develop an evidence-based protocol using the best available evidence to address a nursing practice problem.
6. Identify essential components of ethical conduct in research and translational practice
7. Compare paradigms of EBP, quality improvement, patient safety, and translational science and their contributions to building programs of science in areas of organizational, public health, and clinical effectiveness.
8. Critically appraise various forms of knowledge, including primary research and systematic reviews.
9. Contribute to the conduct of systematic reviews to summarize what is known about clinical effectiveness.
10. Interpret statistical analysis commonly applied in systematic reviews.
11. Evaluate adequacy of various approaches to measuring and reporting quality in healthcare.
12. Compare various approaches to measurement of care processes, organizational factors, nursing performance, and patient outcomes.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- **Use Illustrative audio-visual materials to make the presentation more interesting and help the students to understand.**
- **Increased reliance on students' self-study to help the students to study independently and to be self-confident.**
- **Use of IT or web based reference material and Use of library resources to be available for the students at all times.**

**C. Course Description** (Note: General description in the form used in the program's bulletin or handbook)

### **Course Description:**

This course focuses on the essentials of the research process to facilitate students' ability to knowledgeable and effectively find, appraise, and apply scientific findings to nursing practice. Students access credible sources using a systematic approach, evaluate the quality of research findings, discuss methods of translating and integrating findings into nursing practice, and evaluate outcomes. This course builds a foundation for advanced clinical scholarship and healthcare improvement and develops skills in analytic methods for evidence-based practice. Students will analyze emerging EBP, quality improvement, and patient safety paradigms to translate research into practice and examine methods for determining clinical effectiveness, including engaging in critical appraisal of research and

conducting systematic reviews. Students will examine issues and consensus on key aspects of measurement of nursing performance, organizational factors, and nursing sensitive outcomes, including impact of public reporting.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Nursing, Clinical Research and Scientific Inference.	1	(3 hours)
Ethical Considerations for Research Implementation.	1	(3 hours)
Sources of Evidence to Guide Practice.	1	(3 hours)
Comparison of Research Designs in Evaluating Evidence for Practice.	1	(3 hours)
Critical appraisal steps for quantitative studies.	2	(6hours)
Critical Appraisal of qualitative Evidence.	1	(3 hours)
Clinical Judgment and Evidence Based Practice Guidelines.	2	(6 hours)
Planning, implementing and evaluating practice changes.	2	(6 hours)
Concepts and principles of organizational change to promote EBP.	1	(3 hours)
Frameworks (models)—quality, safety, EBP, and systems.	1	(3 hours)
Dissemination of evidence to guide clinical practice.	1	(3 hours)
Measurement-nursing sensitive quality indicators; patient outcomes; patient safety.	1	(3 hours)

### 2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	3					45
	Actual	3					45
Credit	Planned	3					3
	Actual	3					3

### 3. Individual study/learning hours expected for students per week.

3 hours/ week

### 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning

outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

### Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	(i) Description of the knowledge to be acquired 1- Define evidence-based practice. 2- Classify between quantitative & qualitative research approach. 3- <b>Describe</b> the contribution of research to evidence-based practice. 4- <b>Mention</b> the future trends that may influence nurses' use of evidence to improve the quality of practice.	(ii) Teaching strategies to be used to develop that knowledge 1- Lectures. Group discussion. 2- Tutorials review of the content to clarify any point not understood	(iii) Methods of assessment of knowledge acquired  Two written quizzes & Final written.
<b>2.0</b>	<b>Cognitive Skills</b>		
	(i) Description of cognitive skills to be developed 1. <b>Explain</b> organizational strategies that facilitate evidence-based practice. 2. <b>Summarize</b> national & international organizations that are committed to the promotion of evidence-based practice. 3. <b>Recognize</b> barriers for application of evidence to practice.	1. Group discussion Examples-Group discussion Examples are given in lectures. As well as students were asked to give examples to make sure of using critical thinking. 2-Brain storming	Two written quizzes documentation -Final written - Oral Exam
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Evaluate outcomes of innovations 2. <b>Demonstrate</b> examples of innovation behaviors including practice. 3. <b>Show</b> differentiates between descriptive & inferential statistics.	1- Illustrated lectures. 2- Group discussion. 3- Case studies. 4- Directed reading	Observation check list "responsibility and behavior" -Role play Observation check list
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	1 – Evaluate research process. 2- <b>Assess</b> evidence via searching skills. 3- <b>Interpret</b> Translate evidence to practice 4- <b>Illustrate</b> barriers for application of evidence to practice.	1-lectures. 2- Group discussion Role playing	Observation & Information technology evaluation checklist.

### 5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Qualitative Literature Critique	6 <sup>th</sup> .wk	30%
2	Quantitative Literature Critique	9 <sup>th</sup> .wk	30%
3	Group Project Presentation	12 <sup>th</sup> .wk	10%
4	Project	15 <sup>th</sup> .wk	30%

## D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counselling. (include the time teaching staff are expected to be available per week)

- Gmail document group or WhatsApp group
- Contact via emails
- 2hrs. Academic office Hours.
- Academic advising

## E Learning Resources

1. List Required Textbooks

- Melynk, B.M., & Fineout-Overholt, E. (2015). Evidence-based practice in nursing & healthcare: a guide to best practice (3rd ed.). Philadelphia, PA: Wolters Kluwer.
- Moran, K., Burson, R., & Conrad, D. (2014). The Doctor of Nursing Practice Scholarly Project. Burlington, MA: Jones & Bartlett Learning.  
ISBN: 978-1-4496-9419-7

2. List Essential References Materials (Journals, Reports, etc.)

- Westlake & Pozza (2016). Applying statistics to clinical nurse specialist practice. *Clinical Nurse Specialist* 26 (3): 131-5.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- White, K. R., Pillay, R., & Huang, X . (2016). Nurse leaders and the innovation competence gap. *Nursing Outlook*, 64, 255-261.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats classroom
- Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness
- Projector
- Board

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptops,
- Projector
- Data show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- Computers lab with internet and audio-visual materials

## G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- Student Evaluation Course Survey
- In-Class Feedback Form

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- Self and peer evaluation.
- Head department evaluation.
- Annual Evaluation by Course Coordinator

2. Procedures for Teaching Development

- eLearning course

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- Review of exam by expert.
- Reviewing the results of the students by independent faculty members to verify standards of student achievement.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- Reviewing the syllabus objectives.
- Reviewing the course specification.
- Reviewing course report.

Name of Course Instructor: **Dr. Sahar Mohammad Aly**

Signature: **Dr. Sahar Mohammad Aly** Date Completed: **11/11/2018**

Program Coordinator: **Maram T Alghabbashi**

Signature: Dr. Maram Date Received: **18/11/2018**

**Course Title: Theoretical Foundations of Nursing Practice**  
**Course Code: ANUR5603614—3**

<b>Date:</b> 12-11-2018	<b>Institution:</b> Umm Al-Qura University
<b>College:</b> Faculty of Nursing <b>Department:</b> Nursing Sciences and Research	

**A. Course Identification and General Information**

1. Course title and code: Theoretical Foundations of Nursing Practice/ ANUR5603614—3	
2. Credit hours: 3 Credit Hours	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Master of Nursing program	
4. Name of faculty member responsible for the course Prof. Grace Lindsay	
5. Level/year at which this course is offered: preparatory course 1 <sup>st</sup> Semester/ 1 <sup>st</sup> Year (Level 1)	
6. Pre-requisites for this course (if any): <ul style="list-style-type: none"> <li>The Applicant must have completed a BSN degree.</li> <li>The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program)</li> </ul>	
7. Co-requisites for this course (if any): <ul style="list-style-type: none"> <li>Advanced Nursing Research: ANUR5603611—3</li> <li>Biostatistics for Advanced Nursing Practice: ANUR5603612—3</li> <li>Evidence-Based in Advanced Nursing Practice: ANUR5603613—3</li> </ul>	
8. Location if not on main campus: College of Nursing - Abdia Campus	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input type="checkbox"/> percentage? <input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 60%
c. E-learning	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 30%
d. Correspondence	<input type="checkbox"/> percentage? <input type="checkbox"/>
f. Other	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 10%

Comments:

- E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>
- Facilitated peer group work
- Self-study

## B Objectives

The main objective of this course are to be able to:

1. Articulate the historical development of nursing theories using appropriate descriptors and terminology and influential theorists
2. Critically appraise the underpinning assumptions in nursing theories from a philosophy stance and ethical perspectives.
3. Develop understanding of the scope, boundaries and inter-relationships in conceptual frameworks and paradigms in general and as utilized in nursing theories
4. To critically appraise selected nursing and inter-disciplinary healthcare theories, their strengths and limitations in relation to nursing practice, research and education.
5. Discuss and debate legal, ethical, and moral issues as they apply to selected nursing and inter-disciplinary healthcare theories.
6. Synthesize and apply principles of nursing and inter-disciplinary theories to assessment, planning, implementation and evaluation of nursing care.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field) –

- Self-directed learning should be encouraged at the postgraduate level through searching the web, arranging for seminars, individual presentations, and exploring local settings problems in order to develop appropriate solutions matching with their community
- Use illustrative audio-visual materials to make the presentation more interesting and help the students to understand.
- Increased reliance on students' self-study to help the students to study independently and in teams with their peers. (To enhance self-confidence and contributions to class discussion and course assignments/examinations).
- Use of internet-linked scientific and healthcare databases to access scholarly texts and e-learning resources.
- Use of library resources to be available for the students at all time.

- Creation of IT linked tutorial /journal club student groups to share discussion and debate of topics given related to course objectives.

**C. Course Description**(Note: General description in the form used in the program's bulletin or handbook)

**Course Description:**

This course will offer students a critical insight into the development of theories of nursing practices postulated and defined over the last century. The broad purpose of the module is to enhance critical appraisal of the theoretical basis of the domains and role of the nursing profession to-day. It will provide the opportunity to trace contemporary practice from its historical roots through to the practice of nursing as a professional entity today. The content and interaction in the learning setting will focus on exploring key theoretical concepts, philosophies and paradigms that articulate the practice of nursing in a variety of professional contexts and client groups. It aims to foster greater critical appraisal skills through acquisition of greater understanding of the rationale for nursing practices and their theoretical underpinning. The use of theoretical 'models' or 'frameworks', as a basis for guiding practice, research and future practice developments in the student's area of specialization will be investigated and applied. The student will select a nursing theory to critically appraise an area of professional practice to identify any theory -practice agreements and 'gaps' thus applying their prior professional and academic knowledge and skills to this new learning context. Students will gain experience interfacing with faculty, administrators, and support service personnel.

**1. Topics to be Covered**

List of Topics	No. of Weeks	Contact hours
Introduction to the course:  Content and learning approaches Overview: - The development of nursing theory, - basic terminology	Week 1	3
Principles, concepts and purpose in theoretical perspectives for nursing practice.	Week 2	3
Philosophical perspectives in nursing	Week 3	3

Professional, Social, Political, and Ethical Issues in Nursing (Activity: Peer group review of selected nurse's role description)	Week4	3
Nursing theorists (selected contributors)	Week 5	3
Nursing theories to metaparadigms	Week 6	3
Developing concepts and models of nursing theory:  - Grand theories and Middle range theories (Orem; Corbin & Strauss)	Week 7& 8	6
The Nursing Process, Competence and theory of 'Novice to expert practice' in nursing practice	Week 9& 10	6
Evaluation of theory representativeness and limitations in a defined area of nursing practice	Week 11	3
Evaluation of a nursing or inter-disciplinary theory in a nursing practice situation	Week 12	3
- Evaluation and reflection of learning - Presentation of Assignment Project	Week 13	3
Discussion for proposal preparation for a new nursing intervention/service using a theoretical in the design:	Week 14	3
Course Evaluation	Week 15	3

## 2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	14	1				45
	Actual	14	1				45
Credit	Planned	3	3				3
	Actual	3	3				3

## 3. Individual study/learning hours expected for students per week.

3 hours/ week

#### 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

#### Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Definitions and descriptors of components of theories pertaining to nursing	Lecture & Group discussion	Assignment activity+ presentation
1.2	Key individuals who proposed theories of nursing and allied inter-disciplinary healthcare practice	Lecture & Group discussion	Assignment activity+ presentation
1.4	Descriptions of the components and domains of different theoretical models of nursing practice in specific healthcare contexts	Lecture & Group discussion	Assignment activity+ presentation
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	To appreciate the scope of clinical practices based on their theoretical conceptual basis.	Lecture & Group discussion	Assignment activity+ presentation
2.2	Enhanced critical appraisal, reflection and problem solving capabilities in nursing practice	Lecture & Group discussion	Assignment activity+
2.3	Be able to recognize and critique models of nursing care as they apply to practice	Lecture & Group discussion	Assignment activity
2.4	Be able to recognize inter-relationships in components of practice and nursing outcomes	Lecture & Group discussion	Assignment activity+ Presentation
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		

3.1	To be confident in the scope of professional practice	Reports & Assignment.	Observation
3.2	To be able to communicate a theoretical rationale for areas of nursing practice	Reports & Assignment.	Assignment activity
3.3	To be responsible for planning, implementation and evaluation of care that is theoretically justified.	Reports & Assignment.	Assignment activity
3.4	Prepare to continue professional and personal development through CPD, utilizing professional societies, conferences and relevant scientific journals	Self-study	Observation + Assignment Activity
3.5	Work as team in debating and sharing informed discussion on theory practice gaps based on nursing theories.	Group discussion; self-study	Observation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use technology in the utilisation of graphics to present visual descriptors of nursing practice referenced to theoretical models	Using internet teaching assistance as using several online database	Observation+ IT utilization
4.2	Use technology to collect resources for planning nursing care using theoretical basis for planning.	Using internet teaching assistance as using several online database	Observation + Assignment Activity
<b>5.0</b>	<b>Psychomotor(if any)</b>		
5.1	Enhance oral and written presentation skills	Course Project Assignment	Observation +Course Project Presentation Activity
5.2	Use new knowledge to enhance ability to debate case for importance of a conceptual basis for nursing practice	Reports & Assignment.	Observation + Case Study

<b>5. Assessment Task Schedule for Students During the Semester</b>			
	<b>Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Analysis of a nurse job description for evidence of theoretical origins.	4 <sup>th</sup> week	15%

2	Critique of a published nursing research paper to examine nursing theoretical context.	7 <sup>th</sup> week	20%
3	Project: An investigation of the theoretical basis for a selected area of nursing practice <ul style="list-style-type: none"> <li>a. Report on theory-practice investigation of a nursing practice – 20%</li> <li>b. Presentation of theory-practice investigation of a nursing practice – 10%</li> </ul>	9 <sup>th</sup> Week and 13 <sup>th</sup> Week	Total of 40%
4	Learning Team Activity	11 <sup>th</sup> week	10%
5	Participation	All Weeks	15%
	Total		100%

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- Gmail document group or WhatsApp group
- Contact via emails
- 2hrs. Academic office Hours.
- Academic advising

#### E Learning Resources

1. List Required Textbooks references need to be up-dated please

George JB Nursing theories. The basis for Professional Nursing Practice (6<sup>th</sup> Edition) 2010 Pearson. Philadelphia **ISBN-** 978-0135135839

Smith M C and Parker M E. Nursing theories and Nursing practice (4<sup>th</sup> Edition) 2015 FA Davis Company Philadelphia **ISBN-** 978-0803633124

Alligood MR (2010) Introduction to nursing theory: Its history, significance and analysis. In MR Alligood & AM Tomey (EDs) *Nursing theorists and their work.*(7<sup>th</sup> Ed) Maryland Heights, MO.Mosby.

Fawcett J (2005) Contemporary nursing knowledge: Analysis and evaluation nursing models and theories (2<sup>nd</sup> Edition) Philadelphia: FA Davis.

2. List Essential References Materials (Journals, Reports, etc.)

[In their shoes: An ontological perspective on empathy innursingpractice.](#)

McKinnon J.J ClinNurs. 2018 Nov;27(21-22):3882-3893.. Epub 2018 Sep 7.

[Key Issues inNursing Theory: Developments, Challenges, and Future Directions.](#)

Roy C.Nurs Res. 2018 Mar/Apr;67(2):81-92.

[Implementing communication and decision-making interventions directed at goals of care: a theory-led scoping review.](#)

Cummings A, Lund S, Campling N, May CR, Richardson A, Myall M.BMJ Open. 2017 Oct 6;7(10):e017056.

[Nurses' perceptions of health beliefs and impact on teaching and practice: a Q-sort study.](#)

Cao R, Stone TE, Petrini MA, TuraleS.IntNurs Rev. 2018 Mar;65(1):131-144.

[A practice model for rural district nursing success in end-of-life advocacy care.](#)

Reed FM, Fitzgerald L, BishMR.Scand J Caring Sci. 2017 Aug 24.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

Pubmed; Embase, CINHALL; MEDLINE; Psychlit

Trochim B Concept mapping <http://trochim.human.cornell.edu/kb/conmap.htm>

The Nursing Theory Page <http://www.sandiego.edu/nursing/theory.htm>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access
- Internet browser
- Microsoft Office
- Job descriptions for Nurses (Guidance via Saudi Arabia Health Council)

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats at the classroom
- Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness
- Projector
- Board

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptops, projector, data show, smart board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- Computers lab with internet and audiovisual materials

## G Course Evaluation and Improvement Procedures

<p>1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"><li>• Student evaluation course survey.</li><li>• In-Class Feedback Form</li></ul>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or the Department</p> <ul style="list-style-type: none"><li>• Self and peer evaluation.</li><li>• senior faculty staff moderation / evaluation.</li><li>• Annual Evaluation by Course Coordinator &amp; other Faculty Staff members involved in teaching the course.</li></ul>
<p>3. Procedures for Teaching Development</p> <ul style="list-style-type: none"><li>• eLearning course</li></ul>
<p>4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)</p> <ul style="list-style-type: none"><li>• Review of learning assignment goals by expert.</li><li>• Reviewing the results of the students by independent faculty members to verify standards of student achievement.</li></ul>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.</p> <ul style="list-style-type: none"><li>• Reviewing the syllabus objectives.</li><li>• Reviewing the course specification.</li><li>• Reviewing course report.</li></ul>

**Name of Course Instructor: Prof . Grace Lindsay**

**Signature: *Prof. Grace Lindsay* Date Completed: Nov 15<sup>th</sup> 2018**

**Program Coordinator: Dr. Maram T. Algabbashi**

**Signature: Dr. Maram Date Received: Nov 15<sup>th</sup> 2018**

## Course Title :Midwifery (1). Course Code: MID5601612-6

Date: 1/3/ 1440 H.

Institution: Umm Al Qura University.

College: Faculty of Nursing

Department: Nursing practices.

### A. Course Identification and General Information

1. Course title and code: **Midwifery (1) / MID5601612-6**

2. Credit hours: **3+3**

3. Program(s) in which the course is offered (If general elective available in many programs indicate this rather than list programs)

**Master of Midwifery**

4. Name of faculty member responsible for the course: **Dr. Sahar Lamadah**

5. Level/year at which this course is offered: **Level 2**

6. Pre-requisites for this course (if any): **None**

7. Co-requisites for this course (if any): **physiology of childbearing**

8. Location if not on main campus:

9. Mode of Instruction (mark all that apply):

a. Traditional classroom	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="20"/>
b. Blended (traditional and online)	<input type="checkbox"/>	percentage?	<input type="text"/>
c. E-learning	<input type="checkbox"/>	percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="80"/>

#### Comments:

Other mode of instruction refers to :discussion, laboratory and practical learning and problem based learning

### B Objectives

1. The main objective of this course:

**This course focuses on nursing care needed for normal childbearing women through all stages of maternal life. Antepartum, Intrapartum, postpartum and newborns. The course includes application of the nursing process based on critical thinking and holistic approach in giving nursing care modalities, effective communication, professionalism, and ethical concepts**

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- **Use of web based reference and evidence based practice.**

- **Use of video films and training in lab. on simulator model before practicing in hospital.**

**C. Course Description** (Note: General description in the form used in the program's bulletin or handbook)

**Course Description:**

This course focuses on nursing care needed for childbearing women through all stages of maternal life. Antepartum, Intrapartum, postpartum and newborns. The course includes application of the nursing process based on critical thinking and holistic approach in giving nursing care modalities, effective communication, professionalism, and ethical concepts

**1. Topics to be Covered**

<b>List of Topics</b>	<b>No. of Weeks</b>	<b>Contact hours</b>
<b>Theory</b>		
<b>The midwife in contemporary midwifery practice.</b>	<b>1</b>	<b>3</b>
<b>Professional issues concerning the midwife and midwifery practice</b>		
<b>The Past, the Present, and the Future of midwifery</b>	<b>1</b>	<b>3</b>
<b>Nursing on global and regional levels</b>		
Social, cultural and demographic factors influencing the role of the midwife in providing care in general and in Saudi Arabia		
<b>Epidemiological aspects of maternal and child health care.</b>	<b>1</b>	<b>3</b>
<b>Human anatomy and reproduction</b>	<b>1</b>	<b>3</b>
<b>Maternal Adaptation During Pregnancy</b>	<b>1</b>	<b>3</b>
<b>Midwifery management During Pregnancy</b>	<b>2</b>	<b>6</b>
<b>Antenatal screening of the mother and fetus</b>	<b>1</b>	<b>3</b>
<b>Labour and birth</b>	<b>1</b>	<b>3</b>
<b>Midwifery management During Labor and Birth</b>	<b>2</b>	<b>6</b>
<b>Postpartum Adaptations</b>	<b>1</b>	<b>3</b>

<b>During the Postpartum Period</b>	<b>2</b>	<b>6</b>
<b>Assessment and Care of Newborn</b>	<b>1</b>	<b>3</b>
<b>Practice</b>		
<b><u>Antenatal Didactic teaching in LAB</u></b> 1. Review history taking 2. Perform general examination 3. Perform abdominal examination. 4. Review laboratory investigations 5. Conduct health educational session	<b>1</b>	<b>6</b>
<b><u>Labour and delivery Didactic teaching in LAB</u></b> <ul style="list-style-type: none"> <li>▪ Assessment of normal intrapartum women during the four stages of labor and delivery.</li> <li>▪ Positions for labour and birth.</li> <li>▪ Abdominal and vaginal examination during labor.</li> <li>▪ Use simulation Noelle for conducting delivery.</li> <li>▪ Intrapartum assessment using Partograph.</li> <li>▪ Placental assessment.</li> <li>▪ Newborn assessment.</li> <li>▪ Immediate care of the newborn.</li> </ul>	<b>1</b>	<b>6</b>
<b><u>Postnatal Didactic teaching in LAB</u></b> <ul style="list-style-type: none"> <li>▪ Fundal and Lochial assessment.</li> <li>▪ Perineal exam including integrity, oedema. varicosities, hematoma, healing.</li> <li>▪ Lower extremities assessment.</li> <li>▪ Conduct newborn assessment , care and management of minor health problems</li> </ul>	<b>1</b>	<b>6</b>

<p><b><u>Hospital Training :</u></b> <b><u>Antenatal unit:</u></b></p> <ol style="list-style-type: none"> <li>1. Assess pregnant woman during the booking (initial) visit through the following lines: <ul style="list-style-type: none"> <li>▪ Taking history.</li> <li>▪ Perform General examination.</li> <li>▪ Perform Abdominal examination: Fundal level, position and presentation of the fetus and auscultation of fetal heart sound.</li> <li>▪ Assist in obtaining blood sample for hemoglobin and CBC.</li> <li>▪ Testing urine for albumin and glucose.</li> <li>▪ Screening for antenatal problems.</li> <li>▪ Assess psychological state of women.</li> </ul> </li> <li>2. Provide nursing care for normal and high risk pregnant women.</li> <li>3. Conduct health teaching session about the following items : <ul style="list-style-type: none"> <li>▪ Personal hygiene, bladder and bowel care, sexual relation, traveling, clothing, rest&amp; sleep, antenatal exercises, nutrition, breast care, dental care, employment, immunization and medication,</li> <li>▪ Preparation for labor and delivery. ( lamaz technique and Bradely method )</li> <li>▪ Minor discomforts of the first, second or third trimester.</li> </ul> </li> </ol>	<p><b>3</b></p>	<p><b>18</b></p>
<p><b><u>Labour and delivery :</u></b></p> <ul style="list-style-type: none"> <li>▪ Use of partograph</li> <li>▪ Provide analgesia and anaesthesia in labour</li> <li>▪ Provide <b>Midwifery management</b></li> <li>▪ Provide oxytocin</li> <li>▪ Perform intrapartum monitoring.</li> <li>▪ Conduct delivery for at least 50 normal cases.</li> <li>▪ Assist in delivery of high risk cases.</li> <li>▪ Perform immediate newborn care and initiate breastfeeding.</li> <li>▪ Conduct delivery of placenta.</li> <li>▪ Develop &amp; implement evidence- based care plans</li> <li>▪ Conduct health education &amp; counselling sessions for normal labour</li> </ul>	<p><b>6</b></p>	<p><b>36</b></p>

<p><b>Post-partum unit:</b></p> <p><b>1. Assess postnatal woman during admission to the unit through the following lines:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Observe and record the following every 15 minute /2hours.</b> <ul style="list-style-type: none"> <li>○ <b>Observe type &amp; amount of lochia.</b></li> <li>○ <b>Check maternal vital signs.</b></li> <li>○ <b>Check uterine contraction.</b></li> <li>○ <b>Assess the condition of the urinary bladder.</b></li> <li>○ <b>Assess the condition of the perineum.</b></li> </ul> </li> </ul> <p>2. Clean the woman, change her clothes, swab the perineum and apply clean pad.</p> <p>3. Put the infant to the breast as soon as possible to encourage early bounding and early breast feeding.</p> <p>4. Assessing and management for PP problems.</p> <p>5. Counselling and health education about maternal care(hygiene, activity, danger s/s, rest, newborn care, follow up care ,baby feeding and resumption of sexual activity.</p> <p>6. Assess , plan and implement nursing care plan.</p> <p>7. Conduct newborn assessment and provide care.</p>	<b>3</b>	<b>18</b>
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<b>2. Course components (total contact and credit hours per semester):</b>							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	45		12	33		90
	Actual	45		24	66		135
Credit	Planned	3			3		6
	Actual	3			6		9

<b>3. Individual study/learning hours expected for students per week.</b>	NA
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<p><b>4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies</b></p>
<p><b>On the table below are the five NQF Learning Domains, numbered in the left column.</b></p> <p><b>First</b>, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <b>Second</b>, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. <b>Third</b>, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)</p>

Curriculum Map			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Define the key terms related to childbearing process.	<ul style="list-style-type: none"> <li>- Independent student presentation or assignment.</li> <li>-Case study method</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal discussions</li> <li>▪ Clinical oral Examinations.</li> <li>▪ Case studies and presentation.</li> <li>▪ Clinical evaluation</li> <li>▪ Written examination</li> </ul>
1.2	Identify the main functions of the internal and external female and male genital organs.		
1.3	Differentiate between subjective (presumptive), objective (probable), and diagnostic (positive) signs of pregnancy		
1.4	Outline appropriate <b>Midwifery management</b> to promote maternal self-care and to minimize the common discomforts of pregnancy		
1.5	Differentiate the advantages and disadvantages of external and internal fetal monitoring, including the appropriate use for each.		
1.6	Identify the various comfort promotion and pain relief strategies used during labor and birth		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Appraise maternal physiologic changes that occur during pregnancy.	<ul style="list-style-type: none"> <li>▪ Case study</li> <li>▪ Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal discussions.</li> <li>▪ Case presentation</li> <li>▪ Written examination</li> </ul>
2.2	Summarize the nutritional needs of the pregnant woman and her fetus.		
2.3	Evaluate the tests used to assess maternal and fetal well-being, including nursing management for each.		
2.4	Categorize the critical factors affecting labor and birth.		
2.5	Classify the stages of labor and the critical events in each stage.		
2.6	<b>Explain</b> the normal physiologic and psychological adaptations to the postpartum period.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<b>Demonstrate</b> interpersonal communication skills on dealing with <b>woman's</b> , colleagues and supervisors.	<ul style="list-style-type: none"> <li>▪ Clinical practice.</li> <li>▪ Group assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation &amp; Interpersonal evaluation checklist.</li> <li>▪ Self and peers evaluation</li> </ul>
3.2	<b>Use</b> the ethical principles of health profession.		

3.3	Work effectively as a member of a team and participate constructively in groups.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Demonstrate competence in basic counselling techniques	<ul style="list-style-type: none"> <li>▪ Use of internet for preparing presentations.</li> <li>▪ Use of laptops and plasma screen for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation &amp; Interpersonal evaluation checklist.</li> </ul>
4.2	Demonstrate self evaluation and critically analyse practice		
4.3	Use aspects of problem solving helping model.		
4.4	Communicate accurately, clearly, confidently, and effectively in writing and orally.		
4.5	Use technology in scientific researches and in documentation.		
4.6	Access information sources (e.g. libraries, database, and scientific papers)		
<b>5.0</b>	<b>Psychomotor(if any)</b>		
5.1	Perform antenatal assessment for normal and high risk women	<ul style="list-style-type: none"> <li>▪ Clinical training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clinical Evaluation of student performance on real case by using performance checklist</li> </ul>
5.2	Perform care for normal and high risk pregnant women		
5.3	Illustrate the midwife's role in fetal assessment.		
5.4	Perform Leopold maneuver		
5.5	Assess women during labour.		
5.6	Monitor Fetal Heart Rate		
5.7	Conduct delivery.		
5.8	Perform episiotomy under supervision.		
5.9	Provide immediate care for the newborn.		

#### 5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignments & presentations	Throughout semester	15%
2	Semester clinical activities. <ul style="list-style-type: none"> <li>• Clinical practice.</li> <li>• Application of nursing process.</li> </ul>	Throughout semester	25%
3	Midterm Written examination.	8 <sup>th</sup> week	10%

4	<b>Final practical examination.</b>	<b>16 th week</b>	<b>10%</b>
5	<b>Final written examination.</b>	<b>17 th week</b>	<b>40%</b>

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- **Academic office hours:** Each teacher announces 2 hours per week.
- **Academic advisor:** Each student has one teacher as academic adviser to help students progress in teaching and solve any related problem.
- **Referral system:** students who do not respond to academic advising and need more help are referred to the head of the department.

#### E Learning Resources

1. List Required Textbooks

**Mayes' Midwifery, 15th Edition, Sue Macdonald Gail Johnson**

**eBook ISBN: 9780702065217**

**eBook ISBN: 9780702063367**

**Paperback ISBN: 9780702062117**

**Imprint: Elsevier**

**Published Date: 26th June 2017**

2. List Essential References Materials (Journals, Reports, etc.)

**Journal of Midwifery Nursing**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

**[www.mosby.com/MERLIN/Wong/essentials](http://www.mosby.com/MERLIN/Wong/essentials)**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

**Midwifery skills soft wares**

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> <li>▪ <b>Class room(capacity of class 30 chairs )</b></li> <li>▪ <b>Simulation lab.</b></li> <li>▪ <b>Clinical hospital setting (Maternity and Children Hospital).</b></li> </ul>
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> <li>• <b>There is wireless network access.</b></li> </ul>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> <li>▪ <b>There is well-equipped lab with all new simulators models.</b></li> </ul>

### G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching. <ul style="list-style-type: none"> <li>▪ <b>Program evaluation survey</b></li> </ul>
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department The instructor is evaluated by the head of department
3. Procedures for Teaching Development: <ul style="list-style-type: none"> <li>▪ <b>On going workshops for staff developments.</b></li> <li>▪ <b>Follow up the new issues in teaching strategies and methods.</b></li> </ul>
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none"> <li>▪ <b>Assignment / presentation are discussed and scored by more than one teacher.</b></li> <li>▪ <b>Review of the semester activities and student written exam. by other faculty staff members outside the specialty.</b></li> </ul>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <ul style="list-style-type: none"> <li>▪ <b>Regular review of the curriculum as a part of quality improvement, including input from students, program graduates, midwife practitioners, and other stakeholders.</b></li> <li>▪ <b>Midwifery staff conducts ongoing review of practical learning sites and their suitability for student learning/experience in relation to expected learning outcomes.</b></li> <li>▪ <b>Periodic external review of program effectiveness takes place.</b></li> </ul>

Name of Course Instructor Dr. Sahar Lamadah

Signature: \_\_\_\_\_ Date Completed: 1/3/1440 H

Program Coordinator: **Dr. Afnan Abdullatif Albokhary.**

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

## Course Title :Physiology of childbearing.

Course Code: MID5601613-2

Date: 1/3/ 1440 H.	Institution: Umm Al Qura University.
College: Faculty of Nursing	Department: Nursing practices.

### A. Course Identification and General Information

1. Course title and code: <b>Physiology of childbearing / MID5601613-2</b>			
2. Credit hours: <b>2+0</b>			
4. Program(s) in which the course is offered (If general elective available in many programs indicate this rather than list programs) <b>Master of Midwifery</b>			
4. Name of faculty member responsible for the course: <b>Dr. Sahar Lamadah</b>			
5. Level/year at which this course is offered: <b>Level 2</b>			
6. Pre-requisites for this course (if any): <b>None</b>			
7. Co-requisites for this course (if any): <b>Midwifery (1)</b>			
8. Location if not on main campus:			
9. Mode of Instruction (mark all that apply):			
a. Traditional classroom	<input checked="" type="checkbox"/>	percentage?	<b>30</b>
b. Blended (traditional and online)	<input type="checkbox"/>	percentage?	<input type="text"/>
c. E-learning	<input type="checkbox"/>	percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/>	percentage?	<b>70</b>
<b>Comments:</b> <b>Other mode of instruction refers to discussion and active learning.</b>			

## B Objectives

1. The main objectives of this course are to:

- Describe normal general development of the human embryo and fetus.
- Identify hereditary influences on fetal development and the midwife's role in genetic counseling.
- Explain areas of maternal reproductive physiology.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- Use of web based reference and evidence based practice.
- Use of video films.
- Encourage students to carry out seminars after reviewing the latest researches and studies.

**C. Course Description** (Note: General description in the form used in the program's bulletin or handbook)

### Course Description:

Midwives caring for the childbearing family need to have a basic understanding of conception and prenatal development so they can identify problems or variations and can initiate appropriate interventions should any problems occur. This course presents an overview of fetal development, beginning with conception. It also discusses hereditary influences on fetal development and the midwife's role in genetic counseling. It Explores areas of maternal reproductive physiology and pathophysiology.

<b>1. Topics to be Covered</b>		
<b>List of Topics</b>	<b>No. of Weeks</b>	<b>Contact hours</b>
<p><b>Physiologic changes associated with puberty</b></p> <p><b>The female reproductive cycle:</b></p> <p><b>The ovarian cycle</b></p> <ul style="list-style-type: none"> <li>▪ The follicular phase</li> <li>▪ Ovulation</li> <li>▪ The luteal phase</li> </ul> <p><b>The menstrual or endometrial cycle</b></p> <ul style="list-style-type: none"> <li>▪ The menstrual phase</li> <li>▪ The proliferative phase</li> <li>▪ The secretory phase</li> </ul>	<b>3</b>	<b>6</b>
<p><b>Genetics:</b></p> <ul style="list-style-type: none"> <li>▪ Genetic factors affecting fetal growth.</li> <li>▪ Ethical and legal issues surrounding genetic testing</li> <li>▪ Genetic counseling</li> </ul>	<b>2</b>	<b>4</b>

<b>The fetal circulation</b>	<b>6</b>	<b>12</b>
<p><b>Placenta:</b></p> <p><b>Early development</b></p> <ul style="list-style-type: none"> <li>▪ Implantation</li> <li>▪ The chorionic villous tree</li> </ul> <p><b>The placenta at term</b></p> <ul style="list-style-type: none"> <li>▪ Functions</li> <li>▪ Placental circulation</li> <li>▪ The membranes</li> <li>▪ Amniotic fluid</li> <li>▪ The umbilical cord (funis)</li> <li>▪ Anatomical variations of the placenta and cord.</li> </ul> <p><b>Adaptation of fetus to extra uterine life</b></p> <p><b>The fetal skull.</b></p> <ul style="list-style-type: none"> <li>▪ Divisions of the fetal skull.</li> <li>▪ Diameters of the fetal skull.</li> <li>▪ Moulding.</li> </ul>		
<b>Physiology of pregnancy</b> • System-wise changes and related manifestations.	<b>1</b>	<b>2</b>
<b>Physiology of labor &amp; delivery</b>	<b>1</b>	<b>2</b>
<ul style="list-style-type: none"> <li>▪ First stage of labour</li> <li>▪ Second stage of labour</li> <li>▪ Third stage of labour</li> <li>▪ Fourth stage of labour</li> </ul>		
<b>Physiology of postpartum period</b>	<b>1</b>	<b>2</b>
<ul style="list-style-type: none"> <li>▪ Physiological changes during puerperium</li> <li>▪ Physiology of lactation</li> <li>▪ Physiological contraception methods</li> </ul>		
<b>Physiology of the menopausal period</b>	<b>1</b>	<b>2</b>

<b>2. Course components (total contact and credit hours per semester):</b>							
		<b>Lecture</b>	<b>Tutorial</b>	<b>Laboratory/ Studio</b>	<b>Practical</b>	<b>Other</b>	<b>Total</b>
Contact Hours	Planned	30					30
	Actual	30					30
Credit	Planned	2					2
	Actual	2					2

<b>3. Individual study/learning hours expected for students per week.</b>	NA
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#### 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

#### Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Outline normal fetal development from conception through birth.	<ul style="list-style-type: none"> <li>▪ Independent student assignment and presentation</li> <li>▪ Lecture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal discussions</li> <li>▪ Written exam</li> </ul>
1.2	Outline the functions of the placenta, umbilical cord, and amniotic fluid.		
1.3	Identify the adaptation of each body system during pregnancy and the underlying hormonal changes.		
1.4	Describe the age-related changes in the female reproductive system, including the mechanisms responsible for these changes, throughout life from fetal development to menopause.		
1.5	Recall the physical changes taking place as labour progresses		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Explain in detail the events that occur during the ovarian and menstrual cycles.	<ul style="list-style-type: none"> <li>▪ Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal discussions.</li> <li>▪ Written exam</li> </ul>
2.2	Explain the process of fertilization, implantation, and cell differentiation		
2.3	Analyze examples of ethical and legal issues surrounding genetic testing		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		

3.1	Use interpersonal communication skills on dealing with colleagues and supervisors.	▪ Group assignment.	▪ Portfolio
3.2	Apply the ethical principles of health profession.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Communicates effectively in the group.	▪ Seminar.	▪ Portfolio
4.2	Utilize information technology resources in collecting knowledge related to the course		
<b>5.0</b>	<b>Psychomotor(if any)</b>		
5.1	Construct flow charts to depict physiological aspects of child bearing	▪ Small group work	▪ Checklist

#### 5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignments & presentations	Throughout semester	20%
2	Two quizzes	8 <sup>th</sup> week 14 <sup>th</sup> week	20%
3	Portfolio and reflection	Throughout semester	10%
4	Final oral examination.	18 <sup>th</sup> week	10%
5	Final written examination.	18 <sup>th</sup> week	40%

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- **Academic office hours:** Each teacher announces 2 hours per week.
- **Academic advisor:** Each student has one teacher as academic adviser to help students progress in teaching and solve any related problem.
- **Referral system:** students who do not respond to academic advising and need more help are referred to the head of the department.

## E Learning Resources

1. List Required Textbooks

**Ricci S, Kyle T, Carman S. Maternity and Pediatric Nursing. 2<sup>nd</sup> ed. 2013.**

**Lippincott Williams & Wilkins.**

2. List Essential References Materials (Journals, Reports, etc.)

- **Journal of Obstetrics Gynaecological and Neonatal Nursing.**
- **Journal of Midwifery Nursing.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- **World Health Organization website.**
- **Saudi Digital Library.**
- **Birth: Issues in Perinatal Care' and 'Women and Birth'**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

### DVD

- Fertilization and fetal growth.

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Class room (capacity of class 30 chairs)**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **Internet facilities.**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- **None**

## G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching.

Program evaluation survey

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

The instructor is evaluated by the head of department

3. Procedures for Teaching Development:

- **On going workshops for staff developments.**

<ul style="list-style-type: none"><li>▪ <b>Follow up the new issues in teaching strategies and methods.</b></li><li>▪ <b>Recruitment of new specialized staff.</b></li></ul>
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none"><li>▪ <b>Assignment / presentation are discussed and scored by more than one teacher.</b></li><li>▪ <b>Review of the semester activities and sample from student written exam. by other faculty staff members outside the specialty.</b></li></ul>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <b>Curriculum committee periodical refining &amp; revising based on student and teacher's feedback.</b>

Name of Course Instructor Dr. Sahar Lamadah

Signature: \_\_\_\_\_ Date Completed: 1/3/1440 H

Program Coordinator: **Dr. Afnan Abdullatif Albokhary.**

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

## Course Title: Midwifery 2

### Course Code: MID5601622-6

Date: 1/1/1440H.

Institution: Umm Al Qura University.

College: Faculty of Nursing..

Department: Nursing practices.

#### A. Course Identification and General Information

1. Course title and code: **Midwifery 2 / MID5601622-6**

2. Credit hours: **3+3**

3. Program(s) in which the course is offered. **Master of Midwifery**  
(If general elective available in many programs indicate this rather than list programs)

6. Name of faculty member responsible for the course :**Dr Ibtesam Nomani**

5. Level/year at which this course is offered: **Level 3**

6. Pre-requisites for this course (if any): **Midwifery 1**

7. Co-requisites for this course (if any):None

8. Location if not on main campus:

9. Mode of Instruction (mark all that apply):

a. Traditional classroom	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="20"/>
b. Blended (traditional and online)	<input type="checkbox"/>	percentage?	<input type="text"/>
c. E-learning	<input type="checkbox"/>	percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="80"/>

Comments: Other modes of instruction include interactive learning, practical skills in lab and hospital and self study.

## B Objectives

### 1. The main objective of this course

- The course is designed to help students to integrate knowledge from the accompanying maternal health theory course as well as provide nursing care of the woman during normal and abnormal aspects of the maternity cycle.
- Prepare students for qualified practice; thus enabling them to meet the needs of childbearing women and their families.
- Facilitate the student to develop personally and professionally in becoming a safe, competent and flexible practitioner, health promoter / health educator, who is able to function autonomously and in partnership with families, carers and other health care professionals in a variety of settings.
- Enable students to emerge with a clear sense of purpose to promote midwifery as a profession and contribute to public health as a whole.

### 2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- Use of video films and training in lab. on simulator model before practicing in hospital.
- Continuous updating of course content through available references, web, and latest researches.
- Increased use of IT or web-based reference material.
- Include e-book

## C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

- The course is designed to help students to integrate knowledge from the accompanying maternal health theory course as well as provide nursing care of the woman during normal and abnormal aspects of the maternity cycle.
- Prepare students for qualified practice; thus enabling them to meet the needs of childbearing women and their families.
- Facilitate the students to develop personally and professionally in becoming a safe, competent and flexible practitioner, health promoter / health educator, who is able to function autonomously and in partnership with families, carers and other health care professionals in a variety of settings.
- Enable students to emerge with a clear sense of purpose to promote midwifery as a profession and contribute to public health as a whole.

<b>1. Topics to be Covered</b>		
<b>List of Topics</b>	<b>No. of Weeks</b>	<b>Contact hours</b>
<b>Theory</b>		
<b>Midwifery management of Pregnancy at Risk:</b> <b>Bleeding during pregnancy</b> <b>Bleeding in early pregnancy:</b> <b>Abortion.</b> <b>Ectopic Pregnancy.</b> <b>Gestational trophoblastic disease.</b> <b>Bleeding in late pregnancy:</b> <b>Placenta praevia</b> <b>Abruptio placenta</b>	<b>2</b>	<b>6</b>
<b>Hyperemesis gravidarum.</b>	<b>1</b>	<b>3</b>
<b>Hypertensive complications in pregnancy, Gestational hypertension, preeclampsia- eclampsia syndrome.</b>	<b>1</b>	<b>3</b>
<b>HELLP syndrome</b>		
<b>Gestational Diabetes/ Diabetes mellitus</b>	<b>1</b>	<b>3</b>
<b>Blood incompatibility</b>	<b>1</b>	<b>3</b>
<b>Amniotic Fluid Imbalances</b>	<b>1</b>	<b>3</b>
<b>Multiple Gestation</b>	<b>1</b>	<b>3</b>
<b>Premature Rupture of Membranes</b>	<b>1</b>	<b>3</b>
<b>Intrauterine growth retardation and Intrauterine death</b>	<b>1</b>	<b>3</b>
<b>Cardiovascular Disorders</b>	<b>1</b>	<b>3</b>
<b>Respiratory conditions in pregnancy (Asthma)</b>	<b>1</b>	<b>3</b>
<b>Hematologic conditions -Iron deficiency anemia, Thalassaemia , Sickle Cell anemia</b>	<b>1</b>	<b>3</b>
<b>Infections in Pregnancy : Rubella, Hepatitis B, Varicella Zoster, Urinary Tract Infections (UTI), Group B Streptococcus Other Relevant Infections in Pregnancy, Specific Labour Infections: Chorioamnionitis</b>	<b>1</b>	<b>3</b>
<b>Pregnant woman over age 35</b>	<b>1</b>	<b>3</b>

The Obese pregnant woman	
Practice	
<p>1. Assess pregnant woman during the booking (initial) visit through the following lines:</p> <ul style="list-style-type: none"> <li>▪ Taking history.</li> <li>▪ Perform General examination.</li> <li>▪ Perform Abdominal examination: Fundal level, position and presentation of the fetus and auscultation of fetal heart sound.</li> <li>▪ Assist in obtaining blood sample for hemoglobin and sugar.</li> <li>▪ Testing urine for albumin, glucose, ketones and nitrite.</li> <li>▪ Screening for antenatal problems.</li> <li>▪ Assess psychological state of women.</li> </ul> <p>2. Provide nursing care for high risk pregnant women.</p> <p>3. Conduct health teaching session about the following items</p> <ul style="list-style-type: none"> <li>▪ Personal hygiene, bladder and bowel care, sexual relation, traveling, clothing, rest&amp; sleep, antenatal exercises, nutrition, breast care, dental care, employment, immunization and medication.</li> </ul> <p>4. Assessment of Intra -uterine fetal well-being.</p> <p>Kick count chart, Auscultate fetal heart sound by fetoscope ,Doppler assessment, Non Stress Test, Fetal scalp monitoring.</p>	
Skillful in deciding an appropriate care plan and implementing care plan for abnormal situation	
Provide suitable care for high risk antepartum Cases.	
Conduct competency in developing a midwifery diagnosis for high risk mothers and newborn infants.	
Monitor and provide care for women with medical problems in pregnancy.	

Evaluate care given for all high risk women.		
Interpret laboratory testing for urine and assist in special antenatal test.		
Apply midwifery care plan on high risk women.		
Prepare women for and the equipment for special procedures (e.g Amniocentesis, ultrasound and IV)		
Capillary blood sample collection.		
Administration of drug per rectum.		
Total parenteral nutrition Assessment, calculation and administration of fluids and medications: - Oral - I.D. - I.M. - I.V. Securing IV line, infusion pump		
Recording and Reporting.		
Counseling – Parental bereavement.		

## 2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	45			45		90
	Actual	45			90		135
Credit	Planned	3			3		6
	Actual	3			6		9

## 3. Individual study/learning hours expected for students per week.

NA

## 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map			
Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<b>Knowledge</b>		
1.1	Define the term "high risk pregnancy"	Independent student presentation or assignment. -Case study method Theory Lectures	<ul style="list-style-type: none"> <li>▪ Verbal discussions</li> <li>▪ Clinical oral Examinations.</li> <li>▪ Case studies and presentation.</li> </ul> Clinical evaluation <ul style="list-style-type: none"> <li>▪ Written examination</li> </ul>
1.2	Recognize the common factors that might place pregnancy at risk		
1.3	Outline nursing assessment and management for pregnant woman with high risk pregnancy		
1.4	List conditions presenting before pregnancy that can have negative effect on a pregnancy		
2.0	<b>Cognitive Skills</b>		
2.1	Interpret the causes of vaginal bleeding during early and late pregnancy.	<ul style="list-style-type: none"> <li>▪ Case study</li> </ul> Group discussion	<ul style="list-style-type: none"> <li>▪ Verbal discussions.</li> <li>▪ Case presentation</li> <li>▪ Written examination</li> </ul>
2.2	Differentiate among types of anemia affecting pregnant women in terms of prevention and management.		
2.3	Compare the most common infections that can affect pregnancy and propose possible preventive strategies.		
2.4	Evaluate the tests used to assess maternal and fetal well-being, including nursing management for each.		
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Analyze how a condition presenting before pregnancy can affect woman physiologically and psychologically when she becomes pregnant.	<ul style="list-style-type: none"> <li>▪ Clinical practice.</li> <li>▪ Group assignment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation &amp; Interpersonal evaluation checklist.</li> <li>▪ Self and peer evaluation</li> </ul>
3.2	Uses interpersonal communication skills on dealing with women, colleagues and supervisors.		
3.3	Demonstrate the ethical principles of health profession.		
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	Evaluate factors in a woman's history that place her in high risk category	Use of internet for preparing presentations, use of laptops and plasma screen for presentation	Observation & Interpersonal evaluation checklist.
4.2	Compare the nursing assessment and management for a woman with medical disorder from a pregnant woman without a medical disorder.		

4.3	Evaluate factors leading to growth retardation of fetus and fetal death.		
4.4	Demonstrate competence in basic counselling techniques		
5.0	<b>Psychomotor(if any)</b>		
5.1	Construct a teaching plan for maintaining the health of pregnant woman experiencing high risk pregnancy.	Demonstration of the nursing techniques and procedures, staff observation and guided practice in lab and hospital ,self and peer evaluation, independent practice	Clinical Evaluation of student performance on real case by using performance checklist
5.2	Perform the nursing assessment and management of a woman with medical disorders.		
5.3	Conduct antenatal assessment for high risk women.		
5.4	Provide the midwife's role in fetal assessment.		

#### 5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignments & presentations	Throughout semester	15%
2	Semester clinical activities. <ul style="list-style-type: none"> <li>Clinical practice.</li> <li>Application of nursing process.</li> </ul>	Throughout semester	25%
3	Midterm written examination.	8 <sup>th</sup> week	10%
4	Final practical examination.	End of semester	10%
5	Final examination-written.	End of semester	40%

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)
  - **Academic office hours:** Each teacher announces 2 hours per week.
  - **Academic advisor:** Each student has one teacher as academic adviser to help students progress in teaching and solve any related problem.
  - **Referral system:** students who do not respond to academic advising and need more help are referred to the head of the department.

#### E Learning Resources

1. List Required Textbooks  
**Mayes' Midwifery, 15th Edition, Sue Macdonald Gail Johnson**  
**eBook ISBN: 9780702065217**  
**eBook ISBN: 9780702063367**  
**Paperback ISBN: 9780702062117**  
**Print by : Elsevier**
2. Ricci, Susan Scott. **Essentials of Maternity ,Newborn and Women Health Nursing, 3<sup>rd</sup> Edition**  
**ISBN: 978-1-60831-801-8**  
**Print by: Lippincott Williams and Wilkins**
2. List Essential References Materials (Journals, Reports, etc.)  
**Journal of Midwifery Nursing**  
**'Birth: Issues in Perinatal Care' and 'Women and Birth'**
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  
**[www.mosby.com/MERLIN/Wong/essentials](http://www.mosby.com/MERLIN/Wong/essentials)**
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  
**Computer resources and other software materials available.**

#### F. Facilities Required

- Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
    - **Class room (capacity of class 30 chairs )**
    - **Clinical hospital setting (Maternity and Children Hospital).**
  2. Technology resources (AV, data show, Smart Board, software, etc.)
    - **There is wireless network access.**
  3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
    - **lab equipment available.**

## G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching <b>Through course evaluation survey</b>
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department <b>Head of department evaluation</b> The instructor writes end of block report about the course conduction ,difficulties in teaching and exam results and discuss these issues in the department meeting The report will be discussed in the curriculum committee and immediate decisions are made to rectify problems and emphasized strengths
3. Procedures for Teaching Development: <ul style="list-style-type: none"><li>▪ <b>On going workshops for staff development.</b></li><li>▪ <b>Follow up the new teaching strategies and methods.</b></li></ul>
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none"><li>▪ <b>Assignment / presentation are discussed and scored by more than one teacher.</b></li><li>▪ <b>Review of the semester activities and student written exam by other faculty staff members outside the specialty.</b></li></ul>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <b>Curriculum committee periodical refining &amp; revising.</b>

Name of Course Instructor \_

**Dr.Ibtesam Nomani**

Signature: \_\_\_\_\_

**Date Completed: 1/3/1440 H**

Program Coordinator:

**Dr. Afnan Abdullatif Albokhary.**

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

## Course Title: Midwifery 3

### Course Code: MID5601616-6

Date: 1/3/1440 H.	Institution: Umm al Qura University
College: Faculty of Nursing	Department: Nursing Practices

#### A. Course Identification and General Information

1. Course title and code: <b>Midwifery 3 / MID5601616-6</b>	
2. Credit hours: <b>3+3</b>	
3. Program(s) in which the course is offered: <b>Master of Midwifery</b> (If general elective available in many programs indicate this rather than list programs)	
Name of faculty member responsible for the course: <b>Dr.Pushpamala</b>	
5. Level/year at which this course is offered: <b>Fourth level</b>	
6. Pre-requisites for this course (if any): <b>Midwifery 1 and Midwifery 2</b>	
7. Co-requisites for this course (if any): <b>Elective course</b>	
8. Location if not on main campus:	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input checked="" type="checkbox"/> percentage? <input type="text"/>
b. Blended (traditional and online)	<input type="checkbox"/> percentage? <input type="text" value="60"/>
c. E-learning	<input type="checkbox"/> percentage? <input type="text" value="20"/>
d. Correspondence	<input type="checkbox"/> percentage? <input type="text"/>
f. Other	<input checked="" type="checkbox"/> percentage? <input type="text" value="20"/>
<ul style="list-style-type: none"> <li>• Comments: E-learning portal in Umm Al-Qura University <a href="https://elearn.uqu.edu.sa">https://elearn.uqu.edu.sa</a></li> <li>• Facilitated peer group work</li> <li>• Self-study</li> </ul>	

## B Objectives

1. The main objective of this course are to be able to:

The course is designed to help students to integrate knowledge from the accompanying maternal health theory course as well as provide nursing care of the woman during abnormal labor and puerperium.

Demonstrate an understanding of the challenges women can experience during abnormal labor and puerperium

Explore midwifery challenges, women can experience during abnormal labor and puerperium.

Use evidence based midwifery practice to critically analyze and address the woman's condition and to plan and provide care in collaboration with other health professionals.

Demonstrate effective communication skills when caring for a woman and her family experiencing a midwifery challenge during abnormal labor and puerperium.

3. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field):

- Use illustrative audio-visual materials to make the presentation more interesting and help the students to understand.
- Use of internet-linked scientific and healthcare databases to access scholarly texts and e-learning resources.
- Use of library resources to be available for the students at all time.

4. Creation of IT linked tutorial /journal club student groups to share discussion and debate of topics given related to course objectives.

## C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

**Course Description** This course provides the basic cognitive, psychomotor and attitude skills that help student build a professional nursing practice to care the mother during abnormal labor and puerperium and apply the nursing process to assess, plan and implement the quality care for women during their labor process and puerperium. : It will help the student to develop advanced nursing skills for nursing interventions to care the mother during abnormal labor and puerperium. Course is designed to teach problem-solving techniques to manage physical, emotional, social and ethical problems in the areas abnormal labor and puerperium. The major emphases of the clinical areas are abnormal labor and puerperium. Students will gain experience interfacing with faculty, administrators, and support service personnel.

<b>1. Topics to be Covered</b>		
<b>List of Topics</b>	<b>No. of Weeks</b>	<b>Contact hours</b>
Introduction to Midwifery course 3:  Content and learning approaches overview  Evaluation Criteria.	1	3
Labor dystocia.( Problems with the power, passenger and the passageway)	1	3
Failure to progress and Prolonged labor:  Obstructed Labor, Precipitate Labor, Women requiring induction of labor and Augmentation.	1	3
Management of the mother with Malposition of the Occiput and Malpresentation during labor.	2	6
Midwifery care related to Operative Births. (Operative vaginal birth: Ventouse, Forceps, Caesarean, vaginal birth after Caesarean section)	2	6
Analgesia& Anesthesia (Operative births), Evidence based incidence of Caesarean section.	1	3
Women Experiencing an Obstetric Emergency.  Umbilical Cord Prolapse, Cord presentation, Shoulder Dystocia.	1	3
Obstetric Emergency: Placenta Previa, Vasa Previa, Abruptio placentae.	1	3
Obstetric Emergency :Inversion of Uterus, Amniotic fluid embolism	1	3
Obstetric Emergency: Injuries to the Birth Canal following childbirth (vulva, perineum, vagina, cervix, pelvic hematoma and Uterine Rupture	1	3
Postpartum Complications. Primary and secondary Postpartum Hemorrhage.	1	3

Midwives and Abnormal Puerperium: Immediate postpartum Complication	1	3
Puerperal disorders after birth: Puerperal sepsis, Sub-involution, puerperal venous thrombosis (Pulmonary embolism) and psychosis.	1	3
<b>Practical Plan:</b>		
Apply vaginal examination during labor. Interpretation of abnormal delivery. Assessment of Intra uterine fetal well-being kick chart Doppler assessment, Non Stress Test, Contraction stress test(Oxytocin challenge test) Assisting abnormal deliveries: Methods of Delivery – Abnormal presentation.(Maneuvers) Utilization of partograph Abnormal labor. Medical and surgical induction (AROM). Controlled cord traction, Manual removal of placenta Postpartum breast Examination- Abnormal Puerperium Midwifery care Breast engorgement Midwife Role Breast Abscess drainage and assessment. Reposition of inversion of uterus. Revision, Self and peer evaluation.		

## 2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	45		12	45		90
	Actual	45		24	90		135
Credit	Planned	3			3		6
	Actual	3			6		9

## 3. Individual study/learning hours expected for students per week.

3

#### 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies:

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

#### Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identify basic knowledge related to abnormal labor and abnormal puerperium.	Lecture, class room discussion, Group discussion independent student presentation or assignment	Case presentation
1.2	Identify the problems related to mothers in abnormal labor and puerperium.		Two written quizzes &
1.3	Recognize healthy needs of women during abnormal labor and abnormal puerperium.		Final written
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Appraise the common health problems, beliefs, taboos related to abnormal labor and abnormal puerperium.	Lecture, class room discussion, Group discussion independent student presentation or assignment	Two written quizzes &
2.2	Summarize high risk mother during labor and puerperium to provide them with appropriate quality midwife care		Final written
2.3	Categorize the midwife's role in caring mothers during abnormal labor and puerperium.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate effective communication and positive relation with professional health care team in rendering quality care.	<ul style="list-style-type: none"> <li>▪ Clinical practice.</li> <li>Group assignment</li> </ul>	Observation & Interpersonal evaluation checklist. <ul style="list-style-type: none"> <li>▪ Self and peers evaluation</li> </ul>
3.2	Use health-teaching plans for major topics related to women during abnormal labor and abnormal puerperium.		
3.3	Demonstrate the ethical and professional standard in the clinical areas.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use technology in analyzing data and information.	Use of internet for preparing presentations, use	Observation & Interpersonal evaluation
4.2	Access information sources (e.g. libraries,		

	database, and scientific papers)	of laptops and plasma screen for presentation	checklist.
<b>5.0</b>	<b>Psychomotor(if any)</b>		
5.1	Perform appropriate midwifery care based on critical thinking.	Demonstration of procedures, staff observation and guided practice in lab and hospital ,self and peer evaluation, independent practice	Documenting checklist. Observation check list. Final practice. Formal Evaluation

#### 5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignment & Presentations.	Throughout semester	15%
2	Semester Clinical Activities: <ul style="list-style-type: none"> <li>Clinical practice</li> <li>Application of nursing process</li> </ul>	Throughout semester	25%
3	Midterm Written Examinations.	8 <sup>th</sup> week	10%
4	Final Practical Exam	End of Semester	10%
5	Final Examination Written	End of Semester	40%

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- **Academic office hours:** Each teacher announces 2 hours per week.
- **Academic advisor:** Each student has one teacher as academic adviser to help students progress in teaching and solve any related problem.
- Clinical demonstrators are available on a daily basis for the student for skill practice support during the working week.
- **Referral system:** students who do not respond to academic advising and need more help are referred to the head of the department.

## E Learning Resources

1. List Required Textbooks:

a. **Jayne Marshall, Maureen Raynar, Miles Textbook for Midwives, Churchill Livingstone Elsevier, 2014.**

2. List Essential References Materials (Journals, Reports, etc.)

**Journal of Obstetrics and Gynecological Nursing.**

**American journal of Midwifery Nursing.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

**www.articles.com**

**http:// www.nas.org**

**Nursingcenter.com**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

**Computer resources and other software materials available.**

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Class room (capacity of class 30 chair ) with extent of Computer access facilities.
- Maternity Nursing laboratory (15 chair).
- Clinical hospital setting,( Maternity and Children Hospital, Makkah)

2. Technology resources (AV, data show, Smart Board, software, etc.)

- There is Computer access for each student both in classroom and lab.
  - Clinical simulation lab with necessary A-V aids, smart board/ simulation manikins (high & mid fidelity) / task trainers/ monitoring equipment and related accessories.
- Smart board system is available in class room and laboratory.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

**To perform the associated midwifery procedures all equipment are available.**

## G Course Evaluation and Improvement Procedures: NA

### 1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching:

Course evaluation and clinical experience evaluation would be done by students at the end of the course

### 2. Other Strategies for Evaluation of Teaching by the Instructor or the Department:

Performance evaluation of teaching of faculty by HOD at least once per academic year  
Peer evaluation of faculty.

### 3. Procedures for Teaching Development:

Evaluation feedback is discussed with relevant faculty to address deficiencies and to plan for corrective measures as needed and improvement interventions.  
Incorporation of the latest evidence through the course review.

### 4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- Assignment, presentation and Exams are scored and revised by more than one teacher.
- Review of Fundamental exam by experts in the specialty.
- The verifying process with other institution is not available but there is a plan to implement in future.
- Moderation of exam questions by peer and the HOD.
- Moderation of exam papers, answer keys as well as scripts of students. The latter entails moderation of the scripts of all failures and at least 20% of the rest of the scripts

Review the semester activities of students by faculty staff members.

### 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

1. Analysis of
  - Confidential completion of standard course evaluation questionnaire.
  - Students' exams results.
  - Student's feedback about the course.
  - Results of teacher self-evaluation.
2. Writing course report based on the previously mentioned items.
3. Modify course specification based on action plan in the course reports.
4. The modifications will be presented in department council for approval.
5. Review the syllabus objectives periodically.

Name of Course Instructor: **Dr.Pushpamala**

Signature: \_\_\_\_\_ Date Completed: **1/3/1440 H**

Program Coordinator: **Dr. Afnan Abdullatif Albokhary.**

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

## Course Title: (Women's Health)

Course Code: MID5601627-3

Date: 1/3/1440H.

Institution: Umm Al Qura University .

College: Faculty of Nursing

Department: Nursing Practices

### A. Course Identification and General Information

1. Course title and code:	<b>Women's health / MID5601627-3</b>		
2. Credit hours:	<b>2+1</b>		
3. Program(s) in which the course is offered.	<b>Master of Midwifery</b> (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course	<ul style="list-style-type: none"> <li>• <b>Dr. Hamdia Mohammed Abd Elaziz</b></li> </ul>		
5. Level/year at which this course is offered:	<b>It is an elective course (Second, third or fourth level)</b>		
6. Pre-requisites for this course (if any):	<b>None</b>		
7. Co-requisites for this course (if any):	<b>Midwifery 1 or 2 or 3</b>		
8. Location if not on main campus:			
9. Mode of Instruction (mark all that apply):			
a. Traditional classroom	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="30"/>
b. Blended (traditional and online)	<input type="checkbox"/>	percentage?	<input type="text"/>
c. E-learning	<input type="checkbox"/>	percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="70"/>
Comments:	<ul style="list-style-type: none"> <li>• E-learning portal in Umm Al-Qura University <a href="https://elearn.uqu.edu.sa">https://elearn.uqu.edu.sa</a></li> <li>• Self-study</li> </ul>		
Practical training in	maternity and children hospital (Gynecology unit and clinic Infertility clinic ).		

## B Objectives

1. The main objective of this course

The aim of this course is to upgrade the master students with knowledge and attitudes needed to deal effectively, independently and interdependently with a woman in gynecological services. And apply comprehensive **Midwifery management** for women with gynecological problems.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field).

To improve this course should be :

- Use of web based reference to prepare students' presentation.
- Use of video films and training , practicing in hospital.
- Apply problem based learning & problem solving and increased use of the IT .

**C. Course Description** (Note: General description in the form used in the program's bulletin or handbook)

### Course Description:

This course focuses on women's health care. It includes nursing care needed for gynecological problem of women and care of women in late stage of life is considered in this course.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<b>1- Menstrual abnormalities:</b> <ul style="list-style-type: none"> <li>• Dysfunctional uterine bleeding</li> <li>• Amenorrhea</li> <li>• Dysmenorrhea</li> <li>• Premenstrual syndrome</li> </ul>	1	2
<b>2- Gynecological problems and Midwifery management Structural Abnormalities Genital prolapse):</b> <ul style="list-style-type: none"> <li>• Cystocele</li> <li>• Rectocele</li> <li>• Urethrocele</li> <li>• Enterocele</li> <li>• Uterine prolapse</li> <li>• Ovarian torsion</li> </ul>	2	4

<b>3- Urinary incontinence.</b>	1	2
<b>4- Genital tract infection:</b> <ul style="list-style-type: none"> <li>• Vaginitis.</li> <li>• Cervicitis.</li> <li>• Pelvic inflammatory disease.</li> </ul>	2	4
<b>5- Infertility.</b>	2	4
<b>6- Neoplasms.</b> <ul style="list-style-type: none"> <li>• Endometrial cancer</li> <li>• Ovarian neoplasms</li> <li>• Breast cancer</li> <li>• Cervical carcinoma</li> <li>• Cervical dysplasia</li> <li>• Vaginal/vulvar neoplasms</li> </ul>	2	4
<b>7- Endometriosis.</b>	1	2
<b>8- Disorders of the Breast</b> <ul style="list-style-type: none"> <li>• Breast abscess</li> <li>• Breast Fibroadenoma</li> <li>• Fibrocystic disease</li> </ul>	1	2
<b>9- Pre- and postoperative care for women with various gynecological operations</b>	2	4
<b>10- Women's health in late stage of life</b> <ul style="list-style-type: none"> <li>• osteoporosis.</li> </ul>	1	2

<b><u>Practical Plan</u></b>	<b>No. of Weeks</b>	<b>Contact Hours</b>
<p>The major role for post graduate student is assessment and provide nursing care to women with gynecological problems Assist according hospital policy and procedures )</p> <ul style="list-style-type: none"> <li>• Hysteroscopy</li> <li>• Laparoscopy</li> <li>• Endometrial Ablation.</li> <li>• D &amp; C</li> <li>• Hysterectomy</li> <li>• Intrauterine insemination (IUI)</li> <li>• In vitro fertilization (IVF)</li> <li>• Biopsy</li> <li>• Pap smear</li> </ul>		

## 2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			15		45
	Actual	30			30		60
Credit	Planned	2			1		3
	Actual	2			2		4

## 3. Individual study/learning hours expected for students per week.

NA

## 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

### Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>Intended Learning Outcomes of Course (ILOs)</b>			
By the end of this course each student will be able to;			
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identify etiology and assessment of common gynecological conditions during maternity cycle.	Interactive lecture, class discussion, independent student presentation or assignment.	<ul style="list-style-type: none"> <li>Midterm written Exam.</li> <li>Final oral &amp; Final written.</li> </ul>

1.2	Mention the nursing interventions for common gynecological health problems.	Interactive lecture, class discussion, independent student presentation or assignment.	<ul style="list-style-type: none"> <li>Midterm written Exam.</li> <li>Final oral &amp; Final written.</li> </ul>
1.3	Describe the concept of infertility and the problems related to menstrual cycle.	Interactive lecture , class discussion, independent student presentation or assignment.	<ul style="list-style-type: none"> <li>Midterm written Exam.</li> <li>Final oral &amp; Final written.</li> </ul>
1.4	List the causes, diagnosis and nursing management of infertility problems.	Interactive lecture, class discussion, independent student presentation or assignment.	<ul style="list-style-type: none"> <li>Midterm written Exam.</li> <li>Final oral &amp; Final written.</li> </ul>
1.5	Identify the <b>women's</b> health problems in late stage of life.	Lecture, class discussion, independent student presentation or assignment.	<ul style="list-style-type: none"> <li>Midterm written Exam.</li> <li>Final oral &amp; Final written.</li> </ul>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Evaluate care given for women with selected gynecological problems ( genital tract infection, infertility and genital displacement).	Lecture. Group discussion. Clinical conference	<ul style="list-style-type: none"> <li>Midterm written Exam.</li> <li>Final oral &amp; Final written.</li> </ul>
2.2	Design the priority of management according to the <b>women's</b> health needs.	Clinical conference	<ul style="list-style-type: none"> <li>Midterm written Exam.</li> <li>Final oral &amp; Final written.</li> </ul>
2.3	Explain the recent advancement of infertility management according to the <b>women's</b> needs.	Clinical conference	<ul style="list-style-type: none"> <li>Midterm written Exam.</li> <li>Final oral &amp; Final written.</li> </ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Use interpersonal communication skills on dealing with <b>women</b> , colleagues and supervisors.	Clinical practice ,group assignment.	Observation & Interpersonal evaluation checklist.
3.2	Follow the ethical principles of health profession.		

<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use appropriate communication skill.	Clinical practice ,group assignment.	Observation & Interpersonal evaluation checklist.
4.2	Illustrate technology in analyzing data and information.	Use of internet for preparing presentations, use of laptops and plasma screen for presentation.	Observation & Interpersonal evaluation checklist.
<b>5.0</b>	<b>Psychomotor(if any)</b>		
5.1	Demonstrate basic concepts related to gynecological disorders.	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Concept map. Final practice.
5.2	Provide basic and advanced nursing care to gynecological women.	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Concept map. Final practice.
5.3	Apply critical thinking approaches in caring women with gynecological disorders	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Final practice.
5.4	Perform teaching and learning strategies that are appropriate for women with gynecological disorders .	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Final practice. Concept map.
5.5	Construct nursing care plans for the women with the selected gynecological problems.	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Final practice. Concept map.
5.6	Design nursing care plans for infertile women considering their health needs.	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Final practice. Concept map.

### 5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<ul style="list-style-type: none"> <li>Independent assignments and presentation</li> </ul>	Throughout the year	15%
2	SEMESTER CLINICAL ACTIVITIES <ul style="list-style-type: none"> <li>Clinical practice</li> <li>Application of nursing process</li> </ul>	Throughout the year	25%
3	Mid term written exam	8 th week	10%
4	Final practical exam in the hospital ( OSPE)	Week 16	10%
5	Final written exam	Week 17	40%
6	Total		100%

### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- **Academic office hours:** Each teacher announces 1hours per week.
- **Academic advisor:** Each student has one teacher as academic adviser to help students progress in teaching and solve any related problem.
- **Referral system:** students who do not respond to academic advising and need more help are referred to the head of the department , if not resolving the head of the department referred to vice dean of graduate studies .

### E Learning Resources

1. List Required Textbooks

- **Ricci S. (2013):** Essentials of Maternity, Newborn and Women's Health Nursing, 3rd. Edition, ISBN 978-0-7817-8722-2 Lippincott , Williams & Wilkins.
- **Susanscott Ricci , treeikyle and susan carman (2013):** Maternity and pediatric nursing , second edition , philadelphia .
- **Suchitra NPandit , Reena J,Gorakh G ,Madhuri M and Rakhee R :**Mannual for obstetrics and gynecology pkaditioners/Federation of obstetric and gynaecological societies of india 2015 printed at rajkamal electric press,prot No .2,phase-IV,Kundii,Haryana.
- **Richa Saxena (2015) :** Apractical guide to obstetrics &gynecology, firsted printed at Replika press PVT,ltd .

2. List Essential References Materials (Journals, Reports, etc.)

- **Journal of Maternity Nursing.**
- **Journal of obstetric, Gynecological & Neonatal nursing (JOGNN).**
- **American Journal of obstetrics, Gynecology.**
- **Journal of maternal and child nursing (MCN).**
- **American College of Obstetricians and Gynecologists (ACOG).**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

[www.articles.com](http://www.articles.com)

<http://www.nas.org>

[Yahoo.com](http://Yahoo.com).

[Nursingcenter.com](http://Nursingcenter.com)

3. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

**DVD: Nursing care of women with gynecological problems.**

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Class room (capacity of class 30 chair )**
- **Clinical hospital setting : Maternity and Children Hospital (Infertility clinic & gynecologic clinic and gynecological department ).**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **Internet access is available.**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- **Well-equipped obstetric and Gynecological Lab.**

## G Course Evaluation and Improvement Procedures

### 1. Strategies for Obtaining Students' Feedback on Effectiveness of Teaching

- **Confidential completion of standard course evaluation questionnaire by the center of evaluation in the university.**
- **Focus group discussion with small groups of students.**
- **Students opinions toward strengths, weakness and their suggestions for improvement**
- **Students opinions and evaluation in relation to education process of the course:**
  - **Content of the course.**
  - **Methods of teaching.**
  - **Media of used during the course.**
  - **Teacher performance.**
  - **Learning Environment.**

### 2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- **Self evaluation.**
- **Observations by colleagues.**
- **Staff member evaluation**

### 3. Procedures for Teaching Development

Holding seminaries on different topics for teaching staff for example.

- **Constructing objective tests.**
- **Effective teaching strategies/ techniques.**
- **Evaluation of clinical training.**
- **Skills of effective presentation.**

### 2. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

1. **Assignment / presentation are discussed and scored by faculty staff members who response on this course .**
2. **Review the semester activities of students by faculty staff members who response on this course .**

3. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

1. Analysis of :
  - **Confidential completion of standard course evaluation questionnaire.**
  - **Students' exams results.**
  - **Students feedback about the course.**
  - **Results of teacher self evaluation.**
2. Writing course report based on the previously mentioned items.
3. Modify course specification based on action plan in the course reports.
4. The modifications will be presented in department council for approval.
5. Review the syllabus objectives.

**Name of Course Instructor: Dr. Hamdia Mohammed Abd Elaziz**

**Signature: \_\_\_\_\_ Date Completed: 1/3/1440 H**

**Program Coordinator: Dr. Afnan Abdullatif Albokhary.**

**Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_**

## Course Title: Midwifery care of high risk newborn..

Course Code: MID5601628-3

Date: 1/3/1440 H.	Institution: Umm Al Qura University.....
College: Faculty Of Nursing.	Department: Nursing practices.

### A. Course Identification and General Information

1. Course title and code: <b>Midwifery care of high Risk newborn / MID5601628-3</b>
2. Credit hours: <b>2+1</b>
3. Program(s) in which the course is offered. <b>Master of Midwifery</b> (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: <b>Dr.Lamiaa Ahmed Elsayed</b>
5. Level/year at which this course is offered: <b>Elective course</b> (second or third or fourth level)
6. Pre-requisites for this course (if any): <b>Midwifery (1)</b>
7. Co-requisites for this course (if any):None
8. Location if not on main campus:
9. Mode of Instruction (mark all that apply):
a. Traditional classroom <input checked="" type="checkbox"/> percentage? <input type="text" value="30"/>
b. Blended (traditional and online) <input type="checkbox"/> percentage? <input type="text"/>
c. E-learning <input type="checkbox"/> percentage? <input type="text"/>
d. Correspondence <input type="checkbox"/> percentage? <input type="text"/>
f. Other <input checked="" type="checkbox"/> percentage? <input type="text" value="70"/>
Comments: <b>Comments: Other modes of instruction include interactive learning, practical skills in lab and hospital and self study.</b>

## B Objectives

**This course is designed to help students to provide care of high-risk newborn within the context of the family unit for improving the quality of care for high-risk newborns and infants.**

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- **Use of web based reference and evidence based practice.**

**C. Course Description** (Note: General description in the form used in the program's bulletin or handbook)

### Course Description:

**This course provides knowledge, skills, and attitude essential for help student build a professional nursing practice to be able to provide **Midwifery management** for high risk neonates. It emphasizes on nursing care modalities that fulfill neonate's needs and apply problem solving techniques, using critical thinking and evidence based nursing.**

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<b><u>Introduction</u></b> <ul style="list-style-type: none"> <li>• Introduction to the course and evaluation criteria</li> </ul>	<b>1</b>	<b>2</b>
<b><u>Unit 1:</u></b> Part 1 High Risk Neonates <ul style="list-style-type: none"> <li>• Definition of Premature infants and low birth weights</li> <li>• Classifications of Low birth weight</li> <li>• Characteristics of premature infant</li> <li>• Comparison between normal newborn and premature</li> </ul>	<b>1</b>	<b>2</b>

<p><b>( Part 2)Problems of High Risk Neonates</b></p> <ul style="list-style-type: none"> <li>• Necrotizing Enterocolitis (N.E.C).</li> <li>• Neonatal sepsis (N.S).</li> <li>• Respiratory distress syndrome (R.D.S)</li> <li>• Neonatal jaundice</li> <li>• Transient Tachypnea of the Newborn (TTN)</li> <li>• Neonatal anemia</li> <li>• Neonatal siezures</li> <li>• Neonatal Hypoglycemia</li> </ul>	<b>1</b>	<b>2</b>
<p><b>Part 3 Continue <u>Problems of High Risk Neonates</u></b></p> <ul style="list-style-type: none"> <li>• Meconium Aspirating syndrome</li> <li>• Asphyxia neonatorum</li> <li>• Neonatal Hypoxia</li> <li>• Hemolytic disease of the newborn</li> <li>• Convulsions in the newborn</li> <li>• Birth injuries</li> <li>• Hemorrhagic disease of the newborn</li> </ul>	<b>1</b>	<b>2</b>
<p><b>Unit (2 )<u>Principles Of Newborn Care</u></b> <b>&amp; role of professional <span style="color: red;">midwife</span></b> For: Nutrition of High risk Neonates Oxygen therapy Mechanical ventilation Umbilical blood Exchange</p>	<b>1</b>	<b>2</b>

<p><b>Unit (3) Birth Defect or Congenital Malformations of the neonates</b></p> <p><b><u>Gastro intestinal anomalies</u></b></p> <ul style="list-style-type: none"> <li>• Cleft lip ,palate</li> <li>• Imperforated Anus</li> <li>• Tracheo- Esophageal fistula &amp;atresia</li> <li>• Diaphragmatic hernia</li> <li>• Duodenal atresia</li> <li>• Meconium Ileus</li> </ul> <p><b><u>Genito urinalry malformations &amp; Orthopedic Anomalies</u></b></p> <ul style="list-style-type: none"> <li>• Hypospadius</li> <li>• Undescended tests</li> <li>• Extrophy of the bladder</li> <li>• Hydrocele</li> </ul> <p><b><u>Neurological anomalies</u></b></p> <ul style="list-style-type: none"> <li>• Down syndrome</li> <li>• Neural tube defect</li> <li>• Meningocele &amp; Meningo myelocele</li> <li>• Spina bifida,Spina bifida Occulta</li> </ul> <p><b><u>Congenital heart Disease</u></b></p>	<b>5</b>	<b>10</b>
<b>Unit ( 4) psychosocial issues and family care &amp;developmental care for high risk neonates</b>	<b>1</b>	<b>2</b>
<b>Unit (5)</b> Advanced Neonatal Resuscitation	<b>1</b>	<b>2</b>
<b>Unit (6)</b> <ul style="list-style-type: none"> <li>• Ethical issues in Neonatal care</li> <li>• Neonatal health assessment</li> </ul>	<b>1</b>	<b>2</b>
<b>Drug Administration &amp;calculation dose for children</b>	<b>1</b>	<b>2</b>
<b>Fluids and electrolytes Therapy</b>	<b>1</b>	<b>2</b>
<b><u>Practical Part First 6 weeks at lab</u></b>		
<p>Week 1</p> <ul style="list-style-type: none"> <li>• Assessment of Apgar Score</li> <li>• Immediate care of Newborn</li> <li>• (Cutting of cord, cord care )</li> </ul>	<b>1</b>	<b>2</b>
<p>Week 2</p> <ul style="list-style-type: none"> <li>• Physiological and anthropometric assessment</li> <li>• Drug Administration</li> </ul>	<b>1</b>	<b>2</b>

Week 3	1	2
<ul style="list-style-type: none"> <li>Neonatal Suctioning</li> <li>Oxygen Therapy</li> <li>Nasogastric Insertion</li> </ul>		
Week 4	1	2
<ul style="list-style-type: none"> <li>CPR for neonates</li> </ul>		
Week 5	1	2
<ul style="list-style-type: none"> <li>CPR continue</li> </ul>		
Re-demmonstration	1	2
<ul style="list-style-type: none"> <li>Week 7,8,9,10,11,12,13,14, 15 at hospital setting Maternal and children Hospital or Hera hospital</li> </ul>	9	18

## 2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30		6	9		45
	Actual	30		12	18		60
Credit	Planned	2			1		3
	Actual	2			2		4

## 3. Individual study/learning hours expected for students per week.

NA

## 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	<ol style="list-style-type: none"> <li>1) Identify the high risk neonates</li> <li>2) Describe the causes , pathogenesis ,clinical feature and the common neonatal problems</li> <li>3) Identify the appropriate therapeutic managements for the common high risks neonatal problems.</li> <li>4) Recognize the common congenital anomalies or birth defect for high risk neonates</li> <li>5) Provide the students with appropriate professional attitude and communication and problem solving skills</li> <li>6) Recognize the psychosocial issues and family care &amp;developmental care for high risk neonates</li> </ol>	Lecture & Group discussion	written quiz &Final written
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<ol style="list-style-type: none"> <li>1) Discuss the role of the professional <b>midwife</b></li> <li>2) Interpret the impact of illness on family</li> <li>3) <b>Demonstrate</b> the impact of congenital and inherited diseases on neonates and their families.</li> <li>4) Determine the nutritional requirements and the most common nutritional disorders affecting neonates</li> <li>5) Describe appropriate management for Neonatal disorders.</li> <li>6) Recognize and manage conditions that require urgent intervention as CPR and apply appropriate preventive measures for them.</li> </ol>	Lecture & Group discussion.	Final Exam & Practical Exam & Final written Exam.

<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<ul style="list-style-type: none"> <li>Perform effective communication and positive relation with professional health care team in rendering quality care.</li> </ul>		
3.2	<ul style="list-style-type: none"> <li>Implement health-teaching plans for major topics related to high risks neonates</li> </ul>		
3.3	<ul style="list-style-type: none"> <li>Apply the ethical and professional standard in the clinical areas.</li> </ul>		
3.4	<ul style="list-style-type: none"> <li>Work in groups.</li> </ul>	Assignment	Evaluation checklist.
3.5	<ul style="list-style-type: none"> <li>Apply professional standard of ethics in different practical situations</li> </ul>		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	<ul style="list-style-type: none"> <li>Use technology in communication with others.</li> </ul>	Using internet & teaching assistance as lap top and plasma screen	Observation & Information technology
<b>5.0</b>	<b>Psychomotor (if any)</b>		
5.1	<ol style="list-style-type: none"> <li>Apply appropriate care for high risk neonates based on critical thinking.</li> <li>Apply the designed plans of care for high risk neonates.</li> <li>Demonstrate neonatal assessment techniques</li> <li>Assess Apgar scoring for neonates.</li> <li>Administer and calculation of neonatal drugs</li> <li>Perform different methods of feeding for high risk neonates</li> <li>Simulate first aid ( CPR) measures for neonatal</li> <li>Assess physiological and anthropometric assessment for neonates</li> <li>Perform &amp; Apply mechanical suctioning and administer oxygen therapy for high risk neonates</li> </ol>	Demonstration & Redemonstration Case Presentation Simulation at (pediatric Lab) and Hospital setting Clinical Conference	Observation checklist  Final practical evaluation

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignment and presentation	Throughout semester	15%
2	SEMESTER CLINICAL ACTIVITIES <ul style="list-style-type: none"> <li>Clinical practice</li> <li>Application of nursing process</li> </ul>	Throughout semester	25%
3	Mid-term written exam.	8 <sup>th</sup> week	10%
4	Final practical & oral exam	End of semester	10%
5	Final written exam	End of semester	40%
	Total Score	100	100%

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include time ,teaching staff are expected to be available each week) Each week all faculty would be available at their scheduled office hours for students consultation with regard to academic advice.

**Staff Office Hours:** each teacher announces 2 hours per week. **Academic Advising:.** Each teacher advise & help students progress in teaching and solve any related problem

**-Referral system:** For those students who are not respond to academic advising

#### E Learning Resources

1. List Required Textbooks

Jayne Marshall, Maureen Raynar, Miles Textbook for Midwives, Churchill Livingstone Elsevier, 2014.

Gardner's handbook of neonatal Intensive care, 8th edn., Elsevier, St.Louis, Missouri Carol Green C (2011): Maternal Newborn Nursing Care Plans .Jones & Bartlett Publishers. Toronto

2. List Essential References Materials (Journals, Reports, etc.)

Journal of High Risk Neonates

American journal of Midwifery Nursing

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

Journal of High Risk Neonates

- Video films for procedure demonstration.

- [www.findarticle.com](http://www.findarticle.com).,
- [www.pupmed.com](http://www.pupmed.com).
- [www.WHO.com](http://www.WHO.com)
- [www.articles.com](http://www.articles.com)
- [http:/ www.nas.org](http://www.nas.org)
- [Yahoo.com](http://Yahoo.com).
- [Nursingcenter.com](http://Nursingcenter.com)

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  
Computer resources and other software materials available.

### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
  - Capacity of the lecture rooms is equipped and with appropriate spaces.( Class room (capacity of class 50 chair ) with extent of Computer access facilities.
  - Pediatric & Maternity Nursing labs, (30 students)
  - Clinical hospital setting (Maternity &Children Hospital at Makkah & Hera hospital )

2. Technology resources (AV, data show, Smart Board, software, etc.)
  - There is wireless network access.

There is data show & Screen Smart board, High fidelity simulation manikin etc available at lab.

6. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

**To perform the associated midwifery procedures all equipment are available at maternity and pediatric Lab as:**

- Nursing kid vital signs simulator with child and baby
- Baby doll (newborn)
- Baby IV
- Phototherapy
- Infusion pump
- Digital baby scale

- Heater protection ,radiant warmer
- Oxygen hood (square round)
- Feeding Baby bottle
- NGTTube

## G Course Evaluation and Improvement Procedures

### 1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- Students opinions and evaluation in relation to education process of the course:
  - Content of the course
  - Methods of teaching
  - Media used during the course
  - Teacher performance
  - Environmental learning

### 2. Other Strategies for Evaluation of Teaching by the Instructor or the Department Course evaluation

### 3. Procedures for Teaching Development

- Analyzing student's results of written, oral, midterm and practical evaluation as an indirect way for assessing effectiveness of teaching.
- Evaluation of clinical training

### 4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- Review of exam by experts in Maternity nursing.

Reviewing the semester's activities and final results of the students by independent faculty members to verify standards of student achievement.

### 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- Review the syllabus objectives.

- Develop actions plan to deal with the identified needs, and give feedback.
- Analysis of: Students' exam results.
- Students' feedback about the course.
- Results of teacher self-evaluation.
- Writing course report based on the previously mentioned items

**Name of Course Instructor: Dr.Lamiaa Ahmed**

**Signature: \_\_\_\_\_ Date Completed: 1/3/1440 H**

**Program Coordinator: Dr. Afnan Abdullatif Albokhary.**

**Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_**

## Course Title: Pharmacodynamics in Midwifery practice

### Course Code: MID5601629-3

Date: 1/3/1440 H

Institution: Umm . Al Qura University

College: Faculty of Nursing

Department: Nursing Practices.

#### A. Course Identification and General Information

1. Course title and code: **Pharmacodynamics in Midwifery practice / MID5601629-3**

2. Credit hours: **2+1**

3. Program(s) in which the course is offered. **Master of Midwifery**  
(If general elective available in many programs indicate this rather than list programs)

7. Name of faculty member responsible for the course: **Dr Ibtesam Nomani**

8. Level/year at which this course is offered: **It is an elective course (Second, third or fourth level)**

6. Pre-requisites for this course (if any): **None**

7. Co-requisites for this course (if any): **Midwifery 1 or 2 or 3**

8. Location if not on main campus:

9. Mode of Instruction (mark all that apply):

a. Traditional classroom	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="30"/>
b. Blended (traditional and online)	<input type="checkbox"/>	percentage?	<input type="text"/>
c. E-learning	<input type="checkbox"/>	percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="70"/>

Comments: **Other mode of instruction include active discussion, hospital practice, self study.**

#### B Objectives

1. **The main objective of this course**

- **This course will provide the learner with knowledge and skills for the safe administration of medicines to women during pregnancy, labour and puerperium.**
- **Key concepts of pharmacology will be discussed.**
- **Emphasis will be made on medicines preparation and their classification and uses in midwifery.**

7. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- **Use of video films**

- **Continuous updating of course content through available references, web, and latest researches.**
- **Increased use of IT or web-based reference material.**
- **Include e-book.**
- **Arrange workshops/supervised training.**

**C. Course Description** (Note: General description in the form used in the program's bulletin or handbook)

- **This course will focus on pharmacological concepts and pharmacokinetic considerations in general and specific to pregnancy and breastfeeding.**
- **The course will also address a range of therapeutic considerations impacting on drug action.**
- **It will consider the role of the **midwife** in the preparation, management and administration of medications.**
- **The course will provide a working description of the principles of pharmacodynamics and pharmacokinetics.**
- **An emphasis on understanding the action of medications, safe administration practices and competence in drug calculations is made.**
- **It will enable students to emerge with a clear sense of purpose to promote midwifery as a profession and contribute to public health as a whole.**

**1. Topics to be Covered**

<b>List of Topics</b>	<b>No. of Weeks</b>	<b>Contact hours</b>
<b>Theory</b>		
<b>General Principles and pharmacology of pregnancy Effect of pregnancy on specific conditions: pharmacologic implications</b>	<b>1</b>	<b>2</b>
<b>Use of pharmacokinetics and pharmacodynamics models in pregnancy</b>	<b>1</b>	<b>2</b>
<b>Drugs given during Pregnancy – Cardiovascular drugs, Antihypertensive drugs Anticonvulsants Pulmonary drugs, Psychopharmacologic drugs Anticoagulants Drugs for Diabetes , Anti-tuberculous drugs Antithyroid drugs, Steroid hormones , Anti-infective drugs</b>	<b>7</b>	<b>14</b>
<b>Drugs used in labour and obstetric emergencies- Oxytocics , Ergot Derivatives, Prostaglandins Tocolytic agents</b>	<b>2</b>	<b>4</b>
<b>Maternal drug intake and breastfeeding</b>	<b>1</b>	<b>2</b>
<b>Fetal hazards on maternal medication during pregnancy</b>	<b>1</b>	<b>2</b>

Analgesia in obstetrics	1	2
Anesthesia in obstetrics	1	2
<b>Practice</b>		
<ul style="list-style-type: none"> <li>• Methods of preparation and administration of oxytocin and ergot derivatives</li> <li>• Methods of preparation and administration of prostaglandins</li> <li>• Methods of preparation and administration of antihypertensive therapy</li> <li>• Methods of preparation and administration of anticonvulsants</li> <li>• Methods of preparation and administration of anticoagulants</li> <li>• Methods of preparation and administration of steroids</li> <li>• Methods of preparation and administration of analgesia in labour</li> </ul>		

## 2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30			15		45
	Actual	30			30		60
Credit	Planned	2			1		3
	Actual	2			2		4

## 3. Individual study/learning hours expected for students per week.

NA

## 8. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

### Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
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1.0	<b>Knowledge</b>		
1.1	Describe the terms and uses of drugs and other therapeutic agents in health and illness and conditions for storage of drugs.	Student presentation or assignment. -Case study method Theory Lectures	<ul style="list-style-type: none"> <li>▪ Clinical oral Examinations.</li> <li>▪ Written Exam.</li> </ul>
1.2	State actions, mode of use, side/ adverse effects of different drugs, including nursing implications.		
1.3	Define and demonstrate a general understanding or pharmacodynamics and pharmacokinetics.		
1.4	Outline Classification of commonly administered medications in midwifery practice.		
2.0	<b>Cognitive Skills</b>		
2.1	Identify factors or issues in drug administration relating to specialized patient conditions, such as dosages based on weight, age and other factors polypharmacy, self-medication, non-compliance, etc.	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Group discussion</li> <li>▪ Assignment activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case presentation</li> <li>▪ Oral discussion</li> </ul>
2.1	Justify the use of medicines in the management of the <b>woman's</b> health conditions.		
2.2	Appraise the importance of ensuring the need for proper and timely documentation and reporting.		
2.3	Appraise that quality improvement is an essential part of nursing.		
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Use interpersonal communication skills on dealing with <b>women</b> , colleagues and supervisors.	Clinical practice ,group assignment.	Observation & Interpersonal evaluation checklist.
3.2	Demonstrate the ethical principles of health profession.		
3.3	Demonstrate the need for appropriate caution in drug administration and ensure proper documentation of records.		
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	Assess the importance of <b>woman</b> and family contribution with respect to drug use information, <b>compliance</b> and <b>woman</b> responses, e.g., allergies	Use of internet teaching by utilizing several online database, use of laptops and plasma screen for presentation	Observation & Interpersonal evaluation checklist. Assignment activity
4.2	Appraise and respect <b>woman's</b> views and reports on the effects of drugs and encourage appropriate actions.		
4.3	Assess the role of other health team members in quality and safe practice in drug		

	administration.		
4.4	Demonstrate competence in basic counselling techniques.		
5.0	<b>Psychomotor(if any)</b>		
5.1	Employ the nursing process in administration of drugs, including monitoring of effects and reporting of adverse/side effects.	Clinical training Group discussions and Presentations	Clinical Evaluation of student performance on real case by using performance checklist Case Study
5.2	Prepare, check, administer and record all drugs with supervision for all routes (oral, sublingual, topical, suppository, intramuscular, subcutaneous, and intravenous) for uncontrolled drugs; and with extra caution for controlled drugs.		
5.3	Recognize and report near misses and errors (own and others), and take action to minimize the harm arising from adverse events.		

<b>5. Assessment Task Schedule for Students During the Semester</b>			
	<b>Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	<b>Assignments &amp; presentations</b>	<b>Throughout semester</b>	<b>15%</b>
2	<b>Semester clinical activities.</b> <ul style="list-style-type: none"> <li>• Independent assignments.</li> <li>• Clinical practice.</li> </ul>	<b>Throughout semester</b>	<b>15%</b>
3	<b>Midterm written examination.</b>	<b>8<sup>th</sup> week</b>	<b>10%</b>
4	<b>Final oral examination</b>	<b>End of semester</b>	<b>10%</b>
5	<b>Final practical examination.</b>	<b>End of semester</b>	<b>10%</b>
6	<b>Final written examination.</b>	<b>End of semester</b>	<b>40%</b>

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- **Academic office hours:** 2 hours per week.
- **Academic advisor:** Each student has one teacher as academic adviser to help students progress in teaching and solve any related problem.
- **Referral system:** Students requiring more help are referred to the head of the department.

#### E Learning Resources

1. List Required Textbooks

**DC Dutta textbook of Obstetrics,8th Edition**

**ISBN:978-93-5152-723-7**

**Print by: Jaypee Brothers.**

**Pharmacology for Nurses 5<sup>th</sup> Edition. ISBN: 978-0134255163.**

**5. 2019 Lippincott Pocket Drug Guide for Nurses ISBN: 978-1975107840**

**Mayes' Midwifery,15th Edition, Sue Macdonald Gail Johnson**

**eBook ISBN: 9780702065217**

**eBook ISBN: 9780702063367**

**Paperback ISBN: 9780702062117**

**Print by : Elsevier**

**Ricci, Susan Scott. Essentials of Maternity ,Newborn and Women Health Nursing,3<sup>rd</sup> Edition**

**ISBN: 978-1-60831-801-8**

**Print by: Lippincott Williams and Wilkins**

2. List Essential References Materials (Journals, Reports, etc.)

**Journal of Midwifery & Women's Health**

**British Journal of Midwifery**

**Midwifery- Journal –Elsivier**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

[www.pubmed.com](http://www.pubmed.com)

[www.medline.com](http://www.medline.com)

Saudi digital library

Google scholar

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- **Computer resources and other software materials available.**
- **Job descriptions for Nurses (Guidance Saudi Arabia Health Council)**

### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Class room(capacity of class 30 chairs )**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **Internet access is available.**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) NA

### G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- **Student evaluation course survey.**

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

**Head of department evaluation**

**The instructor writes end of block report about the course conduction ,difficulties in teaching and exam results and discuss these issues in the department meeting**

**The report will be discussed in the curriculum committee and immediate decisions are made to rectify problems and emphasized strengths**

3. Procedures for Teaching Development:

- **Staff is encouraged to participate and attend Continuous education workshops conducted by medical education unit or any other committee throughout the year**
- **New teaching strategies and methods.**
- **eLearning course**

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- **Assignment / presentation are discussed and scored by more than one teacher.**
- **Reviewing the results of the students by independent faculty members to verify standards of student achievement.**
- **Review of exam by expert.**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- **Reviewing the syllabus objectives.**
- **Reviewing the course specification.**
- **Reviewing course report.**
- **Intradepartmental meetings are scheduled every month to study and review the effectiveness of course and the teaching strategies. Any shortcomings will be sorted out by effective planning for its improvement**

**Name of Course Instructor: Dr.Ibtesam Nomani**

**Signature: \_\_\_\_\_ Date Completed: 1/3/1440 H**

**Program Coordinator: Dr. Afnan Abdullatif Albokhary.**

**Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_**

## Course Title: Contraception

### Course Code: MID5601630-3

<b>Date:</b> 1/3/1440 H	<b>Institution:</b> Umm al Qura University
<b>College:</b> Faculty of Nursing	<b>Department:</b> Nursing Practices

#### A. Course Identification and General Information

1. Course title and code: <b>Contraception / MID5601630-3</b>	
2. Credit hours: <b>1+2</b>	
3. Program(s) in which the course is offered: <b>Master of Midwifery</b> (If general elective available in many programs indicate this rather than list programs)	
9. Name of faculty member responsible for the course: <b>Dr.Pushpamala</b>	
9. 5. Level/year at which this course is offered: <b>It is an elective course (Second, third or fourth level)</b>	
6. Pre-requisites for this course (if any): <b>None</b>	
7. Co-requisites for this course (if any): <b>Midwifery 1 or 2 or 3</b>	
8. Location if not on main campus: Faculty of Applied Medical science—Female student building.	
9. Mode of Instruction (mark all that apply):	
a. Traditional classroom	<input type="checkbox"/> percentage? <input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 60
c. E-learning	<input type="checkbox"/> percentage? <input type="checkbox"/> 20
d. Correspondence	<input type="checkbox"/> percentage? <input type="checkbox"/>
f. Other	<input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 20
<ul style="list-style-type: none"> <li>• <b>Comments: Comments: E-learning portal in Umm Al-Qura University</b> <a href="https://elearn.uqu.edu.sa">https://elearn.uqu.edu.sa</a></li> <li>• <b>Facilitated peer group work</b></li> <li>• <b>Self-study</b></li> </ul>	

## B Objectives

1. The main objective of this course:

**The course is designed to enable midwife to update knowledge on current available method of contraception that is appropriate to fit for the women.**

Use evidence based midwifery practice to critically analyze and address the woman's condition and to plan and provide care in collaboration with other health professionals.

Demonstrate effective communication skills when caring for a woman and her family experiencing a midwifery challenges with regard to available method of contraception.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field):

**Use of web based reference to prepare students' presentation.**

- Use of internet-linked scientific and healthcare databases to access scholarly texts and e-learning resources.
- Use of library resources to be available for the students at all time.
- Creation of IT linked tutorial /journal club student groups to share discussion and debate of topics given related to course objectives.

**C. Course Description** (Note: General description in the form used in the program's bulletin or handbook)

### Course Description

**This course provides the detailed information about all forms of contraception that help students build a professional nursing practice to support the women and be able to raise the issue of contraceptive methods. It will help the students to develop advanced nursing skills in which women can control their fertility. Course is designed to teach problem-solving techniques to manage women with additional challenges such as physical, sensory or cognitive needs.**

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Contraception, aims & objectives of family welfare planning related to contraception and the midwife role.	1	1
Hormonal contraceptive methods.	3	3
<b>Long acting reversible contraceptives:</b>		
Injectable projectable contraceptives.	1	1
Intrauterine contraceptive devices.	1	1