



**University:** Port Said  
**Faculty:** Nursing  
**Department:** Maternity, Gynecology and Obstetrics Nursing

### ***COURSE SPECIFICATIONS***

<b><i>1- Course data</i></b>		
<b><i>Code:</i></b> GEN 936	<b><i>Course title:</i></b> Nursing Research(2)	<b><i>Academic year / Level :</i></b> Doctorate / specialty, 2 <sup>nd</sup> <b><i>Semester</i></b>
<b><i>Specialty:</i></b> Family and Community Health Nursing	<b><i>No. of hours :</i></b> 42 credit hours <b><i>Theory:</i></b> 2 credit hours/week	<b><i>Practice:</i></b> 1 hours/week

<b>2– Overall Aim of Course:</b>	The course introduces both the theoretical and empirical basis of qualitative research. Types of qualitative research are addressed, with special emphasize on data collection and management. The distinct differences between quantitative and qualitative research is elaborated. The candidates are provided the opportunity to run a miniature qualitative study under the supervision of the course professor
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding:</b>	<ul style="list-style-type: none"> <li>a.1- Discuss theoretical research</li> <li>a.2- Discuss qualitative research designs</li> <li>a.3- Discuss quantitative research designs.</li> <li>a.4- Explain common descriptive statistics.</li> <li>a.5- Determine validity rigors</li> <li>a.6- Identify the greater direction in determining the feasibility of a study</li> <li>a.7- Explain mixed research design</li> <li>a.8- Assess quality of mixed research design</li> <li>a.9- Discuss research dissemination</li> </ul>
<b>b-Intellectual Skills</b>	<ul style="list-style-type: none"> <li>b.1- Interpret validity tests</li> <li>b.2- Choose research design appropriately</li> <li>b.3- Discriminate between qualitative and quantitative research design.</li> <li>b.4- Appraise qualitative research design</li> <li>b.5- Select appropriate assumptions of descriptive variables.</li> <li>b.6- Select research topic suitable for mixed research design</li> <li>b.7-Evaluate critically published nursing research.</li> </ul>



<p><b>c-Professional and Practical Skills</b></p>	<p>c.1- Apply meta-analysis study  c.2- Apply systematic review  c.3- Utilize quantitative and qualitative research design  c.4- Use descriptive statistical appropriately.  c.5- Evaluate quantitative and qualitative research design  c.6- Utilize mixed research design  c.7- Appraise research article</p>
<p><b>d-General and Transferable Skills</b></p>	<p>d.1- Develop leadership abilities.  d.2- Work as a team.  d.3- Practice computer skills.  d.4- Develop project management skills.  d.5- Practice presentation skills.</p>
<p><b>4- Course Contents</b></p>	<ol style="list-style-type: none"> <li>1. Overview about research</li> <li>2. Meta-analysis</li> <li>3. Systematic review</li> <li>4. Descriptive statistic</li> <li>5. Quantitative research</li> <li>6. Rigors in Qualitative research</li> <li>7. Qualitative data analysis</li> <li>8. Research appraisal</li> <li>9. Research dissemination</li> </ol>
<p><b>5- Teaching and Learning Methods</b></p>	<p>1-The course is mainly taught as lectures, which associated with:</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading assignments</li> <li>• Individual/group work &amp; assignments.</li> <li>• Initial training on preparing&amp; implementing research projects, and on research paper critique.</li> </ul> <p><b>2- Practical Works:</b></p> <p>Through the course of the semester the students will divided into small groups to carry out their practical activities.</p> <p><b>3- Course activities:</b></p> <ol style="list-style-type: none"> <li>A. Take midterm and final practical examinations;</li> <li>B. Write research projects;</li> <li>C. Write critiques of journal article</li> <li>D. Preparing&amp; implementing research projects and present to the class ,</li> </ol>



	E. Participate in class discussions		
<b>6- Teaching and Learning Methods for learning disability students:</b>	<ul style="list-style-type: none"> <li>▪ Not applicable</li> </ul>		
<b>7-Students assessment</b>			
<b>a- Student Assessment Methods</b>	1. Semester work 2. Midterm exam 3. Practical exam 4. Oral exam 5. Written exam		
<b>b- Time</b>	<b>Assessment 1</b>	During the course	
	<b>Assessment 2</b>	At the end of the course	
<b>c. Weighting of Assessments</b>	<b>Methods</b>	<b>Score</b>	<b>%</b>
	Semester work	10	10%
	Mid-term	10	10%
	Final clinical exam	20	20%
	Oral exam	10	10%
	Final written exam	50	50%
	<b>Total</b>	<b>100</b>	<b>100%</b>
<b>8- List of References</b>			
<b>a- Course Notes</b>	Hand out.		
<b>b- Essential Books (Text Books)</b>	<ul style="list-style-type: none"> <li>• Polit, D.F; Beck C.T.(2012): Nursing Research: principles &amp; methods, 7<sup>th</sup> ed., Lippincott Williams &amp; Wilkins.</li> <li>• Polit, D.F; Beck C.T.(2010): Nursing research: generating &amp; assessing evidence for nursing practice, 8<sup>th</sup> ed., Lippincott Williams &amp; Wilkins</li> <li>• Liamputtong " Participatory Qualitative Research Methodologies in Health <a href="https://books.google.com.eg/books?isbn=1473927269">https://books.google.com.eg/books?isbn=1473927269</a></li> <li>• Francis C. Dane – 2011: Evaluating Research: Methodology for People Who Need to Read Research</li> <li>• <a href="https://books.google.com.eg/books?isbn=141297853X">https://books.google.com.eg/books?isbn=141297853X</a></li> <li>• Walliman.N(2017):Research Methods: The Basics: 2nd edition</li> <li>• <a href="https://books.google.com.eg/books?isbn=1315528991">https://books.google.com.eg/books?isbn=1315528991</a></li> </ul>		
<b>c- Recommended Books</b>	*Polit, D.F; Beck C.T.(2008): Nursing Research: principles & methods, 7 <sup>th</sup> ed.,Lippincott Williams & Wilkins.		
<b>d- Periodicals, Web Sites, ... etc</b>	<a href="http://www.cirs-tm.org/">http://www.cirs-tm.org/</a> <a href="http://www.proposalwriter.com/intgrants.html">http://www.proposalwriter.com/intgrants.html</a> <a href="http://www.nova.edu/ssss/QR/web.html">http://www.nova.edu/ssss/QR/web.html</a> <a href="http://www.gmi.org/links/discover/research/">http://www.gmi.org/links/discover/research/</a> <a href="http://www.scu.edu.au/schools/gcm/ar/arr/links.html">http://www.scu.edu.au/schools/gcm/ar/arr/links.html</a>		

Course Teacher

Prof. / Dr. Amal Ahmed Kaliel

Prof./ Dr. Eman Shaheen

Date: 2018-2019

Head of the department



## **Course Matrix**

**University:** Port Said

**Course title:** Nursing Research(2)

**Faculty:** Nursing

**Code:** GEN 936

**Department:** Maternity, Gynecology and Obstetrics Nursing

Course content	Method of Teaching	Evaluation teaching	Knowledge And skills	Intellectual skills	Practical skills	General and transferable skills
1-Overview about research	Discussion	Semester work Mid-term Final clinical exam Oral exam Final written exam	a1	-----	-----	d2,d3
2-Meta-analysis	Reading assignments	Semester work Mid-term Final clinical exam Oral exam Final written exam	a1	b2	c1	d1,d2
3-Systematic review	Individual/group work & assignments.	Semester work Mid-term Final clinical exam Oral exam Final written exam	a1,a6	-----	c2	d1,d2, d3,d4, d5
4-Descriptive statistic	Individual/group work & assignments.	Semester work Mid-term Final clinical exam Oral exam Final written exam	a4	b2,b5	c4	d1,d2, d3,d4, d5
5-Quantitative research	Initial training on preparing & implementing	Semester work Mid-term	a3	b3	c3,c5	d1,d2, d3,d4, d5



	research projects, and on research paper critique.	Final clinical exam Oral exam Final written exam				
6-Rigors in Qualitative research	Reading assignments	Semester work Mid-term Final clinical exam Oral exam Final written exam	a5	b1	c7	d1,d2, d3,d4, d5
7-Qualitative data analysis	Reading assignments	Semester work Mid-term Final clinical exam Oral exam Final written exam	a2	b3,b4	c3,c5	d1,d2, d3,d4, d5
8- Research appraisal	Initial training on preparing& implementing research projects, and on research paper critique.	Semester work Mid-term Final clinical exam Oral exam Final written exam	a6,a7,a8	b6,b7	c6,c7	d1,d2, d3,d4, d5
9.Research dissemination	Initial training on preparing& implementing research projects, and on research paper critique.	Semester work Mid-term Final clinical exam Oral exam Final written exam	a9	b6,b7	c6,c7	d1,d2, d3,d4, d5
<b>Course Teacher</b> Prof. / Dr. Amal Ahmed Khalil Prof./ Dr. Eman Shaheen Date: 2018-2019			<b>Head of the department</b> Dr/ Inaam Hassan Abdel ati			



**University:** Port Said

**Faculty:** Nursing

**Department:** Maternity, Gynecology and Obstetrics Nursing

## COURSE SPECIFICATIONS

1- Course data		
<b>Code:</b> OBG821	<b>Course title:</b> الإتجاهات الحديثة فى تـمريض النـسا و التوليد Recent trends in nursing and obstetrics	<b>Grade/ Level:</b> Doctorate 2 <sup>nd</sup> Semester
<b>Specialty:</b> -----	<b>No. of units :</b> 3 unit <b>Theory:</b> 3 hours/week <b>Total:</b> 42 credit hours	<b>Practice:</b> -----

2– Overall Aim of Course:		
This course aim to orient the students with the current issues & trends that directly influence the profession, practice, research & education of nursing in general & the area of specialty in particular for upgrading the nursing practice in the specialty.		
3 – Intended Learning Outcomes of Course (ILOs)		
By the end of this course each student will be able to;		
<b>a-Knowledge and Understanding:</b>	a.1	Recognize issue and new trends in the field of maternity, obstetrics and gynecology as a specialty
	a.2	Describe the recent advancement procedure and technology used in obstetrics and gynecology.
	a.3	Describe the population dynamics and indicators of maternal and child health.
	a.4	Explain the aims, philosophies, and trends in education and impact on nursing education.
	a.5	Identify the scope of nursing research.
	a.6	Discuss legal and ethical issues related to nursing practice and education.
	a.7	Explain the concept of quality in nursing education and practice.
<b>b-Intellectual Skills :</b>	b.1	Critically assess the health status of the women across their life span to ensure safe maternity care.
	b.2	Critically planning, directing and evaluating the educational program provided for women in different maternity cycle.
	b.3	Incorporate evidence based in nursing practice in the field of obstetric and gynecological nursing
	b.4	Critically analyze nursing intervention in women experiencing an alteration in their health.
	b.5	Using different decision making models in solving ethical problems.



	b.6	Analyze different nursing theories and models in solving common maternity problems.
<b>d-General Skills :</b>	d.1	Utilize interpersonal skills to communicate effectively.
	d.2	Motivate self learning and continuous self evaluation

	d.3	Demonstrate leadership ability in conducting and managing the scientific seminars.
<b>4- Course content</b>	<b>Demographic over view</b>	
	Reproductive health and safe mother hood	
	Maternal morbidity & mortality	
	Women health & violence against women	
	Patient teaching model (Health belief models)	
	Quality in nursing education	
	Quality in nursing practice	
	Process of evaluation	
	Process of education	
	Legal and Ethical issues & Aspect in nursing	
	<b>Administration and management of obstetrics &amp; gynecological unite</b>	
	Quality assurance: obstetric auditing- records and reporting	
	Norms, polices and protocol	
Practice standards for obstetrics and gynecology unite		
<b>New trends in obstetrics and gynecology</b>		
Evidence based studies in midwifery		
Critical thinking and problem solving techniques		

<b>5- Teaching and Learning Methods:</b>	Lecture - Brain storming - Problem solving - Discussion Role play – Seminars.
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<b>-Facilities required for teaching and learning:</b>	1-Lecture hall 2- Audiovisual aids (Data show) 3- White board/ Smart board 3- Skill labs 5- Computer and internet access 6- Textbooks
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<b>6- Teaching and Learning Methods for learning low achievable students:</b>	Not applicable
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<b>7- Student Assessment:</b>	
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<b>Time</b>	14 <sup>th</sup> weeks	
<b>Semester work</b>	10	10%
<b>Midterm exam</b>	10	10%
<b>Final oral exam</b>	30	30%
<b>Final written exam</b>	50	50%
<b>Total</b>	100	100%

<b>8- List of References</b>	
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<b>a- Course Notes :</b>	Part by part handout, student assignment
<b>b- Essential Books (Text Books) :</b>	Not applicable
<b>c- Recommended Books :</b>	<p>1. <b>Murray, S. (2010):</b> Foundations of Maternal-Newborn and Women's Health Nursing. 5th Saunders Elsevier, Maryland</p> <p>2. <b>Pillitteri, A.; (2009):</b> Maternity &amp; child health nursing, care of the child rearing family, Lippincott Williams &amp;Wilkins.</p> <p>3.<b>Denise E and Cheryle (2006):</b> "Nursing research principles and methods" 7ed, Williams &amp; Wilkin, Philadelphia.</p> <p>4. <b>Dawn C.S,(2004):</b> "Textbook of Gynecology and contraception", Dawn Books, Calcutta.</p> <p>5-<b>Sanares DC, Heliker D: A.(2007):</b> framework for nursing clinical inquiry: pathway toward evidence-based nursing practice. In <i>Introduction to Evidence-based Practice in Nursing and Health Care</i> Edited by: Malloch K, Porter-O'Grady T. Sudbury: Jones and Bartlett Publishers; 2007:31-64.</p> <p>6-<b>Hofmeyr GJ.(2005):</b>Evidence-based intrapartum care. <i>Best Practice Res Clin Obstetric Gynecological</i> 2005, 19:103-115.</p>
<b>d- Periodicals, Web Sites, ... etc :</b>	<p><a href="http://www.who.int">www.who.int</a> <a href="http://www.sciencedirect.com">www.sciencedirect.com</a> <a href="http://www.free-edu.net">www.free-edu.net</a> Www. Altavista.com. Www.Pubmed. com. www.cochrane.org <a href="http://www.qaap.net">www.qaap.net</a></p>

**Course teacher**  
**Dr/ Magda Mourad**  
**Dr/ Hedayat amasha**  
**Date: 2018-2019**

**Head of department**  
**Dr/ Inaam Hassan Abdel ati**





**University:** Port Said

**Course title:** Recent trends in nursing and obstetrics

**Faculty:** Nursing

**Course Code:** OBG821

**Department:** Maternity, Gynecology & Obstetric Nursing

**Course Matrix**

Course content	Week	Knowledge And understanding	Intellectual skills	Professional skills	General skills	Teaching Methods	Evaluation Methods
Reproductive health and safe mother hood	1 <sup>st</sup> week	a.2, a.3, a.4	b4, b6	c.1		- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Maternal morbidity & mortality	2 <sup>nd</sup> week	a.(2,3,5)	b.(4,6)	-----	-----	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Women health & violence against women	3 <sup>rd</sup> week	a.(2,3)	b4	c.1		- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Patient teaching model (Health belief models)	4 <sup>th</sup> week	a.4	b.(2,6)	c.2	d.1	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Quality in nursing education	5 <sup>th</sup> week	a.(4,7)	b.2	c.2	d.2	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Quality in nursing practice	6 <sup>th</sup> week	a.(2,7)	b.3	c.1	d.2	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Midterm exam	7 <sup>th</sup> week						
Process of evaluation Process of education	8 <sup>th</sup> week	a.(4,7)	b.2	c.2	d.2	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam



Legal and Ethical issues & Aspect in nursing	9 <sup>th</sup> week	a.6	b.5			- Modified lecture - Group discussion	- Written exam
						- Brain storming - Library work	
Quality assurance: obstetric auditing-records and reporting	10 <sup>th</sup> week	a.(5,6)	b.(2, 5,6)	c.1	d.(1,3)	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Norms, polices and protocol	11 <sup>th</sup> week	a.(4,5,6)	b.(2,6 )	c.1	-----	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Practice standards for obstetrics and gynecology unite	12 <sup>th</sup> week	a.(2,7)	b.(2,3 ,4)		d.2	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Evidence based studies in midwifery	13 <sup>th</sup> week.	a.(1,5,7)	b.3	c.1	d.1	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Critical thinking and problem solving techniques	14 <sup>th</sup> week	-----	b.(1,2 ,4,5,6 )		d.2	Te me ac ng thQds hi	Evatime aluon thQds

**Course teacher**  
**Dr/ Magda Mourad**  
**Dr/ Hedayat amasha**  
**Date: 2018-2019**

**Head of department**  
**Dr/ Inaam Hassan Abdel ati**



**University:** Port Said

**Faculty:** Nursing

**Department:** Maternity, Gynecology and Obstetrics Nursing

### *COURSE SPECIFICATIONS*

<i>1- Course data</i>		
<b>Code:</b> OBG 937	<b>Course title:</b> تطوير المناهج فى التمريض Curriculum development in nursing	<b>Grade/ Level:</b> Doctorate 2 <sup>nd</sup> Semester
<b>Specialty:</b> -----	<b>Theory:</b> 3 hours/week <b>Total:</b> 42 credit hours	<b>Practice:</b> -----

#### **2– Overall Aim of Course:**

The aim of this course is to provide the graduate student (doctorate degree) with advanced knowledge and practice to be able to view, analyze and interpret the curriculum and instruction program of an educational institution and in developing skills for implementing change.

#### **3 – Intended Learning Outcomes of Course (ILOs)**

By the end of this course each student will be able to;

##### **a-Knowledge and Understanding:**

- a.1. Explore the writings of curriculum scholars and theorists.
- a.2. Examine the philosophical, historical, sociological, psychological, and political curriculum perspectives.
- a.3. Explore curriculum development as a field of study.
- a.4. Participate in curriculum inquiry through professional discourse.
- a.5. Refine knowledge and analytical understanding of the relationship among the four main components of instruction – curriculum, teacher, students, and context.
- a.6. Develop new approaches of students' thinking, teaching and decisionmaking regarding curriculum that will be shaped by the concepts of the teacher as a curriculum doer and the principal/administrator as a curriculum leader.
- a.7. Apply an array of corresponding curriculum tools and processes when developing a project consistent with their professional aspirations.
- a.8. Select appropriate strategies in changing a curriculum

##### **b-Intellectual Skills**

- b.1-** Plan for the nursing curriculum
- b.2** Evaluate the established curriculum in different educational organizations using appropriate tools and methods.
- b.3-** Criticize models of curriculum

##### **d-General Transferable Skills**

- and**
- d.1-** Demonstrate the ability to work in team.
  - d.2-** Document accurate information.



	<b>d.3</b> Use appropriate interpersonal skills to communicate effectively.
	<b>d4-</b> Utilize technology and information systems to develop their professional & learning skills.
	<b>d5-</b> use different resources to collect the needed information.
<b>4- Course Contents</b>	4.1. The Character of Curriculum
	4.2. Curriculum History
	4.3. Approaches to Curriculum
	4.4. Curriculum Theorizing
	4.5. Curriculum Development and Change
	4.6. Curriculum Planning and Implementation
	4.7. Curriculum Evaluation and Student Assessment
	4.8. Politics and Curriculum Decision Making.
<b>5- Teaching and Learning Methods</b>	Interactive presentation - Discussion and brainstorming - Reading assignment - Lecture
<b>-Facilities required for teaching and learning:</b>	1-Lecture hall 2- Audiovisual aids (Data show) 3- White board/ Smart board 3- Skill labs 5- Computer and internet access 6- Textbooks
<b>6- Teaching and Learning Methods for students with low achiever:</b>	-----
<b>7- Student Assessment:</b>	
<b>Time</b>	14 <sup>th</sup> weeks
<b>Semester work</b>	20 20%
<b>Midterm exam</b>	20 20%
<b>Final written exam</b>	60 60%
<b>Total</b>	100 100%
<b>8- List of References</b>	
<b>a- Course notes</b>	Not applicable.
<b>b- Essential Books (Text Books)</b>	Not applicable.
<b>c-Recommended books</b>	Marsh, C. and Willis. G. (2011). Curriculum: Alternative approaches, ongoing issues (4th Edition), Upper Saddle River, NJ: Merrill. Developing the curriculum . .oliva., jeojora southern college
Journals & websites	www.eulc.edu.eg

Course teacher  
Dr/ Amal Khalil  
Dr/ Reda Mowafi

Head of department  
Dr/ Inaam Hassan Abdel ati



**University:** Port Said

**Course title:** Curriculum development in nursing

**Faculty:** Nursing

**Course Code:** OBG 937

**Department:** Maternity, Gynecology & Obstetrics Nursing

**Course Matrix**

Course content	Weeks	Knowledge & understanding	Intellectual skills	Professional skills	General skills	Teaching Methods	Evaluation Methods
1. The Character of Curriculum	1 <sup>st</sup> & 2 <sup>nd</sup> week	a.1,4,5	---	---	d.1,2,,3,4	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
2. Curriculum History	3 <sup>rd</sup> week	a.2	---	---	d.1,2,,3,4	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
3. Approaches to Curriculum	4 <sup>th</sup> & 5 <sup>th</sup> week	a.3,6	---	---	d.1,2,,3,4	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
4. Curriculum Theorizing	6 <sup>th</sup> week	a.2,5	b.1	c.1	d.1,2,,3,4	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Midterm exam	7 <sup>th</sup> week						
5. Curriculum Development and Change	8 <sup>th</sup> , & 9 <sup>th</sup> week	a.1,3,5,6,8	b.2	c.1,2	d.1,2,,3,4	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam



6. Curriculum Planning and Implementation	10 <sup>th</sup> ,11 <sup>th</sup> week	a.4,6	b.1	c.1,2	d.1,2,,3,4	- Modified lecture - Group discussion - Brain storming	- Written exam
						- Library work	
7. Curriculum Evaluation and Student Assessment	12 <sup>th</sup> ,13 <sup>th</sup> week	a.5,7	b.3	c.1	d.1,2,,3,4	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
8. Politics and Curriculum Decision Making	14 <sup>th</sup> week	a.2,6,7	b.3	--	d.1,2,,3,4	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam

**Course teacher**  
**Dr/ Amal Khalil**  
**Dr/ Reda Mowafi**  
**Date: 2018-2019**

**Head of department**  
**Dr/ Inaam Hassan Abdel ati**



**University:** Port Said

**Faculty:** Nursing

**Department:** Maternity, Gynecology and Obstetrics Nursing

### COURSE SPECIFICATIONS

<b>1- Course data:</b>		
<b>Code:</b> OBG 822	<b>Course title:</b> حلقة دراسية في تمريض النساء والتوليد Seminars in nursing and obstetrics	<b>Grade/ Level:</b> Doctorate: 2nd Semester
<b>Specialty:</b> -----	<b>No. of units :</b> 7 unit <b>Theory:</b> 3 hours/week <b>Total:</b> 42 credit hour	<b>Practice:</b> -----

### 2– Overall Aim of Course:

This course aimed to equip the doctorate students to have the advanced knowledge, skills and attitudes for independent management of obstetrical and gynecological conditions. The student must have the ability to manage women during pregnancy, labor and post natal through critical thinking, utilizing advanced nursing concept to promote high quality of nursing.

### 3 – Intended Learning Outcomes of Course (ILOs)

By the end of this course each student will be able to;

<b>a-Knowledge and Understanding:</b>	a.1	Discuss the etiology, path physiology and diagnostic assessment for common obstetric, and at all stages of pregnancy, and labor.
	a.2	Discuss the common obstetrical and gynecological problems.
	a.3	Explain new technology related to maternity and obstetric to enhance the high quality of care.
	a.4	Identify women's most at risk for health problem during pregnancy and labor.
	a.5	Discuss postpartum care, including recognition and management of early and delayed postpartum hemorrhage and sepsis.
<b>b-Intellectual Skills :</b>	b.1	Analyze information gained from mother to take appropriate decision to manage maternity and obstetric problems.
	b.2	Evaluate care given to women with different obstetric and gynecological Problems.
	b.3	Evaluate nursing interventions for clients experiencing an alteration in women's health and newborn in attaining health promotion and maintenance.
	b.4	Integrate critical thinking and evidence based practice to provide holistic, continuous, comprehensive, and individualized nursing care to women with abnormal pregnancy, labor and post partum.
<b>d-General Skills :</b>	d.1	Demonstrate the ability to work in team.
	d.2	Document accurate information.
	d.3	Use appropriate interpersonal skills to communicate effectively.



<b>4- Course content:</b>	<b>Unit 1 :Management of problems during pregnancy</b>
	Risk approach of obstetrical nursing care, concept & goals.
	Screening of high –risk pregnancy, newer modalities of diagnosis
	Nursing management of pregnancies at risk-due to obstetrical complication
	Bleeding in early pregnancy, abortion, ectopic pregnancy, vesicular mole
	Hemorrhage during late pregnancy, ante partum hemorrhage, placenta praevia, abruption placenta
	Hypertensive disorders in pregnancy, pre –eclampsia, eclampsia.
	Hemolysis elevated liver enzyme, low platelet count (HELLP)
	Iso –immune diseases. Rh and ABO incompatibility
	<b>Pregnancies at risk-due to preexisting health problems</b> Cardio-vascular disease
	Essentials hypertension
	Chronic renal failure
	<b>Abnormal labour, pre-term labour &amp; obstetrical emergencies</b>
	Etiology, pathophysiology and nursing management of abnormal labor.
	Uncoordinated uterine actions, a tony of uterus, precipitate labor, prolonged labor
	Abnormal lie, presentation, position compound presentation
	Contracted pelvis –CPD; shoulder dystocia
	Obstetrical emergencies obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentations and prolapse cord
	Caesarian section, Destructive operations
	Genital tract injuries –Third degree perinea tear
	Complications of third stage of labor:
	Post partum Hemorrhage
	<b>Nursing management of Post partum complications</b>
	Puerperal infections, sub involution of uterus, breast conditions problems.
	<b>High Risk Newborn</b>
	Concept, goals, assessment, principles, Nursing management of pre-term, small for gestational age, post –mature infant, and baby of diabetic and substance use.
	Respiratory conditions, asphyxia neonatorum, Birth injuries.
	<b>Gynecological problems and nursing management</b> Gynecological assessment
	Gynecological procedures
	Etiology, path physiology, diagnosis and nursing intervention of menstrual irregularities
	Infertility, primary and secondary causes, diagnostic procedures, counseling: ethical and legal aspects of assisted reproductive technology (ART) ,recent advancement in infertility management, adoption procedures, role of nurses in infertility management.





**Menopause** : Physiological , Psychological and social aspects, hormone, replacement therapy, surgical menopause, counseling and guidance ,role of midwifery nurse practitioner

<b>5- Teaching and Learning Methods:</b>	Lecture - Brain storming - Problem solving – Discussion - Role play – Seminars - Case study - Exposure to scientific conference.	
<b>-Facilities required for teaching and learning:</b>	1-Lecture hall 2- Audiovisual aids (Data show) 3- White board/ Smart board 3- Skill labs 5- Computer and internet access 6- Textbooks	
<b>6- Teaching and Learning Methods for learning low achievable students:</b>	Not applicable	
<b>7- Student Assessment:</b>		
<b>Time</b>	14 <sup>th</sup> weeks	
<b>Semester work</b>	10	10%
<b>Midterm exam</b>	10	10%
<b>Final oral exam</b>	30	30%
<b>Final written exam</b>	50	50%
<b>Total</b>	100	100%
<b>8- List of References</b>		
<b>a- Course Notes :</b>	Part by part handout, student assignment	
<b>b- Essential Books (Text Books) :</b>	Not applicable	
<b>c- Recommended Books :</b>	<ol style="list-style-type: none"> <li>1. <b>Pillitteri, A.; (2009):</b> Maternity &amp; child health nursing, care of the child rearing family, Lippincott Williams &amp;Wilkins.</li> <li>2. <b>Leifer, G. ( 2011):</b> Introduction to Maternity and Pediatric Nursing. 6th Edition. Elsevier/Saunders: St. Louis.</li> <li>3. <b>Murray, S. (2010):</b> Foundations of Maternal-Newborn and Women's Health Nursing. 5th Saunders Elsevier, Maryland</li> <li>4. <b>Denise E and Cheryle (2006):</b> “Nursing research principles and methods” 7ed, Williams &amp; Wilkin, Philadelphia.</li> <li>5-<b>Sanares DC, Heliker D. (2006):</b> A framework for nursing clinical inquiry: pathway toward evidence-based nursing practice. <i>In Introduction to Evidence-based Practice in Nursing and Health Care Edited by: Malloch K, Porter-O'Grady T. Sudbury: Jones and Bartlett Publishers; 2005:31-64.</i></li> </ol>	



**d- Periodicals, Web Sites, ... etc :**

[www.who.int](http://www.who.int)  
[www.sciencedirect.com](http://www.sciencedirect.com)  
[www.free-edu.net](http://www.free-edu.net) Wwww.  
Altavista.com.  
Www.Pubmed. com.  
[www.cochrane.org](http://www.cochrane.org)

**Course teacher**  
**Dr/ Sanaa Ali Nor**  
**Dr/ Seham Shehata**

**Head of department**  
**Dr/ Inaam Hassan Abdel ati**



**University:** Port Said

**Course title:** Seminars in nursing and obstetrics

(حلقة دراسية في تمريض النساء

والتوليد)

**Faculty:** Nursing

**Course Code:** OBG 822

**Department:** Maternity, Gynecology & Obstetric Nursing

### Course matrix

Course content	Week	Knowledge And understanding	Intellectual skills	Professional skills	General skills	Teaching Methods	Evaluation Methods
Risk approach of obstetrical nursing care, concept & goals. Screening of high –risk pregnancy, newer modalities of diagnosis	1 <sup>st</sup> week	a.( 3,4)	b.(1, 4)	c.(3,7)	d.3	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Nursing management of pregnancies at risk-due to obstetrical complication	2 <sup>nd</sup> week	a.(1,2)	b.(1,2,3)	c.(6, 7)	d.(1,3)	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Bleeding in early pregnancy, abortion, ectopic pregnancy, vesicular mole. Hemorrhage during late pregnancy, ante partum hemorrhage, placenta praevia, abruption placenta.	3 <sup>rd</sup> week	a.(1,3,4)	b.(1,2,3,4)	c.(1, 3,6,7)	d.(1,2,3)	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Hypertensive disorders in pregnancy, pre –eclampsia, eclampsia. Hemolysis elevated liver enzyme, low platelet count (HELLP)	4 <sup>th</sup> week	a.(1,2,3)	b.2	c.(4,5,6)	d.(1,2,3)	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam



Iso –immune diseases. Rh and ABO incompatibility Cardio-vascular disease Essentials hypertension Chronic renal failure	5 <sup>th</sup> week	a.(1,2,3,4 )	b.(1,2,3)	c.(4,5,6,7)	d.(1,2,3)	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Etiology, pathophysiology and nursing management of abnormal labor. Uncoordinated uterine actions, a tony of uterus, precipitate labor, prolonged labor Abnormal lie, presentation, position compound presentation Contracted pelvis –CPD; shoulder dystocia	6 <sup>th</sup> week.	a.(1,2,4)	b.(1,2,3,4)	c.(3,4,6,7)	d.(1,2,3)	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Obstetrical emergencies obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentations and prolapse cord	7 <sup>th</sup> week	a.(1,2,3)	b.(1,2,4)	c.(2,3,4)	d.(1,3)	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Caesarian section, Destructive operations Genital tract injuries –Third degree perinea tear	8 <sup>th</sup> week	a.(1,4)	b.(1,2,3,4)	c.(3,4,6)	d.(1, 3)	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam
Complications of third stage of labor: Post partum Hemorrhage Puerperal infections, sub involution of uterus, breast conditions problems.	9 <sup>th</sup> week	a.(1,2, 4, 5)	b.(1,3,4)	c.(1,2)	d.(1,2,3)	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam - Oral exam



Concept, goals, assessment, principles, Nursing management of pre-term, small for gestational age, post –mature infant, and baby of diabetic and substance use. Respiratory conditions, asphyxia neonatorum, Birth injuries.	10 <sup>th</sup> week	b.(3,4)	b.(1,3,4)	c.4,	d.2	- <b>Modified lecture</b> - <b>Group discussion</b> - <b>Brain storming</b> - <b>Library work</b>	- <b>Written exam</b>
Gynecological assessment Gynecological procedures Etiology, path physiology, diagnosis and nursing intervention of menstrual irregularities	11 <sup>th</sup> week	a.(1,2)	b.(2,3,4)	c.(1,2,7)	d.(2,3)	- <b>Modified lecture</b> - <b>Group discussion</b> - <b>Brain storming</b> - <b>Library work</b>	- <b>Written exam</b> - <b>Oral exam</b>
<b>Infertility:</b> primary and secondary causes, diagnostic procedures, counseling: ethical and legal aspects of assisted reproductive technology (ART) ,recent advancement in infertility	12 <sup>th</sup> week, 13 <sup>th</sup> week	a.(2,3)	b.(1,2,4)	c.(1,3,5,7)	d.(2,3)	- <b>Modified lecture</b> - <b>Group discussion</b> - <b>Brain storming</b>	- <b>Written exam</b>
management, adoption procedures, role of nurses in infertility management.						- <b>Library work</b>	
<b>Menopause:</b> Physiological , Psychological and social aspects, hormone, replacement therapy, surgical menopause, counseling and guidance ,role of midwifery nurse practitioner	14 <sup>th</sup> week	a.(1,2)	b.(2, 4)	c.(1,5,7)	d.3	- <b>Modified lecture</b> - <b>Group discussion</b> - <b>Brain storming</b> - <b>Library work</b>	- <b>Written exam</b>

**Course teacher**

**Dr/ Sanaa Ali Nor**

**Dr/ Seham Shehata**

**Date: 2018-2019**

**Head of department**

**Dr/ Inaam Hassan Abdel ati**



**University:** Port Said

**Faculty:** Nursing

**Department:** Maternity, Gynecology and Obstetrics Nursing

### COURSE SPECIFICATIONS

1- Course data:		
<b>Code:</b> OBG823	<b>Course title:</b> دراسة مستقلة في تمريض النساء والتوليد An independent study in gynecological and obstetric nursing	<b>Grade/ Level:</b> Doctorate: 2 <sup>nd</sup> Semester
<b>Specialty:</b> -----	<b>Theory:</b> 3 Credit hours/week <b>of hours :</b> 42 Credit hours	<b>Practice:</b> ----- <b>No.</b>

2– Overall Aim of Course:		
This course aimed to equip the doctorate students to have the advanced knowledge, skills and attitudes to able to design independent management of advance research in obstetrical and gynecological conditions. This course focuses on individualized courses and research report related to the areas of specialty according to student has needs and interested.		
3 – Intended Learning Outcomes of Course (ILOs)		
By the end of this course each student will be able to;		
<b>a-Knowledge and Understanding:</b>	a.1	Identify basic and steps of scientific research.
	a.2	Explain the scope of nursing research.
	a.3	Discuss the steps to prepare research protocols.
	a.4	Identify how to determine the research problem in the maternity, obstetrics and gynecological nursing.
	a.5	Explain the development steps of tools for data collections of scientific research.
	a.6	Explain Types of educational research.
<b>b-Intellectual Skills :</b>	b.1	Critically Analyze research articles related to the topic of the research protocol and the make summaries in the field of obstetric and gynecological nursing.
	b.2	Critically analyze nursing and recent study paper that use different experimental designs and qualitative research.
	b.3	Critically planning, directing and evaluating the educational program provided for women in different maternity cycle.
	b.4	Analyze and study the research protocols in selected area of specialty.
	b.5	Distinguish between scientific different methods of search.
	b.6	Suggests the problem of research in the field of obstetrics, is a model scientific research in light of the fundamentals of search.
<b>d-General Skills :</b>	d.1	Use computer skills to implement the requirements of the course.
	d.2	Motivate self-learning and continuous self-evaluation



	d.3	Utilize interpersonal skills to communicate effectively.
<b>4- Course content:</b>	- Preparation of the research protocol.	
	- Area of research and research problems.	
	- Reviewed of previous studies in scientific research.	
	- Review research related to the topic of the research protocol and the make summaries.	
	- Discussions of article on scientific topics related research protocol.	
	- Types of educational research.	
	- Methods of collect data in scientific research.	
<b>5- Teaching and Learning Methods:</b>	Lecture - Brain storming - Problem solving – Discussion - make checklist for research plan. Seminars - Exposure to scientific conference - prepared reports for research topic.	
<b>-Facilities required for teaching and learning:</b>	1-Lecture hall 2- Audiovisual aids (Data show) 3- White board/ Smart board 5- Computer and internet access 6- Textbooks	
<b>6- Teaching and Learning Methods for learning low achievable students:</b>	Not applicable	
<b>7- Student Assessment:</b>		
<b>Time</b>	14 <sup>th</sup> weeks	
<b>Semester work</b>	10	10%
<b>Midterm exam</b>	10	10%
<b>Final oral exam</b>	30	30%
<b>Final written exam</b>	50	50%
<b>Total</b>	100	100%
<b>8- List of References</b>		
<b>a- Course Notes :</b>	student assignment	
<b>b- Essential Books (Text Books) :</b>	Not applicable	
<b>c- Recommended Books :</b>	<ol style="list-style-type: none"> <li><b>Murray, S. (2010):</b> Foundations of Maternal-Newborn and Women's Health Nursing. 5th Saunders Elsevier, Maryland</li> <li><b>Denise E and Cheryle (2006):</b> “Nursing research principles and methods” 7ed, Williams &amp; Wilkin, Philadelphia.</li> <li><b>Sanares DC, Heliker D. (2006):</b> A framework for nursing clinical inquiry: pathway toward evidence-based nursing practice. <i>In Introduction to Evidence-based Practice in Nursing and Health Care Edited by: Malloch K, Porter-O'Grady T. Sudbury: Jones and Bartlett Publishers; 2005:31-64.</i></li> </ol>	



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Altavista.com.  
Wwww.Pubmed. com.  
[www.cochrane.org](http://www.cochrane.org)

**Course teacher**  
**Dr/ Sanaa Ali Nor**  
**Dr/ Manar Fathy**

**Head of department**  
**Dr/ Inaam Hassan Abdel ati**





**University:** Port Said

**Course title:** An independent study in gynecological and obstetric nursing (دراسة مستقلة في تمرير النساء والتوليد)

**Faculty:** Nursing

**Course Code:** OBG823

**Department:**

Maternity, Gynecology & Obstetric Nursing

### Course matrix

Course content	Week	Knowledge And understanding	Intellectual skills	Professional skills	General skills	Teaching Methods	Evaluation Methods
Preparation of the research protocol.	1 <sup>st</sup> , 2 <sup>nd</sup> week	a.1, a.3, a.5	b.1, b.4	c.1,3	d.1,4	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam - Oral exam
Area of research and research problems .	3 <sup>rd</sup> , 4 <sup>th</sup> week	a.2, a.4	b.1, b.6	c.2, c.3, c.4	d.1, d.3	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam - Oral exam
Reviewed of previous studies in scientific research.	5 <sup>th</sup> , 6 <sup>th</sup> week	a.5	b.2, b.3, b.6	c.4	d.1, d.2, d.3	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam - Oral exam
Mid-term exam	7 <sup>th</sup> week						
Review research related to the topic of the research protocol and the make summaries.	8 <sup>th</sup> week	a.1, a.3, a.5	b.1, b.3, b.6	c.1	d.1, d.3	- Modified lecture - Group discussion - Brain storming - Library work	- Written exam



Discussions of article on scientific topics related research protocol.	9 <sup>th</sup> , 10 <sup>th</sup> week	a.1, a.3, a.5	b.1, b.3, b.5, b.6	c.1, c.2	d.1, d.2, d.3	- Modified lecture - Group discussion - Brain storming - Library work	- Writt en exam
Types of educational research.	11 <sup>th</sup> , 12 <sup>th</sup> week	a.6	b.3	c.3	d.1	- Modified lecture - Group discussion - Brain storming - Library work	- Writt en exam
Methods of collect data in scientific research.	13 <sup>th</sup> ,14 <sup>th</sup> week	a.5	b.6	c.2	d.2, d.3	- Modified lecture - Group discussion - Brain storming - Library work	- Writt en exam

**Course teacher**  
**Dr/ Sanaa Ali Nor**  
**Dr/ Manar Fathy**  
**Date: 2018-2019**

**Head of department**  
**Dr/ Inaam Hassan Abdel ati**