

وصف المقرر الدراسي لفرع صحة الام والوليد

## نموذج وصف المقرر

١. اسم المقرر					
Growth and development					
٢. رمز المقرر					
HGD308					
٣. الفصل / السنة					
الثاني ٢٠٢٤					
٤. تاريخ إعداد هذا الوصف					
٢٠٢٤/٣/٤					
٥. أشكال الحضور المتاحة					
صفي					
٦. عدد الساعات الدراسية (الكلية) / عدد الوحدات (الكلية)					
٤٥ ساعة ١٥ أسبوع ٥ وحدات					
٧. اسم مسؤول المقرر الدراسي ( إذا اكثر من اسم يذكر)					
الاسم: م. سرور حميد عنيد			الأيمل : sururneizy22@utq.edu.iq		
٨. اهداف المقرر					
اهداف المادة الدراسية			الهدف الأساسي للنمو والتطور هذه الخاصية الملاحظة والقياس للأطفال في وقت مبكر من حديثي الولادة حتى مرحلة المراهقه		
٩. استراتيجيات التعليم والتعلم					
الاستراتيجية			وسائل الورقية والالكترونية تستخدم في القاء المقرر		
١٠. بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
الأول	٣		Introduction growth & development	شرح المقرر داخل القاعات الدراسية	القاء محاضرات عبر وسائل الالكترونية الحديثة
ثاني- رابع	6		Theories	من خلال العرض وعمل حلقات نقاشية بين	
الخامس	3		Infant stage		
الامتحان شهري	3				
السابع- ثامن	6		Toddler stage		

الاطلبة والتدريسي حول ال موضوع محاضره	Preschool stage	6	تاسع- العاشر
	School stage	6	١٢-١١
		3	امتحان شهري
	Adolescent stage	6	١٤-١٣
١١. تقييم المقرر			
توزيع الدرجة من ١٠٠ على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير .... الخ			
١٢. مصادر التعلم والتدريس			
Essentials of pediatrics	الكتب المقررة المطلوبة ( المنهجية أن وجدت )		
Growth & development handbook	المراجع الرئيسية ( المصادر )		
	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير.... )		
	المراجع الإلكترونية ، مواقع الانترنت		

## Course Description Form

1. Course Name:	
Biostatistics	
2. Course Code:	
3. Semester / Year:	
3rd year/semester-1	
4. Description Preparation Date:	
2023-2024	
5. Available Attendance Forms:	
Recording student's attendance in theoretical attendance lists	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30hours/ 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Lec. Amer Abdullah Sachit Email: <a href="mailto:ameralaskary@utq.edu.iq">ameralaskary@utq.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand the basic principles of biostatistics and their application in biological and health sciences.</li> <li>2. Develop skills in data collection, organization, and analysis for biological research.</li> <li>3. Learn how to interpret and communicate statistical results in a biological context.</li> <li>4. Gain proficiency in using statistical software for analyzing biological data.</li> <li>5. Understand the importance of study design and sampling methods in biological research.</li> <li>6. Explore the ethical considerations and limitations of statistical analysis in biological studies.</li> <li>7. Apply statistical methods to address specific research questions in biology and health sciences.</li> <li>8. Develop critical thinking skills to evaluate the validity and reliability of statistical findings in biological research.</li> </ol>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Interactive lectures: Engage students in active learning by incorporating real-world examples and case studies to illustrate statistical concepts in a biological context.</li> </ol>

	<p>2. Hands-on data analysis exercises: Provide students with opportunities to practice applying statistical methods to biological data sets using statistical software.</p> <p>3. Group projects: Assign group projects that require students to collect, analyze, and interpret biological data using statistical techniques, fostering collaboration and teamwork skills.</p> <p>4. Problem-based learning: Present students with challenging biological research questions that require the application of biostatistics principles to solve, encouraging critical thinking and problem-solving skills.</p> <p>5. Peer teaching: Encourage students to teach and explain statistical concepts to their peers, promoting a deeper understanding of the material and reinforcing learning through teaching.</p>
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10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1&2	4hr	Understanding key biostatistics terminologies, types, and study objectives.	Introduction to statistics: <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition of statistics / biostatistics.</li> <li><input type="checkbox"/> Aims of statistics &amp; statistic's types.</li> <li><input type="checkbox"/> Statistical methods (descriptive &amp; inferential statistics)</li> </ul>	Interactive lecture	
3&4	4hr	Learning about data collection methods and types and Differentiating between population and sample,	Data collection: <ul style="list-style-type: none"> <li><input type="checkbox"/> Data sources.</li> <li><input type="checkbox"/> Population, Samples &amp; their types.</li> <li><input type="checkbox"/> Variables and its types.</li> </ul>	Interactive lecture	

		their types, as well as understanding variables and their types.			
5&6	4hr	Understanding descriptive statistics and how to represent data in frequency distribution tables and graphs	Descriptive Statistical Methods: Representing grouped & ungrouped data in graphs and frequency distribution table	Interactive lecture	
7	2hr	Learning methods for calculating measures of central tendency.	<input type="checkbox"/> Measures of central tendency mean median mode	Interactive lecture	
8&9	4hr	Learning about measures of dispersion calculation.	Measure of variation <ul style="list-style-type: none"> <li>• range</li> <li>• standard deviation</li> <li>• variance</li> <li>• coefficient of variation</li> </ul>	Interactive lecture	
10	2hr	Understanding inferential statistics, its methods, and importance and	Inferential Statistical Methods: <ul style="list-style-type: none"> <li>• Type of distribution.</li> </ul>		

		Understanding the normal distribution and its characteristics.	<ul style="list-style-type: none"> <li>Normal distribution &amp; its characteristics.</li> </ul>		
11&12	4hr	Getting acquainted with hypothesis testing and Learning how to calculate correlation	Estimation: <ul style="list-style-type: none"> <li>Correlation</li> <li>Testing hypotheses (Z, T. test).</li> </ul>	Interactive lecture	
13	2hr	Learning how to calculate regression coefficients.	Simple regression analysis	Interactive lecture	
14	2hr	Learning how to calculate Chi-square and regression coefficients.	Chi-square	Interactive lecture	
15	2hr		Mid-term examination	Written test	

### 11. Course Evaluation

Mid-term examination	20%
Daily Assignment	10%
Final Examination	70%
Total	100%

### 12. Learning and Teaching Resources

Required textbooks (curricular books if any)

Main references (sources)	Utts.J. & Heckard R. Mind on Statistics, Australia, Duxbury Thomson Learning
Recommended books and references (scientific journals, reports...)	Published articles
Electronic References, Websites	

## Course Description Form

1. Course Name:	
Infant, Child and Adolescents health	
2. Course Code:	
NUR306	
3. Semester / Year:	
3rd year/semester-1	
4. Description Preparation Date:	
2023-2024	
5. Available Attendance Forms:	
Recording student's attendance in theoretical attendance lists	
6. Number of Credit Hours (Total) / Number of Units (Total)	
255 Hours / 8 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Lec. Ahmed Abdullah Abud Email: Ahmed-Abud@utq.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>1-Identify the basic child's needs (age related needs and concerns).</li> <li>2-Assess the child and adolescent physically.</li> <li>3-Outline the communication techniques to deal with child &amp; adolescent.</li> <li>4-Discuss the types of accidents according to the stages of growth and development.</li> <li>5-Provide traumatic care for hospitalized child and adolescent.</li> <li>6-Identify the high risk infants and figure out their physical and physiological problems.</li> <li>7-Discuss nutritional assessment &amp; figure out the child's and adolescent with nutritional problems.</li> <li>8-Utilize the nursing process to deal with child's health problems.</li> <li>9-Emphasis on preventive aspects of care to promote health for children and adolescents.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>1. Use simulation scenarios: Create realistic patient scenarios that require students to apply their knowledge and skills in a simulated clinical setting. This can help students practice critical thinking and decision-making in a safe environment.</li> </ul>

2. Incorporate case studies: Present real-life cases that highlight common pediatric health issues and have students work through the assessment, diagnosis, and treatment process. Encourage students to collaborate with their peers to develop a comprehensive care plan.
3. Utilize group discussions: Facilitate group discussions where students can share their knowledge and experiences related to pediatric health nursing. Encourage students to ask questions, challenge assumptions, and explore different perspectives.
4. Provide hands-on learning opportunities: Offer opportunities for students to practice skills such as pediatric assessment, medication administration, and communication with children and families. Use role-playing exercises and hands-on demonstrations to enhance learning.
5. Use multimedia resources: Incorporate videos, interactive online modules, and other multimedia resources to supplement traditional lectures and readings. This can help engage students and reinforce key concepts.
6. Encourage reflection: Encourage students to reflect on their experiences in clinical practice and identify areas for improvement. Provide opportunities for students to discuss their challenges and successes in caring for pediatric patients

10. Course Structure					
Week	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3hr		<b>Historical perspective of nursing care of children at different civilization and religions.</b> 1.1. nursing care of children and adolescents	Interactive lecture	

			1.2. Child's physical health assessment and developmental assessment.		
2	3hr		<b>Principles of children's needs:</b> 2.1. Immunization. 2.2. Nutritional needs throughout stages. 2.3. Play and playing throughout stages of growth & development. 2.4. Accidents, injuries and its prevention 2.5. Birth injuries	Interactive lecture	
3	3hr		<b>Nursing care of the newborn baby.</b> 3.1. Nursing care of the newborn baby 3.2. Health problems of the newborn baby. 3.3. Nursing care of newborn baby with common problems 3.4. High risk related to prematurely & post maturity.	Interactive lecture	
4	3hr		<b>Nursing care of high risk newborn baby</b> 4.1.High risk related to physiological disorders of the newborn. 4.2.Impact of high risk babies upon their Families. 4.3.High risk related to neurological disorders.	Interactive lecture	

5	3hr		<b>Nursing care of children and adolescents with health problems:</b> <b>The child with nutritional disturbance:</b> 5.1. Protein and energy malnutrition. 5.2. Kwashiorkor. 5.3. Marasmus. 5.4. Obesity. 5.5. Feeding difficulties. 5.6. Nutritional counseling	Interactive lecture	
5	3hr		<b>Midterm Exam</b>		Written test
6	3hr		<b>The child with urological problems</b> 7.1. Nephritis and Nephritic syndrome. 7.2. Urinary tract infection. 7.3. William's tumor	Interactive lecture	
7	3hr		<b>The child with health problems related to the blood and its production</b> <b>The nursing care of:</b> 8.1. Leukemia. 8.2. Hemophilia. 8.3. Thalassemia. 8.4. Sickle-cell anemia	Interactive lecture	
8	3hr		<b>The child with health problems interfere with respiration and transfer of oxygen ,the nursing care of:</b> 9.1. Asthma. 9.2. Bronchitis.	Interactive lecture	

			9.3.Pneumonia. 9.4.Cold. 9.5.Inhalation of foreign body.		
9	3hr		<b>Mid-term examination</b>		Written test
10	3hr		<b>Nursing care of children with surgical cases:</b> 12.1.Intestinal obstruction. 12.2.Intussusceptions 12.3.Pyloric stenosis. 12.4.Cleft lip and cleft- palate. 12.5.Imperforated anus	Interactive lecture	
11	3hr		<b>Nursing care of children &amp; adolescent with chronic diseases</b> 13.1. Chronic illnesses. 13.2.Cerebral palsy. 13.3.Special needs.	Interactive lecture	
12	3hr		<b>Emotional, Psychosocial consideration of the child, adolescent and the family:</b> 14.1. Impact of chronic illness. 14.2. Family centered home care.	Interactive lecture	

			14.3. The nurse and the family of fatally ill child and adolescent.		
13	3hr		<b>The Child with Gastroenteritis:</b> 15.1.Diarrhea. 15.2.Dehydration. 15.3.Vomiting. 15.4.Fluid and electrolytes disturbance	Interactive lecture	
14^1 5	3hr		<b>The child with health problem of Endocrine alteration</b> 16.1.Nursing care of children with diabetes 16.2.The child with communicable diseases:	Interactive lecture	

### 11. Course Evaluation

Mid-term examination	20%
Lab examination	10%
Clinical examination	10%
40% Final examination	
Total	100%

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Wong's Essentials of Pediatric Nursing
Recommended books and references (scientific journals, reports...)	Published articles
Electronic References, Websites	

## Course Description Form

1. Course Name:	
<b>Research methods in nursing</b>	
2. Course Code:	
RSM302	
3. Semester / Year:	
3rd year/semester-1	
4. Description Preparation Date:	
2023-2024	
5. Available Attendance Forms:	
Recording student's attendance in theoretical attendance lists	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 Hours /2 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Lec. Ahmed Abdullah Abud Email: Ahmed-Abud@utq.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of the research process in nursing and healthcare settings.</li> <li>2. To enhance critical thinking skills in evaluating and applying research findings to nursing practice.</li> <li>3. To develop skills in conducting literature reviews, designing research studies, and collecting and analyzing data.</li> <li>4. To understand ethical considerations in nursing research and ensure the protection of human subjects.</li> <li>5. To promote evidence-based practice by integrating research findings into clinical decision-making.</li> <li>6. To cultivate a culture of lifelong learning and professional development in nursing practice.</li> <li>7. To prepare students for advanced study in nursing research or related fields</li> </ol>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Active learning: Encourage students to actively engage with the material through discussions, group work, case studies, and hands-on activities.</li> </ol>

2. Problem-based learning: Present students with real-world research scenarios or problems to solve, allowing them to apply their knowledge and skills in a practical context.
3. Collaborative learning: Foster collaboration among students through group projects, peer review, and teamwork to enhance their understanding of research concepts.
4. Use of technology: Incorporate online resources, multimedia presentations, and interactive tools to enhance student engagement and understanding of complex research topics.
5. Case studies: Present students with real-life nursing research case studies to analyze, discuss, and apply research methods and findings to clinical practice.
6. Guest speakers: Invite guest speakers who are experts in nursing research to share their experiences and insights with students, providing a valuable perspective on the field.
7. Research projects: Assign research projects that allow students to design and conduct their own research studies, providing hands-on experience in the research process.
8. Critical thinking exercises: Use critical thinking exercises and reflective assignments to challenge students to think critically about research literature and evidence-based practice.
9. Feedback and assessment: Provide timely feedback on student work and assessments to guide their learning progress and help them improve their research skills.
10. Encourage questions and discussion: Create an open and supportive learning environment where students feel comfortable asking questions, sharing ideas, and engaging in discussions about nursing research topics

10. Course Structure					
Week	hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1and 2	4hr		<b>Introduction to Nursing Research</b> 1. Development of Nursing Research 2. Importance of Research to Nursing 3. Definitions of Nursing Research 4. Sources of Nursing Knowledge 5. Scientific Research 3 6. Purposes of Nursing Research 7. Funding of Nursing Research	Interactive lecture	
3	2hr		Overview of Quantitative Research	Interactive lecture	
4	2hr		<b>Steps in Quantitative Research</b> 1. Identify the Research Problem 2. Determine the Purpose of the Study	Interactive lecture	
5	2hr		3. Formulate the Research Question	Interactive lecture	

			4. Review the Literature		
6	2hr		5. Develop a Theoretical/Conceptual Framework 6. Identify the Study Assumptions 7. Acknowledge the Limitations of the Study	Interactive lecture	
7	2hr		8. Formulate the Hypothesis 9. Define the Study Variables/Terms	Interactive lecture	
8	2hr		<b>Midterm Exam</b>	Interactive lecture	Written test
9	2hr		10. Select the Research Design 11. Identify the Population	Interactive lecture	
10	2hr		12. Select the Sample 13. Conduct a Pilot Study	Interactive lecture	
11	2hr		14. Collect the Data 15. Organize the Data for Analysis	Interactive lecture	
12	2hr		16. Analyze the Data	Interactive lecture	

13	2hr		17. Interpret the Findings	Interactive lecture	
14	2hr		18. Communicate the Findings 66 19. Utilize the Findings	Interactive lecture	
<b>11. Course Evaluation</b>					
Mid-term examination		30%			
Final examination		70%			
Total		100%			
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)			Foundations of Nursing Research		
Recommended books and references (scientific journals, reports...)			Published articles		
Electronic References, Websites					

## Course Description Form

1. Course Name:	
Maternal and neonate nursing	
2. Course Code:	
NUR301	
3. Semester / Year:	
3rd year/semester-1	
4. Description Preparation Date:	
27-2-2024	
5. Available Attendance Forms:	
Recording student's attendance in theoretical attendance lists	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3hours per week for the theoretical subject	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant prof. Dr. sarah talib kadhim Email: <a href="mailto:Sara-t@utq.edu.iq">Sara-t@utq.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>1-Discuss the principles of maternity care.....</li> <li>2-Discuss the principles of newborn care.....</li> <li>3-Discuss the implementation of nursing care of the maternal patient.....</li> <li>4-Discuss the implementation of nursing care of then newborn patient.</li> <li>5-Evaluate the effect of treatment modalities of the maternal patient</li> <li>6-Evaluate the effect of treatment modalities of the newborn patient</li> <li>7-Identify the fundamental stages of the laboring patient, post-partum care and newborn care.</li> <li>8-Identify pertinent medical and surgical conditions of the maternal patient.</li> <li>9-Demonstrate the importance of effective teaching of antipartum and postpartum Health care.</li> <li>Demonstrate the importance of effective teaching of newborn care and safety</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	Giving a lecture involves

- Outlining lessons ,lecture
- Creating a presentation and reciting information to students

## 10. Course Structure

week	hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 <sup>st</sup> week	3 3hr.	<ol style="list-style-type: none"> <li>1. Define each key term listed.</li> <li>2. Describe changes of puberty in males and females.</li> <li>3. Identify the anatomy of the male reproductive system.</li> <li>4. Explain the functions of the external and internal male organs in human reproduction.</li> <li>5. Describe the influence of hormones in male reproductive processes.</li> <li>6. Identify the anatomy of the female reproductive system.</li> <li>7. Explain the functions of the external, internal, and</li> </ol>	Human Reproductive Anatomy and Physiology Puberty Reproductive systems	Lecture Discussion	Written test

		<p>accessory female organs in human reproduction.</p> <p>8. Discuss the importance of the pelvic bones to the birth process.</p> <p>9. Explain the menstrual cycle and the female hormones involved in the cycle.</p> <p>Discuss the physiological responses of the woman during coitus.</p>			
<p>2<sup>nd</sup> week</p> <p>3<sup>rd</sup> week</p>	<p>6hr.</p>	<p>1. Define each key term listed.</p> <p>2. Describe the process of gametogenesis in human reproduction.</p> <p>3. Explain human fertilization and implantation.</p> <p>4. Describe embryonic development.</p> <p>5. Describe fetal development and the maturation of body systems.</p>	<p>Fetal Development</p> <p>Cell division and gametogenesis</p> <p>Fertilization</p> <p>Development</p> <p>Accessory structures of pregnancy</p> <p>Fetal circulation</p> <p>Impaired prenatal development and subsequent illness</p> <p>Multifetal pregnancy</p> <p>4: Prenatal Care and Adaptations to Pregnancy</p> <p>Goals of prenatal care</p>		

		<p>6. Describe the development and functions of the amniotic fluid, placenta, and umbilical cord.</p> <p>7. Compare fetal circulation with circulation after birth.</p> <p>Explain the similarities and differences in the two types of twins.</p> <ol style="list-style-type: none"> <li>1. Define each key term listed.</li> <li>2. List the goals of prenatal care.</li> <li>3. Discuss prenatal care for a normal pregnancy.</li> <li>4. Explain the nurse's role in prenatal care.</li> <li>5. Calculate the expected date of delivery and duration of pregnancy.</li> <li>6. Differentiate among the presumptive, probable, and positive signs of pregnancy.</li> <li>7. Describe the physiological changes that</li> </ol>	<p>Preconception care</p> <p>Prenatal visits</p> <p>Definition of terms</p> <p>Determining the estimated date of delivery</p> <p>Diagnosis of pregnancy</p> <p>Physiological changes in pregnancy</p> <p>Nutrition for pregnancy and lactation</p> <p>Exercise during pregnancy</p> <p>Smoking during pregnancy</p> <p>Travel during pregnancy</p> <p>Common discomforts in pregnancy</p> <p>Psychosocial adaptation to pregnancy</p> <p>Prenatal education</p>		
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<p>7<sup>th</sup> week &amp; 9<sup>th</sup> week</p>		<p>pregnancy and lactation. Review immunization administration during pregnancy</p> <p>1. Define each key term listed. 2. Explain the use of fetal diagnostic tests in women with complicated pregnancies. 3. Identify methods to reduce a woman's risk for antepartum complications. Describe antepartum complications, their treatment, and their nursing care. 4. Discuss the management of concurrent medical conditions during pregnancy. 5. Describe environmental hazards that may adversely</p>	<p>Assessment of fetal health Pregnancy-related complications Pregnancy complicated by medical conditions</p> <p>Nursing Care of Mother and Infant During Labor and Birth Cultural influence on birth practices Settings for childbirth</p>		
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<p>10<sup>th</sup> week</p>	<p>3hr.</p>	<p>affect the outcome of pregnancy.</p> <p>6. Describe how pregnancy affects care of the trauma victim.</p> <p>7. Describe psychosocial nursing interventions for the woman who has a high-risk pregnancy and for her family.</p> <p>1. Define each key term listed.</p> <p>2. Discuss specific cultural beliefs the nurse may encounter when providing care to a woman in labor.</p> <p>3. Compare the advantages and disadvantages for each type of childbearing setting: hospital, freestanding birth center, and home.</p> <p>4. Describe the four components</p>	<p>Components of the birth process</p> <p>Normal childbirth</p> <p>Admission to the hospital or birth center</p> <p>Nursing care of the woman in false labor</p> <p>Nursing care before birth</p> <p>Stages and phases of labor</p> <p>Vaginal birth after cesarean</p> <p>Nursing care during birth</p> <p>Nursing care immediately after birth</p> <p>Cord blood banking</p> <p>Microbiomes and nursing care during labor and delivery</p> <p>Nursing Care of Women With Complications During Labor and Birth</p> <p>Obstetric procedures</p> <p>Abnormal labor</p> <p>Premature rupture of membranes</p> <p>Preterm labor</p>		
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		<p>(“four <i>Ps</i>”) of the birth process: <i>powers</i>, <i>passage</i>, <i>passengers</i>, and <i>psyche</i>.</p> <p>5. Describe how the four <i>Ps</i> of labor interrelate to result in the birth of an infant.</p> <p>6. Explain the normal processes of childbirth: premonitory signs, mechanisms of birth, and stages and phases of labor.</p> <p>7. Explain how false labor differs from true labor.</p> <p>8. Determine appropriate nursing care for the intrapartum patient, including the woman in false labor and the woman having a vaginal birth after cesarean (VBAC).</p> <p>9. Explain common nursing</p>	Prolonged pregnancy		
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<p>11<sup>th</sup> week 12<sup>th</sup> week</p>	<p>6hr</p> <p>3hr.</p>	<p>responsibilities during the labor and birth.</p> <p>10. Describe the care of the newborn immediately after birth.</p> <ol style="list-style-type: none"> <li>1. Define each key term listed.</li> <li>2. Describe each obstetric procedure discussed in this chapter.</li> <li>3. Illustrate the nurse's role in each obstetric procedure.</li> <li>4. Analyze the nurse's role in a cesarean birth.</li> <li>5. Describe factors that contribute to an abnormal labor.</li> <li>6. Explain each intrapartum complication discussed in this chapter.</li> <li>7. Discuss the nurse's role in caring for women with each intrapartum complication.</li> <li>8. Review the nurse's role in</li> </ol>	<p>The Family After Birth</p> <p>Adapting nursing care for specific groups and cultures</p> <p>Cultural influences on postpartum care</p> <p>Postpartum changes in the mother</p> <p>Emotional care</p> <p>Parenthood</p> <p>The family care plan</p>		
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<p>15<sup>th</sup> week</p>		<p>obstetric emergencies.</p> <ol style="list-style-type: none"><li>1. Define each key term listed.</li><li>2. Describe how to individualize postpartum and newborn nursing care for different patients.</li><li>3. Describe specific cultural beliefs that the nurse may encounter when providing postpartum and newborn care.</li><li>4. Describe postpartum changes in maternal systems and the nursing care associated with those changes.</li><li>5. Modify nursing assessments and interventions for the woman who has a cesarean birth.</li><li>6. Explain the emotional needs of postpartum</li></ol>			
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		<p>women and their families.</p> <p>7. Recognize the needs of a grieving parent.</p> <p>8. Describe the nursing care of the normal newborn (Phase 2).</p> <p>9. Identify signs and symptoms that may indicate a complication in the postpartum mother or newborn.</p> <p>10. Describe nursing interventions to promote optimal newborn nutrition.</p> <p>11. Discuss the influences related to the choice of breastfeeding or bottle-feeding the newborn.</p> <p>12. Explain the physiological characteristics of lactation.</p> <p>13. Compare various maternal and newborn positions used</p>	<p>Nursing Care of Women with Complications After Birth Shock Hemorrhage Thromboembolic disorders Infections Mood disorders The homeless mother and newborn</p> <p>The Term Newborn</p>		
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		<p>during breastfeeding.</p> <p>14. Plan appropriate discharge teaching for the postpartum woman and her newborn.</p> <p>15. Identify principles of breast pumping and milk storage.</p> <p>16. Discuss the principles of weaning the infant from the breast.</p> <p>17. Describe techniques of formula preparation and feeding.</p> <p>18. Discuss the dietary needs of the lactating mother.</p> <p>19. Review appropriate discharge teaching for the postpartum woman and her newborn.</p> <p>1. Define each key term listed.</p>	<p>Adjustment to extrauterine life</p> <p>Phase 3: care of the newborn</p>		
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		<p>2. Describe signs and symptoms for each postpartum complication.</p> <p>3. Identify factors that increase a woman's risk for developing each complication.</p> <p>4. Explain nursing measures that reduce a woman's risk for developing specific postpartum complications.</p> <p>5. Describe the medical and nursing management of postpartum complications.</p> <p>6. Explain general and specific nursing care for each complication.</p> <p>7. Compare and contrast mood disorders in the postpartum period.</p>			
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		<ol style="list-style-type: none"><li>1. Define each key term listed.</li><li>2. Briefly describe three normal reflexes of the newborn, including the approximate age of their disappearance.</li><li>3. Demonstrate the details of the physical assessment of the newborn.</li><li>4. State four methods of maintaining the body temperature of a newborn.</li><li>5. Define the following skin manifestations in the newborn: lanugo, vernix caseosa, mongolian spots, milia, acrocyanosis, and desquamation.</li><li>6. State the cause and describe the appearance of physiological jaundice in the newborn.</li></ol>			
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		7. State the methods of preventing infection in newborns. 8. Interpret discharge teaching for the mother and her newborn.			
11. Course Evaluation					
Clinical test		40%			
Theoretical test		60%			
Total		100%			
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family Edition 6 Adele Pillitteri, PhD, RN, PNP Associate Professor University of Southern California Los Angeles, California Former Director, Neonatal Nurse Practitioner Program State University of New York at Buffalo Buffalo, New York			
Main references (sources)		<b>Introduction to Maternity and Pediatric Nursing</b> EIGHTH EDITION Gloria Leifer, RN, MA, CNE Professor, Obstetric and Pediatric Nursing, Riverside City College, Riverside, California			
Recommended books and references (scientific journals, reports...)		World Health Organization(WHO).Preterm birth[Internet].2016Nov[cited2017Sep28]; Availablefrom:http://www.who.int/mediacentre/factsheets/fis363/en4p SiqueiraMBDC,DiasMAB.Themother’sperceptionsaboutexperienceandlearningof			

	caringforaprematurebaby.EpidemiolServSaúde[Internet].2011Jan[cited2017Sep28]; 20(1):27-36.Availablefrom: <a href="http://www.arca.fiocruz.br/handle/icict/2780">http://www.arca.fiocruz.br/handle/icict/2780</a>
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Electronic References, Websites