

## T6. Course Specification (CS)

Institution	Najran University	Date	3-7-1439h
College/Department	Nursing college / Maternity and childhood Health Nursing		

**A. Course Identification and General Information :**

1. Course title and code : <b>Obstetrics and Gynecology Nursing 431 NUR-7</b>			
2. Credit hours: <b>7hrs (3 theory +4 practical)</b>			
3. Program(s) in which the course is offered. <b>Nursing Program</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. Heba Abdel-Fatah Ibrahim</b>			
5. Level/year at which this course is offered : <b>7<sup>th</sup> level 4<sup>th</sup> year</b>			
6. Pre-requisites for this course (if any): <b>Medical Surgical (2) (317NUR- 4)</b>			
7. Co-requisites for this course (if any) <b>None</b>			
8. Location if not on main campus : <b>Najran university campus (Medical colleges for girls).</b>			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage ?	<input type="text" value="90%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other ( <b>self-learning</b> )	<input checked="" type="checkbox"/>	What percentage ?	<input type="text" value="10%"/>
Comments : other as <b>self-learning</b>			

**B. Objectives الأهداف**

1. What is the main purpose for this course : By the end of this course the students will be able to acquire essential knowledge and skills that needed in providing nursing care for the woman during normal and abnormal aspects of the maternity cycle and apply the nursing process to assess, plan and implement the quality care for women during their reproductive utilizing cycle. As well as gynecological problems of women in different stages of their lives.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
<ul style="list-style-type: none"> <li>- Using problem solving strategy for teaching the course to improve students' abilities for creative thinking.</li> <li>- Develop obstetrics and gynecology nursing skill lab with modern equipment and dolls.</li> <li>- Modify the course contents according to the results of new research in the obstetrics and gynecology nursing field.</li> </ul>

**C. Course Description (Note: General description in the form used in the Bulletin or handbook should be attached)**

**Course Description:**

1. Topics to be Covered :			
List of Topics		No. of Weeks	Contact Hours
1- <u>Theory:-</u>		2	6
<u>Unit I</u>			
<ul style="list-style-type: none"> <li>Anatomy and physiology of female reproductive system.</li> <li>Menstrual cycle.</li> <li>Conception and Fetal development</li> </ul>			
<u>Unit II</u>		2	6
<ul style="list-style-type: none"> <li>Physiological changes during pregnancy,</li> <li>Diagnosis of pregnancy.</li> <li>Antenatal care.</li> </ul>			
<u>Unit III</u>		2	6
<ul style="list-style-type: none"> <li>Normal Labour</li> <li>Management of normal labour</li> </ul>			
<u>Unit IV</u>		1	3
<ul style="list-style-type: none"> <li>Normal puerperium</li> </ul>			
<u>Unit VI</u>		2	6
<ul style="list-style-type: none"> <li>High risk pregnancy</li> </ul>			
<u>Unit VII:</u>		2	6
<ul style="list-style-type: none"> <li>High risk labour</li> </ul>			
<u>Unit VIII</u>		2	6
<ul style="list-style-type: none"> <li>High risk puerperium</li> </ul>			
<u>Unit IX</u>		2	6
<ul style="list-style-type: none"> <li>Gynecological problems</li> <li>Family planning.</li> </ul>			
2-Practical content :- Lab training (4wk) + hospital training(11wk)			
No.	ANTENATAL :	3.5	42
1.	Physical Examination for pregnant woman.	.5	6
2.	Leopold maneuvers	1	12
3.	Auscultation Fetal Heart Rate.	.5	6
4.	Assessing Pitting Edema	.5	6
5.	Urine dipstick	.5	6

6.	Prepare woman for ultrasound examination	.5	6
	<b>INTRA-NATAL :</b>	<b>5.5</b>	<b>66</b>
7.	Vaginal examination during labor	1	12
8.	Intrapartum electronic fetal monitoring	.5	6
9.	The Partogram	.5	6
10.	Perineal care	1	12
11.	Episiotomy	1	12
12.	Placental examination	.5	6
13.	Immediate care of the newborn	1	12
	<b>POSTNATAL</b>	<b>3</b>	<b>36</b>
14.	Postpartum assessment	.5	6
15.	Postpartum abdominal examination	1	12
16.	Self-perineal care	.5	6
17.	Routine episiotomy care	.5	6
18.	Breast care	.5	6
	<b>GYNECOLOGY</b>	<b>3</b>	<b>36</b>
19.	Pelvic examination and Pap Smear	1	12
20.	Preoperative care for gynecological patient	.5	6
21.	Postoperative care for gynecological patient	.5	6
22.	Breast self –examination	1	12

1.Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or studio	Practical	Other:	Total
Contact Hours الس	45 hour	-	72	108	-	225
Credit	3hour	-	4		-	7

3-Additional private study/learning hours expected for students per week	7 hr.
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy.
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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 intended learning outcomes.

**Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and

flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain).

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Explain the anatomy of female genital organs, menstrual cycle, fertilization, normal pregnancy, normal labour and puerperium	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Direct method as Written exams (midterm and final exam)</li> <li>- Indirect methods as Student own evaluation of the achievement of ILOs</li> </ul>
1.2	Describe etiology, clinical picture, diagnosis, complications and nursing management of common obstetrics and gynecological problems facing women during life span.	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Direct method as Written exams (midterm and final exam)</li> <li>- Indirect methods as Student own evaluation of the achievement of ILOs</li> </ul>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Discuss common obstetrics and gynecological issues facing women during childbearing and postmenopausal period.	<ul style="list-style-type: none"> <li>- Lectures .</li> <li>- Class discussion</li> <li>- Problem solving</li> <li>- Self-study</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Direct method as Written exams (midterm and final exam)</li> <li>- Indirect methods as Student own evaluation of the achievement of ILOs</li> </ul>
2.2	Plan to care of women facing health problems associated to antenatal, intra-natal, postnatal period and gynecological problems.	<ul style="list-style-type: none"> <li>- Lectures .</li> <li>- Class discussion</li> <li>- Problem solving</li> <li>- Self-study</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Direct method as Written exams (midterm and final exam)</li> <li>- Indirect methods as Student own evaluation of the achievement of ILOs</li> </ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Participate actively in class discussions and activities.	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Group discussion</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Direct methods as Class and lab participation</li> <li>- Indirect methods as Student own evaluation of the achievement of ILOs</li> </ul>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
4.1	Apply self-directed learning in specific assignments using information technology and internet.	<ul style="list-style-type: none"> <li>- Problem solving.</li> <li>- Self-learning</li> </ul>	<ul style="list-style-type: none"> <li>- Direct methods as Observation checklist to assess written and oral presentation. Documentation evaluation</li> <li>- Indirect methods as Student own evaluation of the achievement of ILOs</li> </ul>
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Implement nursing procedures related to care of the women during antenatal, intra-natal, and postnatal period and gynecological procedures.	<ul style="list-style-type: none"> <li>- Demonstration and re-demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>- Direct methods as Practical exams by using observation checklist. Area evaluation.</li> <li>- Indirect methods as Student own evaluation of the achievement of ILOs</li> </ul>

#### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, Quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	5%	5th week
2	Midterm Written exam	12%	9th week
3	Final written exam	35%	17th week
	Presentation	5%	Continuous
5	Documentation (Nurses progress notes- vital signs chart- nursing care plan)	6%	Continuous
6	Midterm practical exam	8%	11th week
7	Clinical area evaluation	4%	Continuous
8	Final practical exam	25%	16th week

#### D. Student Academic Counseling and Support

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

- 3 office hours every week
- Student encourage to communicate on e-mail or at office
- Feedback on the results of periodic evaluations for each student

#### E. Learning Resources :

##### 1. List Required Textbooks :

Jacob A. (2012): A comprehensive textbook of midwifery and gynecological nursing, 3<sup>rd</sup> edition, Jaypee

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

- Leonard D., Cashion M E. and Perry S E. (2012): Study Guide for Maternity and Women's Health Care 10th edition, Mosby, USA.
- Davidson M W., London M L. and Ladewig P W. (2008): Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan, 8th edition, Pearson Prentice Hall
- Littleton-Gibbs L. and Engebretson J. (2012) Maternity Nursing Care, 2nd edition
- Orshan S A. (2008): Maternity, Newborn, and Women's Health Nursing: Comprehensive Care Across life span, 1st edition, Wolters Kluwer USA.
- Perry S E., Hockenberry M J., Lowdermilk D L. and Wilson D (2012): Maternal Child Nursing, fifth edition, Elsevier Mosby.

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

- [http://www.gfmer.ch/Obstetrics\\_simplified/Obstetrics\\_simplified\\_contents.htm](http://www.gfmer.ch/Obstetrics_simplified/Obstetrics_simplified_contents.htm)
- <http://www.ourbodiesourselves.org/health-info/models-of-maternity-care/>
- <http://www.similima.com/obstetrics-gynecology-books-free-download>
- <https://archive.org/details/TextbookOfProceduresInObstetricsAndGynaecologyTextbook-UniversityOf>  
<http://www.jaypeedigital.com/ChapterSpecific.aspx?id=9789350255575&sno=4ZTJJJoUqt+c=&sr=1>

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

#### 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.)

- Lecture room suitable for 30 students.
- Suitable light and air condition.
- Skill lab with max 15 students.

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

Computer, data show in lecture hall and skill lab.

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

- Library references and services.

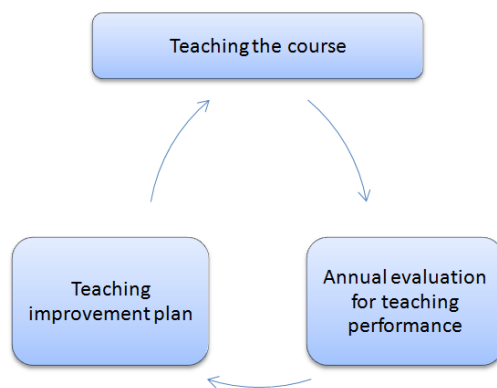
##### - Equipment and illustration tools relevant to the course material

- Birth control flip chart
- Fetal development illustration tools
- CTG
- Pregnancy test
- Placenta
- Infant weighing scale

- Mercurial sphygmomanometer
- Pinard
- Vaginal speculum
- Infant warmer with stainless tray
- Flexible infant models
- Examination light
- IV Stand
- Trolley
- fetal Doppler
- urine analysis strips
- All disposable equipment needed for nursing procedure e.g. (cotton, gloves, antiseptic solution and syringes.....ect)
- **Essential nursing laboratory equipment**
  - Noelle Complete Interactive Maternal and Neonatal Birthing Simulator
  - Puerperal uterus palpation training model
  - Abdominal maneuver model
  - Female pelvis and fetal skull
  - Fetal monitoring and labor progress model set
  - Breast examination model
  - Episiotomy suturing simulators
  - Full size pregnant model for delivery with bed
  - Full size baby doll for anthropometric measurement
  - Model for breast care

#### G. Course Evaluation and Improvement Processes:

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  
University questionnaire for evaluation of the course on the official web site.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the department.
  - Peer observing teaching process.
  - Evaluation by program coordinator
2. Processes for Improvement of teaching :



The program has an approved policy for improving quality and performance of teaching staff, which is built on three essential pillars:

3. **Insisting on involvement:**



all teaching staff **must** be committed as active participators in the implementation of both annual plans of research activities and community services. Participation in research and community activities will improve both the teaching staff performance and program outcomes. Teaching staff participations **must** be documented and kept in their own portfolios to be considered in the annual evaluation of their performance.

**4. Lifelong learning and self-improvement:**

The program encourages teaching staff to peruse promotions in their careers by conducting scientific researches and publish scientific papers in their area of specialty. Activities of self-improvement includes using of new teaching strategies, new assessment methods and/or development of the course contents. All the self-improvement activities **must** be documented and kept in their own portfolios to be included in the annual evaluation of the teaching staff performance.

**5. Sharing knowledge and experience:**

The program offers equal opportunities for all the teaching staff to attend the workshops organized by the university deanship of development and quality to meet their needs. The program adopted an approved criteria to maximize the benefit from those workshops.

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

- Exam papers and evaluation process are reviewed by the Exams' evaluation committee; reports are discussed in the program committee to take corrective actions.

**1- For practical exams (to asses achievement of psychomotor, communication and interpersonal skills):**

Students' performance is evaluated by the exam committee which involve at least two teaching staff members using the observation checklist.

**2- For the final written exam (to assess knowledge and cognitive skills):**

The exam committee is responsible for verifying the following:

- Compliance of the question paper with the rules approved by the faculty council.
- Compliance of the weight for each question and its relevant ILO and Domain of learning with the approved assessment matrix in manual of processes and procedures.

**3 For overall achievement of the course ILOs**

Indirect evaluation for student's overall achievement of the course ILO's is conducted by the end of the course and before final exams using self-assessment survey (to be filled by the students).

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement:

**By the end of each semester:**

- Course report is submitted to the head of the department including the results of related surveys and reports, improvement plan is to be designed and implementation is to be monitored by the head of the department.

**Committee of program review and improvement conducts a comprehensive study on:**

- Performance of current cohort with previous cohorts at the level of all the specialty courses, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.
- Effectiveness of all the specialty courses in achieving program ILOs, results and trends are discussed at the level of faculty council and recommendations for improvement are to



be considered in the improvement plan of the course.

**Name of instructor:** Dr. Heba Abdel-Fatah Ibrahim

**Signature**



Date Report Completed: 7/3 / 39 h

**Name of field experience teaching staff:** Mrs. Trisita Sumadan Miss. Nouf Al-Najrany

**Department coordinator:** Dr. Heba Abdel-Fatah Ibrahim

**Signature**



Date Report Completed: : 7/3 / 39 h

**Program coordinator :** Dr. Nahid Khalil

**Signature**



Date Report Completed: : 8/3 / 39 h

**College Dean:** Awad Al-Qahtani

**Signature**

Date Report Completed: : // h