

**Kurdistan University of Medical Siences**

**Educational Assistant**

**Center for Studies and Development of Medical Education**

**Curriculum planning unit**

**Combined course plan form (Attendance and absenteeism)**

**Number of Units**: Midwifery **Name of Course**: Internship in childbirth **Course section:** Masters

**General characteristics of the course**

* **Details of the responsible teacher:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Mobile Phone Number** | **Phone number** | **College/hospital** | **group** | **rank** | **last name** | **First name** |
| 0918… | 087-… | Nursing and midwifery | Midwifery | Instructor | Aghamiri | Vida |

* The professor in charge of the course is responsible for monitoring the course of the course and the tasks of the students and communicating with the students.
* E-mail address of the responsible teacher: **aghamiri.vida@gmail.com**

**Profile of associate professors:**

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| **Mobile Phone Number** | **Phone number** | **College/hospital** | **group** | **rank** | **last name** | **First name** |
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**Associate professors can access specific parts of the course.**

**Objectives and introduction of the lesson**

**A: Write down the general objectives of the lesson for students:** (Pay attention, the content that is introduced to the students as a source of the test must cover the objectives of the lesson and the final test of the students must also match the objectives of the lesson.)

1. Reaching the knowledge and skill of labor administration in natural and unnatural cases

2. To achieve the knowledge and skill of childbirth in natural and unnatural cases

3. Skill and knowledge to perform postpartum care in normal and emergency cases

4. Skill and knowledge of managing multiple cases

**B: Write a brief introduction about this lesson in about 250 to 300 words. Make sure to include the following introductions** (the application and connection of the course with the field or course, a general explanation of your work style and the course process, your expectations from students, such as answering assignments on time, actively participating in interactions, etc.)

1. This course helps students to acquire the necessary scientific and practical skills in the skill of managing labor and delivery, as well as postpartum care in natural cases and case cases.

2. Students must be responsible for all care and administration of labor and delivery, as well as post-natal care in natural cases and case cases.

**Determining face-to-face lesson sessions**

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| How to provide the necessary facilities | How to present | Date of presentation | The title of the face-to-face meeting | No |
| Hospital environment - patient's bed - gloves - cm | Individual and group training at the patient's bedside, practical demonstration of skills, question and answer, discussion, role playing, case study | 1402/11/23,28,29,30 | History taking - physical examination of the mother - Leopold's examination - estimating the weight of the fetus | 1 |
| Patient's bedside - fetal heart rate monitoring device - gloves | Individual and group training at the patient's bedside, practical demonstration of skills, question and answer, discussion, role playing, case study | 1402/11/5,7,12 | FHR control - control contractions and detect abnormalities and take appropriate action | 2 |
| Patient's bedside - fetal heart rate monitoring device - gloves | Individual and group training at the patient's bedside, practical demonstration of skills, question and answer, discussion, role playing, case study | 1402/12/13/14 | Diagnosis of abnormal FHR and appropriate action - perform and interpret NST and OCT | 3 |
| Patient bedside - surgical gloves | Individual and group training at the patient's bedside, practical demonstration of skills, question and answer, discussion, role playing, case study | 1402/11/19,20,21 | Vaginal examination - first stage physiological care | 4 |
| Patient's bed - Surgical gloves - Syringe - Foley catheter - Urine bag - Ringer's serum - Oxytocin ampoule | Individual and group training at the patient's bedside, practical demonstration of skills, question and answer, discussion, role playing, case study | 1403/1/18,19,20 | Blood sampling - Iv line installation - Bladder probing - Conducting and controlling induction - Labor control in pregnant women who need special care | 5 |
| Delivery set - episiotomy repair set and... | Individual and group training at the patient's bedside, practical demonstration of skills, question and answer, discussion, role playing, case study | 1403/1/25,26,27 | Diagnosing the time of delivery - suitable position for the mother - performing all the procedures related to delivery and removal of the placenta - performing all cases of episiotomy and its repair | 6 |
| Patient file - Baby identification set - Warmer - Baby bracelets and bandages | Individual and group training at the patient's bedside, practical demonstration of skills, question and answer, discussion, role playing, case study | 1403/2/1,2,3 | All cases of dealing with the condition of the baby immediately after delivery - admission and examination of the baby | 7 |
| Prep Gloves - Hardness Box - Instructions Brochure | Individual and group training at the patient's bedside, practical demonstration of skills, question and answer, discussion, role playing, case study | 1403/2/8,9,10 | Proper disposal of contaminated consumables and correct collection of non-consumables in the relevant places after delivery - training after delivery | 8 |
| Physiological delivery room - mat - chair - delivery ball | Individual and group training at the patient's bedside, practical demonstration of skills, question and answer, discussion, role playing, case study | 1403/2/16,17 | Participating in pregnancy and childbirth preparation classes | 9 |
| Analgesic drugs - fetal and maternal heart rate monitoring | Individual and group training at the patient's bedside, practical demonstration of skills, question and answer, discussion, role playing, case study | 1403/2/22,23,24 | Participating in epidural anesthesia in labor - knowing and performing pain reduction methods | 10 |

**Determining non-attendance sessions**

According to the approved educational regulations, it is possible to hold four-seventeenth of the hours of theoretical lessons as blended learning in the form of a non-attendance class.

(This type of presentation is used for non-clinical unit lessons. Note that in this approach certain parts of the content are not covered in the face-to-face section).

If you use this approach, complete the following table:

**In internships, we do not have absentee meetings at all, and in case of absence of the student, it is done according to the regulations.**

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| --- | --- | --- |
| The method of covering content in absentia  (Including how to present, being online or not, required facilities, etc.) | The reason for the possibility of absenteeism | Anticipated non-attendance part (including the title, date of presentation, the second session of all the in-person and non-attendance sessions) |
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**Study resources for students**

Resources related to students' final exam (including books, articles, pamphlets, videos, slides or any other content) and resources for further study (resources for non-attendance meetings) along with the link to access them in the system

|  |  |
| --- | --- |
| **Pages and chapters specified for the test** | **Book details including title, authors, translators, publications, year and time of publication** |
|  | Williams Pregnancy and Childbirth - Latest Edition |
|  | Mills midwifery textbook - latest edition |
|  | 2 volumes of integrated maternal health care |
|  | National guide for natural childbirth and providing non-drug methods to reduce pain |
|  | National guide to providing midwifery and delivery services, mother-friendly hospitals |
|  | **…** |

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| --- | --- |
| **How students can access the article** | **Article details including title, authors, journal, year and publication number and pages** |
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| --- | --- | --- |
| **Description (address in the system or link)** | **Specifications including title and authors/**  **producers** | **Type of content\*** |
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\* The content (power point slide, pamphlet, educational film) means the content uploaded on other university systems, which must be prepared in a final form before the beginning of the semester.

**Self-examination, assignments, term-long and end-of-semester projects for students**

* Self-exams (descriptive, multiple-choice, matching, blank, etc.) should play an important role in helping students learn and self-evaluate.
* It is necessary for students to cover the non-attendance part of the course through the definition of appropriate tasks (increasing problem solving skills and students' ability to analyze and criticize with appropriate timing).
* Semester-long assignments and projects are aimed at studying resources and student learning.
* End-of-semester project is defined as a specific activity aimed at applying what has been learned.

Explanation of the test itself:

Description of the semester project:

Description of the final project:

**Other learning activities**

**It is possible to activate the discussion room (asynchronously) in the system or virtually. If sufficient care is taken in designing and leading the discussion, it can help a lot in developing critical thinking in students.**

**Discussion room (forum) (descriptions include the platform for the discussion room, the duration of daily or weekly activity, the topic of discussion)**

**Observing and performing under the direct supervision of the instructor - use of simulation and mollage and clinical skills hall - use of the training class**

**Evaluation of students**

1. Mention the criteria and exact loading of the student's final evaluation. (Cases such as the score of the written test, attendance and absence in face-to-face classes, tasks and other planned activities)

• Active participation of students

• Performing assignments and tasks

• Taking care of the patient or client

• Participation in intra-departmental conferences

• Internal written exam

2. What is the method of students' final exam (end-of-semester face-to-face exam)? (oral, practical, descriptive, test or...)

Evaluation and review from the logbook - considering the skills and the way the person acts during the semester internship - taking into account the score of the written exam at the end of the section and considering the score obtained from the special evaluation sheet for that section, which has several items.

* **Presenting the process or grade of assignments or in the case of presenting a conference:**

**Evaluation method**:

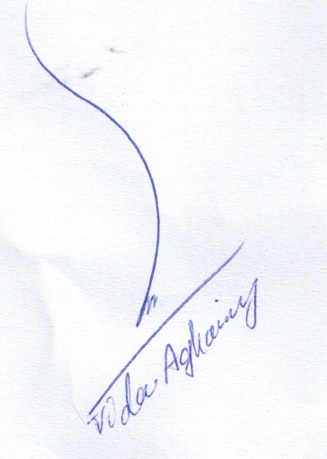
The final exam (clinical exam) includes: 0.15

- Presenting the conference, mentioning the list of conferences: 0.10

- Completion of general and specific student evaluation forms by the instructor: 0.75

- Completing the desired logbook in this course and getting feedback from the responsible personnel.

**Name and family name and signature of the teacher responsible for the course**

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**Name and surname and signature of the group manage**