

**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:

**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. 1- The general goal: complete familiarization with the anatomy, physiology, causes, diagnosis, treatment, prognosis and prevention of diseases of the urinary tract and digestive tract in non-pregnancy and pregnancy.
2. 2- Knowing the basic needs and recognizing human states during health and illness, especially pregnant women
3. 3- Applying scientific findings and providing services and training to patients or pregnant and vulnerable women and providing medical assistance and correct referrals in necessary cases.
4. 4- Recognizing professional responsibilities and limitations and adhering to scientific, ethical and legal standards when providing services in order to preserve the lives of mothers and children and ensure their health.

**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 is one of the important units of the undergraduate midwifery course and two units, each unit of which will be taught separately by a lecturer (according to the headings below). The urinary system and digestive system are taught by me.

20 Students are required to read the materials written on the slides after each teaching session and listen to the explanations given in class and take notes if needed.

30 In some meetings, questions have been asked, which students will write the answers (assignments) and present them in class by referring to the sources and reading the library.

4. This lesson helps students to get familiar with diseases of the urinary system and digestive system, their causes, how to diagnose and treat them, and using this knowledge, to recognize pregnancies associated with such diseases.

**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 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/7/8 | Anatomy and physiology of renal blood flow, transfer of solutes, renin system and... | 1 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/7/15 | Physiopathology of the urinary system, hematuria, proteinuria, dysuria, polyuria, oliguria, etc. | 2 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/7/22 | Laboratory diagnosis methods in kidney diseases and interpretation of tests, especially urinalysis | 3 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/7/29 | Acute and chronic glomerulonephritis - acute and chronic kidney failure - kidney and urinary tract infections and... | 4 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/8/6 | Nephrotic syndrome, kidney and pregnancy and drugs, water and electrolytes and acid and base disorders | 5 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/8/13 | Primary hypertension and drugs, a summary of kidney and collagen diseases, systemic, congenital and tumors | 6 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/8/20 | Esophagus: physiology and mechanism of swallowing and sphincters, dysphagia, esophagitis, regurgitation and... | 7 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/8/27 | Stomach and duodenum: physiology and physiopathology, gastric emptying mechanism, gastritis and cancers, indigestion and… | 8 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/9/4 | Small intestine: physiology, movements and mechanism of water and electrolyte absorption, Crohn's and colitis, etc. | 9 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/9/11 | Large intestine: physiology and ulcers, colitis, diverticulum and… | 10 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/9/18 | Liver: physiology and all related cases including metabolism, cirrhosis, hepatomegaly and... | 11 |
| Whiteboard and magic-laptop and projector | Speech-Powerpoint-Question and answer | 1402/9/25 | Pancreas: physiology of secretion, diagnosis and treatment of acute and chronic pancreatitis and... | 12 |

**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:

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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** |
|  | Cecil's medicine and Harrison's medicine and Bruner's and Sodarth's medicine - the latest available edition |
|  | Williams Pregnancy and Childbirth Volume III - the latest available edition |
|  | Internal nursing - Bruner - Sodarth surgery - 15th edition 2022 |
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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)**

For example, you can refer to the anatomy explanation section of the faculty's mollage room, or in this regard, you can assign a series of easier and small discussions to the student to present in class. Or he related the common diseases and discussions in pregnancy clearly to the bedside, what symptoms the patient presents with and what is done for him in this regard. Or, it is possible to effectively discuss specific topics in the think room and discussion section of the Navid system, or according to the law of virtual lessons, if we upload a number of virtual sessions to the Navid system, in such a way that in addition to the slides, He used audio explanations on important and necessary content and photos. Or you can provide and upload videos related to this topic and more clear and practical photos in this system for students to visit.

**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)

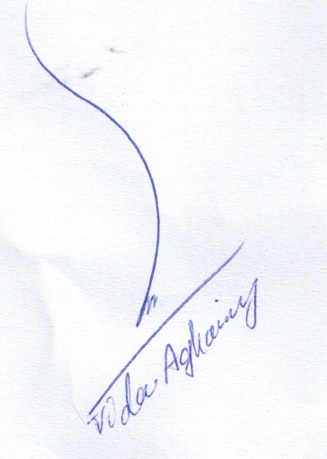
* Active attendance in class: 5% (students are required to attend classes according to the schedule according to the university law.)
* Participation in the final exam: 95%

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

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

**mcq**

* **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**