### Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation & Assessment**

## Course Specification

**Reproductive health nursing (NUR 325)**

**Course Specification**

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| Institution: **king Saud university**  |
| College/Department :**nursing collage**, **maternal and child health nursing department**  |

**A Course Identification and General Information**

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| 1. Course title and code: **Reproductive health nursing (NUR 325 )** |
| 2. Credit hours**:3**  |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)**BSC Nursing**  |
| 4. Name of faculty member responsible for the course**Dr . Amany Samy , Dr. Sahar Zamzam** |
| 5. Level/year at which this course is offered: **level 6** |
| 6. Pre-requisites for this course (if any) :  |
| 7. Co-requisites for this course (if any) **:**  |
| 8. Location if not on main campus :  |

**B Objectives**

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| 1. Summary of the main learning outcomes for students enrolled in the course. **This course is aim to prepare and supply the students with essential information that necessary to know** Reproductive Health, reproductive health issues, measures and indicators.  The course content also will emphasize on providing care to women during normal, abnormal pregnancy, labor and puerperal period. The course will provide also information about different methods of family planning and different gynecological problems. |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)* - **Increase us of internet resources to facilitate student's learning**
* **Implement small groups teaching methodology to enhance student's learning and cooperation.**
* **Adopt self-learning through opening nursing labs for extra hours**

 **- prepare the library**  |

**B Objectives**

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| 1. Summary of the main learning outcomes for students enrolled in the course.**Upon the completion of the course the student will able to:*** **Possesses a comprehensive, coherent and systematic body of knowledge in a field of reproductive health nursing .**
1. Identify socio-culture aspects of reproductive health
2. Identify preconception care to couples
3. Review anatomy and physiology of female reproductive health
4. Provide care to woman during normal, abnormal pregnancy , labor and puerperal period
5. Recognize normal extrauterine newborn adaptation
6. Compare the different methods of contraception
7. State the advantage and disadvantage of commonly used contraception
8. Explain the common nursing interventions
9. Identify the different gynaecologic problems
10. Apply nursing care to different gynaecologic problems.
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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)* **Increase us of internet resources to facilitate student's learning**
* **Implement small groups teaching methodology to enhance student's learning and cooperation.**
* **Adopt self-learning through opening nursing labs for extra hours**
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**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

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| 1 Topics to be Covered  |
| List of Topic | No ofWeeks | Contact hours |
| 1. Culture and reproductive health in Saudi Arabia
 | 1 | 3 |
| 1. Health promotion through assessment of the couple’s reproductive health during pre-conceptual period and providing care of couples during the pre-conceptual period including counseling on reproductive health
 | 1  | 3  |
| 1. The reproductive system:
2. Female reproductive systems
3. Life cycle of reproductive systems in puberty ,menarche and menopause
4. Fetal development
 | 1 | 3  |
| 4-Physiological changes during pregnancy* Diagnosis of pregnancy
* Physiology of pregnancy
* Discomfort of pregnancy and relief measures
* Nutrition
* Exercise
* Common concern during pregnancy
 | 1 | 3 |
| 5-high risk pregnancy resulting from pregnancy, occur during pregnancy, concident with pregnancy. | 1 | 3 |
| 6-Nursing care during child birth | 2 | 6 |
| 7-high risk conditions apparent at onset of labor  | 1 | 3 |
| 8-nursing care of healthy mothers and newborn(post partum adaptation) and immediate newborn care | 1 | 3 |
| 9-post partum complications* post partum hemorrhage
* post partum infection
 | 1 | 3 |
| 10-gynecological care of the women:1. Vaginal and vulval health
2. Menopause
3. Breast health
4. Infertility and reproductive technology
 | 2 | 6 |
| 11-family planning  | 1 | 3 |

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| 2 Course components (total contact hours per semester):  |
| **Lecture:** **45 hrs**  | Tutorial:  | Laboratory | **Practical/Field work/Internship:** | **Other:****NA** |

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| 3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week) **3hrs**  |

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| 4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate:* A brief summary of the knowledge or skill the course is intended to develop;
* A description of the teaching strategies to be used in the course to develop that knowledge or skill;
* The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
 |
| **a. Knowledge**  |
| (i) Description of the knowledge to be acquired* **Acquiring body of knowledge about concepts of reproductive health that are**

 **fundamental to maternity nursing.*** **Recalling knowledge that are used into nursing practice.**
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| (ii) Teaching strategies to be used to develop that knowledge* **- Lectures**

**Introductory lecture gives an overview of the content and significance of the course and of its** **relationship to students’ existing knowledge. Each subsequent lecture begins with a similar** **overview linking the particular content of the presentation to the general overview*.**** **Discussion.**

**To clarify any matters that was not understood by students*** **Summarizing the main ideas of the reading texts.**
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| (iii) Methods of assessment of knowledge acquired* **2 Quizzes**

**20% of each quiz given to students*** **Midterm exams**

**20 % of the midterm exam** * **Final exam**

 **40 % of the Final written exam** |
| **b. Cognitive Skills** |
| (i) Description of cognitive skills to be developed* **The ability to comprehend concepts that are fundamental to the practice of nursing**
* **The ability to analyse the role of nurse in promoting healthy physiologic responses**

**of patients..** |
| (ii) Teaching strategies to be used to develop these cognitive skills**-recitations****- reading assignment****- lectures**  |
| (iii) Methods of assessment of students cognitive skills: -**examination , case study, care plan**  |
| **c. Interpersonal Skills and Responsibility**  |
| (i) Description of the interpersonal skills and capacity to carry responsibility to be developed **Participate effectively in discussion and projects** |
| (ii) Teaching strategies to be used to develop these skills and abilities**group discussion , project,**  |
| (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility**health education**, **group discussion , project,** |
| **d. Communication, Information Technology and Numerical Skills**  |
| (i) Description of the skills to be developed in this domain.-**communicate effectively in the group** **- develop skills for written communication**- **conduct health education**  |
| (ii) Teaching strategies to be used to develop these skills **Health education, group discussion, case study**  |
| (iii) Methods of assessment of students numerical and communication skills **Health education, group discussion, case study** |
| **e. Psychomotor Skills (if applicable)** |
| (i) Description of the psychomotor skills to be developed and the level of performance required-**demonstrate skills in providing comprehensive nursing care for mother and children from infancy to menopause with common health problems** |
| (ii) Teaching strategies to be used to develop these skills: **patient assignment, demonstration**  |
| (iii) Methods of assessment of students psychomotor skills**patient assignment, return demonstration**, **demonstration** |

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| 5. Schedule of Assessment Tasks for Students During the Semester |
| Assessment  | Assessment task (eg. essay, test, group project, examination etc.) | Week due | Proportion of Final Assessment |
| 1 | **Quizzes**  | **6th and 10 th**  | **20%** |
| 2  | **Midterm examination** | **13th week**  | **20%** |
| 3 | **Final clinical examination** |  **End of the semester**  | **20%** |
| 4 | **Final written examination** |  | **40%** |

**D. Student Support**

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| 1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)**3hrs \week in the office**  |

##### E Learning Resources

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| 1. Required Text(s): **WongDL.Hochenberry-EatonM,WilsonD,Wrinkelstein ML, Schwartz, P. Wong's essential of paediatric nursing .6th edition .Mosby co.2001** |
| 2. Essential References  |
| 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)**Journal of paediatric nursing**  |
| 4-.Electronic Materials, Web Sites etc[www.mosby.com\MERLIN\WONG\Essentials](http://www.mosby.com\MERLIN\WONG\Essentials)  |
| 5- Other learning material such as computer-based programs/CD, professional standards/regulations**NA** |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.) |
| 1. Accommodation (Lecture rooms, laboratories, etc.)**Lecture room with 20 seat** |
| 2. Computing resources**Internet facilities**  |
| 3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) **Clinical facilities** |

**G Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department |
| 3 Processes for Improvement of Teaching |
| 4. Processes for Verifying Standards of Student Achievement (eg. 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)**Peer evaluation of the classes , evaluation of examination by head of the department**  |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. **- Prepare Stimulatory labs**  |