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| **Approval date:** 7/10/2021 |  | **Philadelphia University** |
| **Issue: Summer** | **Faculty: Nursing** |
| **Credit hours: 3** | **Department: Nursing** |
| **Bachelor** | **Course Syllabus** | **Academic year 2021/2022** |

**Course information**

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| --- | --- | --- | --- | --- |
| **Co /Pre-requisite** | | **Course title** | | **Course#** |
| **Course prerequisite(s):**  **Adult (1), Pharmacology for Nursing**  **Co requisite(s): Maternal Health care (Clinical)** | | **Maternal Health Nursing Syllabus (Theory)** | | **0910327** |
| **Room #** | **Class time** | | **Course type** | |
| **9421** | **2:15-3:45**  **Sunday-Tuesday** | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| **m.atout@philadelphia.edu.jo** | **9:15-10:30**  **(Mon,Wed)**  **12:45-2:15**  **(Sun, Tue)** | **2183** | **1st floor** | ***Dr.Maha Atout*** |

**Course Delivery Method**

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| --- | --- | --- | --- |
| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
| **100** |  |  |

**Course Description**

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| This course provides an understanding of the nurse’s role in caring for the maternal populations. This course will address nursing care issues from a physiological, pathophysiological, and psychosocial context. This course builds on the concepts of previous nursing courses with emphasis on utilizing the nursing process in dealing with women’s health and maternity, newborn, and child health. Students will explore the concepts of health promotion, disease prevention, and alterations in health related to women. Emphasis is on whole-person care of childbearing families. Management and planning of the nursing process will include concepts from a variety of culturally diverse settings and nursing in the community. Nurses will be presented up-to-date information that will allow them to think critically, creatively, and compassionately for these populations. |

**Learning Resources**

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| --- | --- |
| Susan Scott Ricci. (2021). Essentials of Maternity, Newborn, and Women's Health. Fifth edition. Wolters Kluwer Health | Course textbook |
| * Davidson, M., London, M., & Ladewig, P. (2017). Maternal and Child Nursing Care. (5th Edition). Boston: Pearson. * Ricci, Susan Scott, and Terry Kyle (2013), Maternity and Pediatric Nursing, 2nd edition, Lippincott Williams & Wilkins, Philadelphia * Study Guide for Ricci and Kyle’s Maternity and Pediatric Nursing (2013), 2nd edition, Lippincott Williams & Wilkins, PhiladelphiaDoenges, M., Moorhouse, M., & Murr, A. (2010). Nursing care plans: Guidelines for individualizing client care across the lifespan. (9th Edition Philadelphia: F. A. Davis . * Frances Fischbach, Marshall B. Dunning III (2015). A Manual of Laboratory and Diagnostic Tests, Ninth Edition. Lippincott Williams & Wilkins. * American Psychological Association. (2011). Publication manual of the American psychological association. (6th Edition.). Washington, DC. | Supporting References |
| <https://thepoint.lww.com/Template/RenderTemplateById/93144339-c585-df11-9575-0022191db387> | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Table: Course intended learning outcomes**

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| --- | --- | --- |
| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
| KP1 | Integrate evidenced-based knowledge from maternal health nursing and newborn to assess, plan a client-centered care for woman of childbearing age and newborns considering all health dimensions, actual and potential health problems, and collaborative problems to achieve the expected outcomes | **K1** |
| KP2 | Understand current research, recent technology, available resources and facilities, and gained management and leadership skills to assess policies, micro and macro environmental safety, effectiveness, availability, cost benefits, efficacies, source allocation, needs, and impacts | **K2** |
|  | **Skills** | |
| SP1 | Equip students with an evidence-based, critical thinking and analytical skills to be able to plan and implement desired health change within terms of contextual legislations. | **S1** |
| SP2 | Enable students to apply the gained nursing skills, including the physiological, psychological, social, and management and leadership to ensure planning and implementing a safe and secure change for woman of childbearing age | **S2** |
| SP3 | Implement and manage care at all health levels (primary, secondary, tertiary) for low and high risk maternal and newborns according to an accurately documented plan considering women' confidentiality | **S3** |
| SP4 | Determine accurately and effectively the progression of women towards planned change and care plan | **S4** |
|  | **Competencies** | |
| CP1 | Enable students to apply national and global professional and ethical standards, in applying maternal health nursing roles ranging from educating to advocacy in different fields with acknowledgment and awareness of childbearing woman’ and her family’ dignity, culture, values. | **C1** |
| CP2 | Apply the gained skills related to resilience, communication, coordination and collaboration in all interactions with peers, individuals, families, groups, and healthcare team, keeping all relationship goal-directed and professionally bounded for the aim of demonstrating a quality nursing practice, achieving therapeutic relationships, and providing a quality client healthcare. | **C2** |
| CP3 | Promotes effective mechanisms for the development, implementation and evaluation of holistic clinical experience to enhance the quality of the provided care in maternal health nursing settings | **C3** |

**Course content**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Titles** | **chapter outcomes** | **Competency** | **Ilos** | **Learning methods** | **Tasks** | **Learning Material** |
| Week 1 | Perspectives on Maternal, Newborn, and Women’s Health Care | * Factors Affecting Change in Women’s Health Care * Mortality Rate, Morbidity: Disease State or Condition * Factors Impacting Maternal and Women’s Health * Legal and Ethical Issues in Maternal and Women’s Health Care | * Define the key terms used in this chapter. * Analyze the key milestones in the history of maternal, newborn, and child health and health care. * Examine the evolution of maternal, newborn, and pediatric nursing. * Compare the past definitions of health and illness to the current definitions, as well as the measurements used to assess health and illness in children. * Assess the factors that affect maternal and child health. * Differentiate the structures, roles, and functions of the family and how they affect the health of women and children. * Evaluate how society and culture can influence the health of women, children, and families. * Appraise the health care barriers affecting women, children, and families.   Research the ethical and legal issues that may arise when caring for women, children, and families. | * 3 * 2,5 * 4,1 * 5,1 | * K1, K2, * C1 | * Lecture * Video demonstration & discussion | Midexam | Chapter 1 |
| Week 2 | Fetal development and genetics | * Stages of Fetal Development * Functions of the Placenta * Fetal Circulation * Genetics and Advances in Genetic Knowledge | * Define the key terms used in this chapter. * Characterize the process of fertilization, implantation, and cell differentiation. * Examine the functions of the placenta, umbilical cord, and amniotic fluid. * Outline normal fetal development from conception through birth. | * 3 * 3 * 3 * 3,5 | * K1, K2, S3 | * Pre-lecture Quiz (1) * Lecture * Video demonstration & discussion | Midterm exam,  case study (assignment) | Chapter 10 |
| Week 3 |  | * Human Genome Project * Inheritance * Chromosomal Abnormalities * Genetic Evaluation and Counseling * Nursing Roles and Responsibilities | * Compare the various inheritance patterns, including nontraditional patterns of inheritance. * Analyze examples of ethical and legal issues surrounding genetic testing. * Research the role of the nurse in genetic counseling and genetic-related activities. | * 3,5 * 2,5 * 2,5 * 1,2 | * K1 * K2 * S1 * C1 | * Lecture * Case study demonstration |  | Chapter 10 |
| Week 4 | Maternal adaptation during pregnancy | * Physiologic Adaptations During Pregnancy * Nutrition Promotion * Psychosocial Adaptations During Pregnancy * Maternal Emotional Responses | * Define the key terms used in this chapter. * Differentiate between subjective (presumptive), objective (probable), and diagnostic (positive) signs of pregnancy. * Appraise maternal physiologic changes that occur during pregnancy. * Summarize the nutritional needs of the pregnant woman and her fetus. * Characterize the emotional and psychological changes that occur during pregnancy. | * 3,2 * 3,2 * 4,1 * 4,1 | * K1, K2, * C1 * C2 | * Lecture * Case study demonstration | Midterm exam,  Quiz | Chapter 11 |
| Week 5 | Nursing Management During Pregnancy | * Risk Factors for Adverse Pregnancy Outcomes * Assessment of Fetal Well-Being * Nursing Management for the Common Discomforts of Pregnancy * Nursing Management to Promote Self-Care | * Relate the information typically collected at the initial prenatal visit. * Prepare an appropriate reproductive life plan based on a couple’s risk profile. * Select the assessments completed at follow-up prenatal visits. * Evaluate the tests used to assess maternal and fetal well-being, including nursing management for each. * Outline appropriate nursing management to promote maternal self-care and to minimize the common discomforts of pregnancy. * Examine the key components of perinatal education. | * 3,1 * 3,1 * 3,4 * 2 | * K1, * K2, * S2 * S3 | * Lecture * Case study demonstration | Midterm exam,  Quiz | Chapter 12 |
| Week 6 | Labor and birth | * Initiation of Labor * Pain management * Maternal s & Fetal Responses to labor * Stages of Labor | * Define the key terms used in this chapter. * Relate premonitory signs of labor. * Compare and contrast true versus false labor. * Categorize the critical factors affecting labor and birth. * Analyze the cardinal movements of labor. * Evaluate the maternal and fetal responses to labor and birth. * Classify the stages of labor and the critical events in each stage. * Characterize the normal physiologic/psychological changes occurring during all four stages of labor. * Formulate the concept of pain as it relates to the woman in labor. | * 3 * 1,2 * 4 * 3,2 | * K1, * K2 * S1 | * Lecture * Video demonstration & discussion * Case study demonstration | Midterm exam  Final exam | Chapter 13 |
| Week 7 | Nursing Management During Labor and Birth | * Maternal Assessment during Labor and Birth * Fetal Assessment during Labor and Birth * Promoting Comfort and Providing Pain Management during Labor * Nursing Care during Labor and Birth | * Examine the measures used to evaluate maternal status during labor and birth. * Discuss the advantages and disadvantages of external and internal fetal monitoring, including the appropriate use for each. * Choose appropriate nursing interventions to address the categories of fetal heart rate patterns. * Outline the nurse’s role in fetal assessment. * Appraise the various comfort promotion and pain relief strategies used during labor and birth. * Summarize the assessment data collected upon admission to the perinatal unit. * Relate the ongoing assessments involved in each stage of labor and birth. * Analyze the nurse’s role throughout the labor and birth process. | * 3,1 * 3,1 * 1,4 * 2,3 | * K1 * K2 * S1 * S2 * C1 | * Lecture * Video demonstration & discussion * Case study demonstration | Midterm exam  Final exam | Chapter 14 |
| Midterm Exam | | | | | | | | |
| Week 8 | Postpartum Adaptations | * Maternal Physiologic Adaptations * Cultural Considerations for the Postpartum Period * Psychological Adaptations * Maternal Psychological Adaptations | * Define the key terms used in this chapter. * Examine the systemic physiologic changes occurring in the woman after childbirth. * Assess the phases of maternal role adjustment and accompanying behaviors. * Analyze the psychological adaptations occurring in the mother’s partner after childbirth. | * 3,2 * 5 * 4,1 * 4,1 | • K1, K2, C1, | • Lecture  • Video demonstration & discussion   * Case study demonstration | Midterm exam  Final exam | Chapter 15 |
| Week 9 | The newborn | * Physiologic Transitioning * Cardiovascular & respiratory System * Behavioral Adaptations * Newborn Behavioral Responses | * Define the key terms used in this chapter. * Examine the major physiologic changes that occur as the newborn transitions to extrauterine life. * Determine the primary challenges faced by the newborn during the transition to extrauterine life. * Differentiate the three behavioral patterns that newborns progress through after birth. * Assess the five typical behavioral responses triggered by external stimuli of the newborn. | * 3,2 * 3 * 4,1 * 4,1 | * K1 * S2 * S4 * C1 | * Lecture * Video demonstration & discussion * Case study demonstration | Final Exam | Chapter 17 |
| Week 10 | Nursing management of pregnancy at risk: pregnancy related complications (1) | * Bleeding During Pregnancy * SPONTANEOUS ABORTION • Pathophysiology • Nursing Assessment • Nursing Management * ECTOPIC PREGNANCY • Pathophysiology • Therapeutic Management • Nursing Assessment • Nursing Management * GESTATIONAL TROPHOBLASTIC DISEASE • Pathophysiology • Therapeutic Management • Nursing Assessment • Nursing Management | * Define the key terms used in this chapter. * Evaluate the term “high-risk pregnancy.” * Determine the common factors that might place a pregnancy at high risk. * Detect the causes of vaginal bleeding during early and late pregnancy. * Outline nursing assessment and management for the pregnant woman experiencing vaginal bleeding. | * 1,3 * 1,3 * 1,3 * 1,3 | * K1 * K2 * C2 * S1 | * Lecture * Case study presentation | Final Exam  Critical thining activity | Chapter 19 |
| Week 11 | Nursing management of pregnancy at risk: pregnancy related complications (2) | * Hyperemesis Gravidarum * Hypertensive Disorders of Pregnancy * Amniotic Fluid Imbalances   + Polyhydramnios   + Oligohydramnios * Multiple Gestation * Prelabor Rupture of Membranes | * Develop a plan of care for the woman experiencing preeclampsia, eclampsia, and HELLP syndrome. * Examine the pathophysiology of hydramnios and subsequent management. * Evaluate factors in a woman’s prenatal history that place her at risk for premature rupture of membranes (PROM).   Formulate a teaching plan for maintaining the health of pregnant women experiencing a high-risk pregnancy. | * 1,3 * 2,3 * 1.2 * 1,5 | * K1 * K2 * S1 * C2 | Lecture  Case study presentation | Final Exam  Critical thining activity | Chapter 19 |
| Week 12 | Nursing management of labor and birth at risk | * Dystocia   Nursing Assessment • Nursing Management   * Preterm Labor   Therapeutic Management • Nursing Assessment • Nursing Management   * Prolonged Pregnancy   Nursing Assessment • Nursing Management   * Women Requiring Labor Induction and Augmentation   Therapeutic Management • Nursing Assessment • Nursing Management | * Define the key terms used in this chapter. * Propose at least five risk factors associated with dystocia. * Differentiate the four major abnormalities or problems associated with dysfunctional labor patterns, giving examples of each problem. * Examine the nursing management for the woman with dysfunctional labor experiencing a problem with the powers, passenger, passageway, or psyche. * Devise a plan of care for the woman experiencing preterm labor. * Relate the nursing assessment and management of the woman experiencing a prolonged pregnancy. * Assess four obstetric emergencies that can complicate labor and birth, including appropriate management for each. * Compare and contrast the nursing management for the woman undergoing labor induction or augmentation, forceps- and vacuum-assisted birth. * Summarize the plan of care for a woman who is to undergo a cesarean birth. * Evaluate the key areas to be addressed when caring for a woman who is to undergo vaginal birth after cesarean (VBAC). | * 1,3 * 1.3 * 1.3 | * K1 * S2 * S4 * C1 | Video demonstration & discussion | Final Exam  Case study (assignment) | Chapter 21 |
| Week 13 | Nursing management of the postpartum woman at risk | * Postpartum Hemorrhage   Pathophysiology  Therapeutic Management  Nursing Assessment  Nursing Management   * Thromboembolic Conditions   Pathophysiology • Nursing Assessment • Nursing Management   * Postpartum Infection * Mastitis   Therapeutic Management  Nursing Assessment  Nursing Management | * Define the key terms used in this chapter. * Examine the major conditions that place the postpartum woman at risk. * Analyze the risk factors, assessment, preventive measures, and nursing management of common postpartum complications. * Differentiate the causes of postpartum hemorrhage based on the underlying pathophysiologic mechanisms. * Outline the nurse’s role in assessing and managing the care of a woman with a thromboembolic condition. * Characterize the nursing management of a woman who develops a postpartum infection. * Compare and contrast at least two affective disorders that can occur in women after birth, describing specific therapeutic management for each. | * 1,3 * 1,3 * 3 * 1,3 | * K1 * S2 * S4 * C1 | Case study demonstration  Lecture | Final Exam | Chapter 22 |
| Week 14 | The newborn at risk | * Small-For-Gestational-Age Newborns   Nursing Assessment • Nursing Management   * Large-For-Gestational-Age Newborns • Nursing Assessment • Nursing Management * Postterm Newborn • Nursing Assessment Nursing Management * Preterm Newborn • Effects of Prematurity on Body Systems • Nursing Assessment • | * Define the key terms used in this chapter. * Evaluate factors that assist in identifying a newborn at risk due to variations in birthweight and gestational age. * Select contributing factors and common complications associated with dysmature infants and their management. * Compare and contrast nursing assessment findings and nursing management of a small-for-gestational-age newborn and a large-for-gestational-age newborn; a postterm and preterm newborn. * Analyze nursing assessment and management of newborn conditions associated with variations in birthweight and gestational ages. * Outline the nurse’s role in helping parents experiencing perinatal grief or loss. * Integrate knowledge of the risks associated with late preterm births into nursing interventions, discharge planning, and parent education. | * 1,3 * 1.3 * 1,3 * 1,3 | * K1 * K2 * S1 * S2 | Lecture  Video presentation  Case study discussion | Final Exam | Chapter 23 |
| Week 15 | Review | | | | | | | |
| Week 16 | Final exam | | | | | | | |

Table: Percentage of content titles covering competencies

|  |  |  |
| --- | --- | --- |
| **National competencies** | **# of covering titles** | **Percentage of coverage** |
| 1. Safe and effective environment | 32 | 32% |
| 1. Health promotion\prevention maintenance | 14 | 14% |
| 1. Physiological integrity | 36 | 36% |
| 1. Psychosocial integrity | 10 | 10% |
| 1. Global and health economics | 8 | 8% |

**Table: Matrix of ILOS and Content chapters**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ILOS** | **K1** | **K2** | **S1** | **S2** | **S3** | **S4** | **C1** | **C2** | **C3** |
| **Week #** |  |  |  |  |  |  |  |  |  |
| Week 1 | X | X |  |  |  |  | X |  |  |
| Week 2 | X | X |  |  | X |  |  |  |  |
| Week 3 | X | X |  |  |  |  | X | X |  |
| Week 4 | X | X |  | X | X |  |  |  |  |
| Week 5 | X | X | X |  |  |  |  |  |  |
| Week 6 | X | X | X |  |  |  |  |  |  |
| Week 7 | X | X | X | X |  |  | X |  |  |
| Week 8 | X | X |  |  |  |  | X |  |  |
| Week 9 | X |  |  | X |  | X | X |  |  |
| Week 10 | X | X | X |  |  |  |  | X |  |
| Week 11 | X | X | X |  |  |  |  | X |  |
| Week 12 | X |  |  | X |  | X | X |  |  |
| Week 13 | X |  |  | X |  | X | X |  |  |
| Week 14 | X | X | X | X |  |  |  |  |  |
| Week 15 | X | X | X | X | X | X | X | X |  |

**Table: Course Contributing to Learner Skill Development**

|  |  |
| --- | --- |
| Measurement criteria | Skill specification |
| Able to use health information systems | 1. Using Technology |
| Searches databases effectively and write a draft for health education, …etc acc. To updated guidelines  Provides evidence-based rationale for all decisions and actions | 1. Use databases effectively to support evidence-based knowledge and practice |
| Applies communication skills in home, school, factory, special settings visits  Collaborates effectively with other interdisciplinary healthcare team members to provide quality effective care. | 1. Communication skills |
| Absent record of violation of the ethical code, regulations and code of conduct specified by JNC.  Nominate the self for services and tasks to enhance nursing services as required in response to call. | 1. Self-Reflection, Friendliness, Confidence, Empathy, Respect, Responsiveness, Morality |
| Provides evidence-based rationale for all decisions and actions  Participates and recommends guidelines and procedures based on updated evidence. | 1. lifelong learning skills |
| Knows how and where to access information to support decision making in practice and knowledge development for module.  Participates in teams and activities.   Delegates professional practices and aspects of care to others according to their competence and scope of practice.   Provides effective supervision to ensure that delegated care and professional practices are provided safely and accurately during the leadership assignment.   Influences the decision making process in class and in clinical area.   Provides direction to enhance effectiveness of interdisciplinary and multidisciplinary team.   Develops innovative solutions and take actions to resolve conflict. | 1. Leadership and management skills |

**Assessment Methods and Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
| **Kp1, Kp2, Sp1, Cp1** | **8th week** | **30 %** | **Mid Term Exam** |
| **Sp2, Sp3, Sp4, Cp1, Cp2** | **Overall course duration** | **30 %** | **Various Assessments \*** |
| **All** | **16th week** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| **Exam and evaluation sheet** | Lecture, role play, discussion | Integrate evidenced-based knowledge from maternal health nursing and newborn to assess, plan a client-centered care for woman of childbearing age and newborns considering all health dimensions, actual and potential health problems, and collaborative problems to achieve the expected outcomes | **K1** |
| **Exam**  **Homework**  **discussion** | Lecture, case study, video  Critical thinking activity | Understand current research, recent technology, available resources and facilities, and gained management and leadership skills to assess policies, micro and macro environmental safety, effectiveness, availability, cost benefits, efficacies, source allocation, needs, and impacts | **K2** |
| **Skills** | | | |
| **Exam and assignments** | Lecture, case study, video  Group work, | Equip students with an evidence-based, critical thinking and analytical skills to be able to plan and implement desired health change within terms of contextual legislations. | **S1** |
| **Homework, quiz** | Group work, role play, video | Enable students to apply the gained nursing skills, including the physiological, psychological, social, and management and leadership to ensure planning and implementing a safe and secure change for woman of childbearing age | **S2** |
| **Exam and assignments** | Lecture, case study, video  Group work, | Implement and manage care at all health levels (primary, secondary, tertiary) for low and high risk maternal and newborns according to an accurately documented plan considering women' confidentiality | **S3** |
| **Homework, quiz** | Group work, role play, video | Determine accurately and effectively the progression of women towards planned change and care plan | **S4** |
| **Competencies** | | | |
| **In class assignment**  **Exam** | Lecture  Role play  Case study  Group discussion | Enable students to apply national and global professional and ethical standards, in applying maternal health nursing roles ranging from educating to advocacy in different fields with acknowledgment and awareness of childbearing woman’ and her family’ dignity, culture, values. | **C1** |
| **In class assignment**  **Exam** | Lecture  Role play  Case study  Group discussion | Apply the gained skills related to resilience, communication, coordination and collaboration in all interactions with peers, individuals, families, groups, and healthcare team, keeping all relationship goal-directed and professionally bounded for the aim of demonstrating a quality nursing practice, achieving therapeutic relationships, and providing a quality client healthcare. | **C2** |
| **In class assignment**  **Exam** | Lecture  Role play  Case study  Group discussion | Promotes effective mechanisms for the development, implementation and evaluation of holistic clinical experience to enhance the quality of the provided care in maternal health nursing settings | **C3** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

|  |  |
| --- | --- |
| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be assessed in this Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
| 90% of students get 60% or above from the exam marks | Short exam | Maternal Health Nursing (theory) | Integrate evidenced-based knowledge from maternal health nursing to assess, plan a client-centered care for woman of childbearing age and newborns considering all health dimensions, actual and potential health problems, and collaborative problems to achieve the expected outcomes | **KP1** |
| 90% of students get 60% or above from the exam marks | Short exam | Maternal Health Nursing (theory) | Understand current research, recent technology, available resources and facilities, and gained management and leadership skills to assess policies, micro and macro environmental safety, effectiveness, availability, cost benefits, efficacies, source allocation, needs, and impacts | **KP2** |

**Description of Program Learning Outcome Assessment Method**

|  |  |
| --- | --- |
| **Detailed Description of Assessment** | **Number** |
| Short exam will be done at 4th year with exam of training course | **K1** |
| Short exam will be done at 4th year with exam of training course | **K2** |