



Jordan University of Science and Technology
Faculty of Nursing
Midwifery Department

MW335 Pre And Antenatal Care (Clinical)

First Semester 2022-2023

Course Catalog

3 Credit Hours. This course provides the student with the opportunity to apply the acquired knowledge from the pre and antenatal care (theory course). By applying evidence based holistic midwifery care and integrating concepts of reproductive health and safe motherhood, the students will assess, diagnose, plan, implement and evaluate the care that is provided to woman during preconception and antenatal period, in a supervised clinical setting.

Text Book

Title	Marshall, J., Raynor, M. (2020) Myles text book for midwives. 17th ed. Churchill living stone.
Author(s)	Marshall, J., Raynor, M.
Edition	17th Edition
Short Name	Ref 1
Other Information	

Instructor

Name	Mrs. Tarooob Al-Lataifeh
Office Location	N2L-3
Office Hours	
Email	talataifeh@just.edu.jo

Class Schedule & Room

Section 1:

Lecture Time: Sun, Tue : 08:30 - 15:30

Room: HOSPITAL

Section 2:

Lecture Time: Mon, Wed : 08:30 - 15:30

Room: HOSPITAL

Section 3:

Lecture Time: Sun, Tue : 08:30 - 15:30

Room: HOSPITAL (NUR)

Section 4:

Lecture Time: Mon, Wed : 08:30 - 15:30

Room: HOSPITAL (NUR)

Section 5:

Lecture Time: Mon, Wed : 08:30 - 15:30

Room: HOSPITAL (NUR)

Prerequisites

Line Number	Course Name	Prerequisite Type
402280	NUR228 Adult Health Nursing li (Clinical)	Prerequisite / Pass

Tentative List of Topics Covered

Weeks	Topic	References
Week 1	Preparation Lab schedule content - Orientation to course syllabus. - Introduction to preconception and antenatal period. - Booking interview, History taking. - Client teaching - Preparing for parenthood and Childbirth preparation - Physical examination. - Abdominal Exam (leopold?s manouvre - (auscultation (FHS) & Fundal Height) - Demonstration	
Week 2	Preparation Lab schedule content - Orientation to course syllabus. - Introduction to preconception and antenatal period. - Booking interview, History taking. - Client teaching - Preparing for parenthood and Childbirth preparation - Physical examination. - Abdominal Exam (leopold?s manouvre - (auscultation (FHS) & Fundal Height) - Demonstration	
Week 3	Preparing for pregnancy	
Week 4	Preparing for pregnancy	
Week 5	Changes and adaptation in pregnancy	
Week 6	Maternal and fetal nutrition	

Week 7	Antenatal care. First trimester of pregnancy	
Week 8	Antenatal care. Second trimester of pregnancy	
Week 9	Antenatal care. Third trimester of pregnancy	
Week 10	Hemorrhagic disorders during pregnancy	
Week 11	Hypertensive disorders during pregnancy	
Week 12	Endocrine and metabolic disorders during pregnancy	
Week 13	The anemia	
Week 13	Cardiovascular diseases in pregnancy	
Weeks 3, 14	Sexually transmissible, reproductive tract infections in pregnancy and COVID 19 infection in pregnancy.	
Week 14	Infertility	

Mapping of Course Outcomes to Program Student Outcomes	Course Outcome Weight (Out of 100%)	Assessment method
1.To identify the impact that current health and social policy have on issues of wellbeing for women and their families in Jordan and worldwide. [1MW- 1]	5%	
2. To implement the current literature to integrate evidence based to improve midwifery practice and recommended changes. [1MW- 1]	15%	
3. To demonstrate effective communication with the woman, her family and other health care providers considering their values, believes, preferences, culture and environment. [1MW- 3]	10%	
4. To apply knowledge of the low risk and most common high risk conditions during preconception and antenatal period. [1MW- 1]	18%	
5. To apply professional ethical and legal issues relate to preconception and antenatal care considering international and national perspectives. [1MW- 6]	5%	
6. To demonstrate leadership ability in goal setting, goal achievement in planning and providing care for low risk and high risk women and their families. [1MW- 2]	3%	
7. To demonstrate the ability to assess, plan, implement, and evaluate the care of the low risk and high risk women during preconception and antenatal period. [1MW- 5]	30%	
8. To apply the international and national standards of the safe scope of midwifery practice. [1MW- 2]	14%	

Relationship to Program Student Outcomes (Out of 100%)					
MW- 1	MW- 2	MW- 3	MW- 4	MW- 5	MW- 6
38	17	10		30	5

Evaluation	
Assessment Tool	Weight
Antenatal visit, booking interview competency checklists	15%
Antenatal abdominal exam competency checklist.	15%
Client's teaching	20%
Final written exam	20%
Professionalism and Final evaluation	30%

Policy	
Exam	All exams are closed book and notes. The final exam is comprehensive (covers all the material).
Attendance	According to the university regulation. Clinical experience is designed to offer the student an opportunity for clinical practice under direction. It is very difficult to duplicate missed clinical time. However, ? The clinical day starts at 8:30 am; all the students must be in their assigned units. If the student arrived between 8:45 ? 9:00 am he/she will be considered LATE. Three late instances/days are considered one absent, and absenteeism and tardiness will affect student clinical evaluation grade negatively
Cheating	Prohibited; and in case of cheating the student will be subject to punishment according to the university regulation
Guidelines	<p>Evidence and best practice presentation</p> <p>Each student is required to review the updated evidence and best practice effectively. Each student is assigned to discuss the important issues evidence based in relation to preconception and antenatal assessment and care. Students must always be prepared for discussing their assigned topic with their colleague and health team members under their clinical instructor(s) supervision.</p> <p>Guidel Guidelines for midwifery care</p> <p>a. Assessment</p> <ul style="list-style-type: none"> ? Assesses the health status of individuals utilizing various assessment tools and techniques with the client as the primary source of information. ? Uses appropriate interviewing techniques. ? Collects data to assess client?s condition. ? Obtains a complete health history. ? Utilizes appropriate physical assessment techniques. ? States appropriate nursing diagnosis using appropriate terminology. ? Recognizes and states normal development and developmental tasks of clients across the life span. ? Identifies spiritual, social, cultural behaviors and family relationships as they relate to health, and change over time. ? Describes adaptive physiologic changes and contrasts with assessment findings. ? Analyses the assessment findings

- b. Planning
 - ? Sets appropriate goals and objectives.
 - ? Identifies priorities of care according to client?s needs.
 - ? Plans care that reflects client information.
 - ? Develops appropriate strategies to meet client?s need.
 - ? Develops appropriate teaching plans for clients, families and communities according to identified learning needs.
 - ? Distinguishes problems, which require interventions that the client and family can resolve and those, which need referral.

- c. Implementation
 - ? Identifies self appropriately to client, family and other health care professionals.
 - ? Asks permission of client and family before performing midwifery care.
 - ? Implements midwifery care in accordance with legal regulations, midwifery standards, and agency policy/procedures.
 - ? Initiates planned care in an organized, systematic, logical and timely manner.
 - ? Demonstrates ability to cooperate and collaborate with others.
 - ? Performs clinical psychomotor skills and procedures proficiently and safely.
 - ? Explains to clients and significant others common interventions utilized in meeting clients' needs.
 - ? Prepares and administers medications safely.
 - ? Accepts the identity of others. Protects client?s dignity, privacy and worth when performing midwifery care, maintains client confidentiality.
 - ? Functions satisfactorily in front of instructor or others. Attempts to mask the anxiety.
 - ? Makes referrals to appropriate resources to meet health needs of clients.
 - ? Reports client?s relevant data promptly to appropriate persons.
 - ? Applies principles of teaching/learning with guidance to individuals, families, or groups.
 - ? Documents care given appropriately.

- d. Evaluation
 - ? Evaluates assessment data as needed.
 - ? Evaluates the achievement of planned objectives and goals.
 - ? Evaluates the effectiveness of selected interventions.
 - ? Evaluates client reaction to care given.
 - ? Recognizes the effect of culture, religion and folk practices on the provision of care to clients and families.
 - ? Recognizes the ethical/ legal aspects of care provided to clients.
 - ? Evaluates results of teaching

- Guidelines for Leadership and Self-Development
 - ? Accepts constructive criticism.
 - ? Assumes responsibility of own actions.
 - ? Independently seeks new learning experiences.
 - ? Accountable for own actions and practice.
 - ? Serves as a change agent with client and peers.
 - ? Demonstrates leadership abilities with clients, peers and other health-team professionals.
 - ? Contributes effectively in discussions.
 - ? Displays independence in decision-making in familiar circumstances.
 - ?

Guideline for Client's teaching

A guideline for Client?s teaching assessment. Teaching plan. And oral presentation teaching. Each student is required to conduct Antenatal clients' education class. Each student has 30 minutes? maximum to conduct the antenatal class.
 Note: To have effective education sessions the student should assesses the learning needs of the clients and explores how she can meet the learning needs of the clients.
 ? Written part: A written part that includes teaching plan, and three references at least (dated from 2018 and above) should be submitted one week before the day of presentation. (in case of online learning) should be:

1. Comprehensive and clear
 2. Demonstrate appropriate level of critical thinking.
 3. Complete, typed, organized, correct spelling and grammar
- ? Any student who does not present the antenatal class on the due date according to the schedule will immediately receive a grade of Zero.

? Suggested topics for antenatal teaching class:

- Preconception care
- Preparation for parenting
- Health during pregnancy (Personnel hygiene, daily activity, & clothing).
- Smoking and its effects on the fetus and pregnant woman.
- Antenatal exercise
- Normal physiological and psychological changes on the body during pregnancy.
- Nutrition during pregnancy.
- Discomforts of pregnancy
- Breast Feeding
- Genetic counseling.
- Care of High risk pregnancy-PIH, endocrine problems, hyperemesis, cardiovascular problems.
- Anemia during pregnancy.
- Preparation for childbirth and birth plan
- Coronavirus disease (COVID-19)

Guidelines for client teaching assessment

The student gather data that determine if client has learning needs. Key assessment points that should be gathered before teaching session starting. The midwife should identify many variables that affect the teaching-learning process such as:

? Physical & mental state of health

? Physical characteristics

Age of client

Client experiences

Rate of learning

Sensory impairment

Pain, fatigue or certain medication that could influence learning need

? Psychological characteristics

Anxiety

Depression

Self efficacy

? Sociocultural and environment characteristics

Occupation & income

Health literacy

Cultural consideration (health practices, beliefs & behaviors)

Family member or caregiver ability to care the client.

Housing arrangement & living location environment

? Educational characteristics

Learning needs

Readiness to learn

Learning styles: a-visual b-auditory c-physical

Guidelines for teaching Plan

Title: 5% prevention of Giardiasis

	<p>Goal: 5% The target group will behave in the right way to prevent Giardia contamination. Target group: 5% students in the grade 3 in school X. Objectives: 30% Write SMART cognitive, affective and psychomotor objectives according to the content Cognitive objectives:</p> <p>Affective objectives:</p> <p>Psychomotor objectives:</p> <p>Contents Outlines: 20%</p> <ul style="list-style-type: none"> - Definition of Giardiasis - Signs and symptoms of Giardiasis. - The ways of transmission of the disease - The ways of prevention from Giardiasis. - The convenient treatment. - Importance of family members in succeed prevention and treatment <p>Methods of teaching 10%</p> <ul style="list-style-type: none"> - Cognitive objectives: Drawing map and Discussion - Affective objectives: Discussion - Psychomotor objectives: Role playing and Demonstration <p>Time allotted: 2%</p> <p>The duration of achieving the objectives is 25min</p> <p>Resources: 8%</p> <ul style="list-style-type: none"> - White board - Posters - Colored white board pencils <p>Methods of evaluation 15%</p> <p>Pre& post test questionnaire according to the content</p> <p>1- What is the Giardiasis disease? a- c- b- d-</p> <p>2- What are the ways of transmission?</p> <p>3- What are the signs and symptoms?</p> <p>4- What are the</p>
<p>Clinical Experience Requirements of Bachelor Degree in Midwifery Related to the Antenatal Period</p>	<p>Clinical Experience Requirements of Bachelor Degree in Midwifery Related to the Antenatal Period By the completion of the degree, the student must undertake the required clinical experience presented below:</p> <p>1. Provide health care for 100 women during pregnancy (normal, complicated, and high-risk pregnancy) during the booking and follow up visits to the health centre and hospital under the supervision of the clinical trainer.</p> <p>The antenatal period Competency No of cases</p> <p>a) Complete antenatal booking interviews. 20</p> <p>b) Perform abdominal examinations (at different trimesters of pregnancy) 25</p> <p>c.) Perform antenatal interviews & examinations (at different trimesters of pregnancy) 25</p> <p>d) Identify and follow up cases of antenatal complications 25</p> <p>e) Conduct an antenatal education classes. Give at least two presentations of information for antenatal women at these sessions 5</p>

<p>Clinical Preconception and Antenatal Care Procedures Performance Competency Checklists</p>	<p>Clinical Preconception and Antenatal Care Procedures Performance Competency Checklists</p> <p>Code Pre and Antenatal checklist. Master level III A Excellent 8-10 Satisfactory 5-less than 8 Need practice less than 5 Comment</p> <p>Skill 1-1 ? Antenatal abdominal exam and fetal monitoring, ? Leopold's maneuver competency checklist. 15% Appendix C</p> <p>Reference: Marshall, J., Raynor, M. (2020) Myles text book for midwives. 17th ed. Churchill living stone. http://evolve.elsevier.com/Marshall/Myles/</p> <p>Mckinney, E. James, S., Murray, S., Nelsaon, K. Ashwill, J. (2018) Maternal-Child Nursing. 5th edition. http://evolve.elsvier.com/McKinney/mat-ch/</p> <p>Note: The star point that is in the checklist is a critical point which means that the student will have a zero grade if she did not do it, and another chance will be given to the student to repeat the checklist and the total grade will be the average of the two or three trials including the failed one.</p>
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