

Doc. 300.1.2

Date: 11.7.2022

Higher Education Institution's Response

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia
- **Programme of study**
Name (Duration, ECTS, Cycle)
In Greek:
“Μαιευτική (2 Έτη/120 ECTS, Μεταπτυχιακό)”
In English:
“Midwifery (2 Years/120 ECTS, Master of Science)”
- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):** N/A
- **In Greek:** Concentrations
- **In English:** Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

The members of the Midwifery Program (M.Sc.) of the European University Cyprus wish to express their sincere gratitude to the External Evaluation Committee (EEC) for its evaluation and for the positive feedback.

We appreciate the insightful recommendations as they are an excellent opportunity for further improvement of the program quality.

In the following pages we address in detail all recommendations for improvement suggested by the EEC. We provide relevant information on the actions taken to ensure the high quality and considerable impact of the Program.

1. Study programme and study programme’s design and development
 (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>1.1 The programme information that is publicly available on the University website needs to be reviewed and amended so that it aligns with the information provided in the application document.</p>	<p>The program information will be available on the University website immediately after CYQAA’s approval as follows:</p> <p>The postgraduate program of Midwifery is a program of total 120 ECTS, divided into 70 ECTS compulsory courses, 30 ECTS of practical exercise courses and 20 ECTS Master’s Thesis or two elective courses (10 ECTS each). For more details, please see ANNEX I: COURSE DISTRIBUTION , Table 1: STRUCTURE OF THE PROGRAM OF STUDY on page 31).</p> <p>The applicants will have the opportunity to enter the Midwifery (M.Sc.) program, once a year every Fall Semester as per the suggestion of the EEC. Upon graduation from the program "Midwifery", students will meet all requirements for registration in the Cyprus Nursing and Midwifery Council - Midwives Registry and will be able to obtain a training license of the Midwifery profession in all European countries.</p>	<p>Choose an item.</p>
<p>1.2 The supplementary modules should be embedded in the programme as pre-requisite modules and delivered in a logical sequence in line with a Spiral Curriculum. The two intakes per year appear to confuse the sequence of module delivery for students; the EEC suggests that an annual intake only should be considered to resolve this issue</p>	<p>We thank the EEC for this recommendation, as it makes the Midwifery Program completion path clearer to prospective students. The revised Midwifery program curriculum now includes these supplementary courses as compulsory courses, which are prerequisites for the progression toward completion of the degree. The curriculum has now been organized to offer courses in a spiral curriculum (please see ANNEX I: COURSE DISTRIBUTION , Table 2: Course distribution per semester, on page 31).</p> <p>The EEC’s recommendation for one admission cohort per year of incoming Midwifery students has also now been applied; namely the applicants will now have the opportunity to enter in the Master program of Midwifery once a year, at the beginning of every Fall Semester, and start with the three compulsory courses during the first semester of study. All relevant information will be</p>	<p>Choose an item.</p>

	uploaded on the University's website upon program's final approval by the CY.Q.A.A.	
1.3. Consideration should be given to introducing a separate module on Gynaecology and reproduction inclusive of content related to fertility, ARTs, etc.)	<p>The course MID665 "Gynaecology, reproduction, assisted reproductive technology (ART) and Women's Health Promotion" has now been added to the M.Sc. in the Midwifery curriculum as an elective course (please see</p> <p>ANNEX II: COURSE SYLLABI, syllabus MID665 on page 72).</p>	Choose an item.
1.4 Module descriptors need to be reviewed to ensure that the language used is Midwifery-orientated specifically	<p>The Committee's recommendation on reviewing the module descriptions to ensure that the language used is specifically aimed at Midwifery has been implemented. We have now revised the following syllabi accordingly and specific examples of changes are listed below:</p> <p>a) Course (MID600) "Midwifery I: Anatomy, Physiology of Pregnancy, Midwifery Care During Pregnancy, Childbirth Education" has now changed to "<u>Anatomy, Physiology of Pregnancy, Midwifery Care During Pregnancy, Childbirth Education</u>".</p> <p>In this course, the course objective was changed and learning outcomes were added to emphasize exclusively the anatomy and physiology of the female reproductive system, conception and development of the fetus, physiology, and biochemistry of pregnancy. Also, laboratory exercises (such as pregnancy diagnosis, calculation of the estimated date of delivery, planning of prenatal care of a pregnant woman, determination of gestational age, Leopold maneuvers, fetal heart rate listening position) have been added to the course description. In addition, two new core textbooks have been added (please see</p> <p>ANNEX II: COURSE SYLLABI, syllabus MID600 on page 37).</p> <p>b) Course (MID605) "Normal Labor, Midwifery Care during the Postpartum Period" has now changed to "<u>Normal Labor, Midwifery Care during the Postpartum Period</u>".</p> <p>In this course, we revised the course objective and learning outcomes to focus on bony pelvis</p>	

	<p>and pelvic floor anatomy, normal pelvic inlet, midpelvis (cavity) and outlet diameters and factors influencing the natural birth process. Laboratory exercises and the use of the simulator have been added to the course content to monitor normal labor by using the Victoria birth simulator, recognizing the signs of reassuring patterns of the fetal heart rate, predicting the course of labor and determining the features of uterine involution and lochia. In addition, two new core textbooks have been added (please see</p> <p>ANNEX II: COURSE SYLLABI, syllabus MID605 on page 41).</p> <p>c) Course (MID610) “Neonatology, Neonatal Nursing Care, Newborn Nutrition and Feeding, Breastfeeding” has now changed to <u>“Neonatology, Neonatal Care, Newborn Nutrition and Feeding, breastfeeding”</u>.</p> <p>In this course, we revised the course objective, learning outcomes and content of the course with a focus on Midwifery-oriented language. Two new core textbooks have been added (please see</p> <p>ANNEX II: COURSE SYLLABI, syllabus MID610 on page 46).</p> <p>d) Course MID635 “Midwifery II: Special Problems, High Risk Pregnancy and Midwifery Care” now changed to <u>“Special Problems, High Risk Pregnancy and Midwifery Care”</u></p> <p>The changes are related to course objectives, learning outcomes as well as course content. Also, two new core textbooks have been added (please see</p> <p>ANNEX II: COURSE SYLLABI, syllabus MID635 on page 50).</p> <p>e) Course MID645 “Midwifery III: Labor and Birth Complications, Postpartum, Complications and Midwifery care” has now changed to <u>“Labor and Birth Complications, Postpartum Complications and Midwifery care”</u>.</p>	
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	<p>The content of the course has changed and mainly now includes childbirth and childbirth complications, infections, mental health problems of the postpartum women. Also, laboratory exercises and simulation scenarios have been added to maximize learning through simulated clinical meetings (please see</p> <p>ANNEX II: COURSE SYLLABI, syllabus MID645 on page 57).</p>	
<p>1.5 Appropriate Midwifery textbooks should be included in the Clinical Practice reading lists of the respective Module Descriptors</p>	<p>We thank the EEC for the recommendation. As recommended, we divided the three clinical practice courses according to the program's goals and the module descriptions and included new reading textbooks in all, as follows:</p> <p>a) MID625 Practical Exercise of Midwifery I: In this clinical practice we added the following two new textbooks in the syllabus:</p> <ul style="list-style-type: none"> • McDonald S, Johnson G – Maye's, Mayes'. Midwifery 15th Edition (2017) ,ISBN: 978070206336 (translated in Greek language: McDonald S, Johnson G,. – Maye's Περιγεννητική Μαιευτική Φροντίδα. Πριν, κατά τη διάρκεια και μετά τον τοκετό. (2022) • Vivilaki V. Primary Obstetric Care. Midwifery in Primary Health Care. Βιβιλάκη Β. – Πρωτοβάθμια Μαιευτική Φροντίδα. Η μαία στην Π.Φ.Υ. (2016) <p>(Please see ANNEX III: CLINICAL PRACTICE, syllabus MID625 on page 83)</p> <p>b) MID640 Practical Exercise of Midwifery II In this clinical practice we added three new textbooks in the syllabus as follows:</p> <ul style="list-style-type: none"> • Netter's Obstetrics and Gynecology 2nd edition (06/2019) translated in Greek language: Netter's Μαιευτική και Γυναικολογία 2^η έκδοση • Efstratios A. Asimakopoulos – Clinical Ultrasound in Obstetrics and Gynecology (2022) • Alexandros Sotiriadis – Obstetrics and Gynecology Ultrasound (2022) 	<p>Choose an item.</p>

	<p>(Please see ANNEX III: CLINICAL PRACTICE, syllabus MID640 on page 87)</p> <p>c) MID655 Practical Exercise of Midwifery III In this clinical practice we added two new textbooks in the syllabus as follows:</p> <ul style="list-style-type: none"> • McDonald S, Johnson G,. – Maye’s Περιγεννητική Μαιευτική Φροντίδα. Πριν, κατά τη διάρκεια και μετά τον τοκετό. (2022) • Oxorn-Foote – Τοκετός και Γέννηση, 6^η έκδοση. (2019) • Best Practice in Labor and Delivery 2nd Edition, 2017Cambridge University Press; 2nd edition. ISBN-13: 978-1107472341 • High Risk Pregnancy and Delivery 2nd Edition Jaypee Brothers Medical Pub; 2nd edition (January 1, 2021) ISBN: 978-9390020812 • Edwin Chandraharan and, Sir Sabaratnam Arulkumaran (2021) Obstetric and Intrapartum Emergencies: A Practical Guide to Management 2nd Edition, ISBN 1108790933 <p>(Please see ANNEX III: CLINICAL PRACTICE, syllabus MID655 on page 91)</p>	
<p>1.6 Details of assignment word count so that this aligns with ECTS load should be included in Module Descriptors, where relevant</p>	<p>In all compulsory and elective courses in the Syllabi we have now included the number of words required in the assignments to align with the required course workload as follows:</p> <p>Assignments (8000 words, without including in the word count the abstract, references and cover page).</p> <p>(Please see for examples ANNEX II: COURSE SYLLABI, on page 36).</p>	
<p>1.7. Consideration can be given to the involvement of other important stakeholders in the content and design of the programme (e.g., clinical midwives from student</p>	<p>The design and implementation of the program is based on the Program Evaluation Review (PER) process. Alumni and employers have a significant role in the PER procedure and the current quality assurance mechanisms in the European University Cyprus programs. Alumni</p>	

<p>placement areas of practice, or women and their families as recipients of midwifery care).</p>	<p>representatives participate in the PER process to ensure ongoing monitoring and evaluation. PER is an integral part of the University's overall quality assurance procedures, and every program must complete the PER process at least once every five years. The PER is initiated by any stakeholder and participant in the process (please see ANNEX V: PROGRAM EVALUATION REVIEW, on page 158).</p> <p>The programs' Advisory Boards constitute a main source of input in this process. The Midwifery M.Sc. Advisory Board consists of:</p> <p>Dr. Ioannis Leontiou, President of Cyprus Nursing and Midwifery Association</p> <p>Dr. Eleni Hadjigeorgiou, Ph.D., M.Sc., B.Sc. (Hons), CM, RN. Assistant Professor- Midwifery Care, Director, M.Sc. in Midwifery, Department of Nursing, School of Health Sciences, Cyprus University of Technology</p> <p>Stella Leontiou, M.Sc, European Midwifery, B.Sc. (Hons) Nursing, RM, RN A' – Midwife, Cyprus Ministry of Health</p> <p>Bouroutzoglou Maria, Lecturer in International Hellenic University, Midwifery</p> <p>Theophano Papastephanou, President of Nursing and Midwifery Council in Cyprus</p> <p>In addition, the Cyprus Nursing and Midwifery Association (CYNMA) and midwives from the Clinical area are part of the Midwifery Program's Advisory Board.</p> <p>Input from the Midwifery professionals is applied in placements where our students complete their clinical exercises. These are also considered in the PER process and in improving our Program. During the clinical practice the students are followed in each department from the head midwife of the ward and from the midwives. Every day they take guidance and feedback according to their assigned goals that they had to fulfil every day. At the end, the head midwife of the ward</p>	
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	<p>provides feedback both to the students and to the clinical supervisor of the students. In this way the stakeholders help and empower the students in their everyday clinical activity with innovative ways. Participation of women or families as receivers of midwifery care presents a challenge for the Midwifery M.Sc. We provide priority to cooperation with Midwifery care receivers to further improve implementation of the program.</p> <p>In addition, involvement of Midwifery care receivers take the form of participation in our mother and child health promotion programs by specifically focusing on the empowerment of women and families for natural childbirth and breastfeeding. These health promotion programs provide to our students the opportunity to engage in care for women and their families at the community level, out of the clinical area. Implementation of these programs involve collaborations with external bodies, such as the Filotokos Foundation and CYNMA, as well as experienced midwives working in the clinical field.</p>	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>2.1 Teaching and learning should adhere to spiral development (in line with a Spiral Curriculum) which begins with physiology and basic knowledge of reproduction, midwifery and neonatology and continues to pathology and to high-risk situations in reproduction, midwifery, and neonatology accordingly. The proposed order of a spiral development of teaching and learning should be clearly maintained for all student cohorts and should be clearly presented in the programme curriculum.</p>	<p>Following these EEC recommendations and the thorough discussion during the EEC visit, we have made major changes in the curriculum. The program now includes 7 compulsory courses, and a choice between a master thesis or two 2 elective courses (please see ANNEX I: COURSE DISTRIBUTION on page 31).</p> <p>In order to adhere to spiral development, all the students enter in the program of study only once during the academic year which is every Fall Semester. The students should complete the first three compulsory courses of the Fall Semester in order to move to the next step of the program in the Spring Semester as follows:</p> <ul style="list-style-type: none"> • MID600: Anatomy, Physiology of Pregnancy, Midwifery Care During Pregnancy, Childbirth Education (Please see • ANNEX II: COURSE SYLLABI, MID600 on page 37) • MID605: Normal Labor, Midwifery Care during the Postpartum Period (Please see • ANNEX II: COURSE SYLLABI, MID605 on page 41), • MID610: Neonatology, Neonatal Care, newborn Nutrition and Feeding, Breastfeeding (Please see • ANNEX II: COURSE SYLLABI, MID610 on page 46) <p>The above courses are prerequisites for course MID635- Special Problems, High Risk Pregnancy and Midwifery Care offered in the 2nd semester and for the course MID645- Labor and Birth Complications, Postpartum Complications and Midwifery care which is offered in the 3rd semester.</p>	<p>Choose an item.</p>

	<p>As far as the clinical practice, the following changes have been made in order to address the Committee's recommendations:</p> <p>MID625 Midwifery Clinical Practice I Emphasis is now placed on female physiology for a smoother familiarization of students in the clinical area (please see ANNEX III: CLINICAL PRACTICE, MID625 on page 53).</p> <p>MID640 Midwifery Clinical Practice II It now introduces the student to the pathology of gynecology, pregnancy, and the newborn (please see ANNEX III: CLINICAL PRACTICE, MID640 on page 64).</p> <p>MID655 Midwifery Clinical Practice III It now focuses on training and management of childbirth (delivery) (please see ANNEX III: CLINICAL PRACTICE, MID655 on page 68).</p>	
<p>2.2. The learning outcomes of the three practical training modules (MID 625, 640 and 655) are the same (according to the application document provided to the EEC). These should be explicitly specified and different based on acquiring increasing practical skills (e.g., the learning outcomes specific to each practical module), from the physiological to the more pathological and urgent clinical situations</p>	<p>As we mentioned in item 1.5 above, we have now divided the three clinical practice courses as per the suggestion of the EEC. The learning outcomes of the three practical training modules (MID625, MID640 and MID655) have now been modified as suggested by the EEC, to reflect the acquisition of increasing practical skills. These modifications reflect the accumulation of gradual knowledge and experience from the physiological to the more pathological and urgent clinical situations, as shown below:</p> <p>a) MID625 Practical Exercise of Midwifery I During this practical exercise the students have the opportunity to apply theory into practice with documented clinical practice and to acquire specialized knowledge, skills, abilities and attitudes to safely provide individualized and holistic care to the pregnant woman, foetus, women in labour, the new born and to the woman during puerperium, in specific departments, like perinatal care clinic, maternity and child welfare centre, and the Department of Ultrasound and Prenatal Medicine (please see ANNEX III: CLINICAL PRACTICE, MID625 on page 83).</p>	<p>Choose an item.</p>

	<p>b) MID640 Practical Exercise of Midwifery II During this exercise students have the opportunity to apply theory into practice in the Department of Postpartum Obstetrics and Neonatal Care, gynecological ward, gynecological outpatient clinics, gynecological and midwifery surgical units. (please see ANNEX III: CLINICAL PRACTICE, MID640 on page 87).</p> <p>c) MID655 Practical Exercise of Midwifery III During this exercise students have the opportunity to apply theory into practice in the neonatal intensive unit and in childbirth department where they have the opportunity to complete the needed numbers of births according to the EU legislation, the EU directive and the Cyprus Nursing and Midwives Council, in to order to have the license after their graduation to register as a Midwife (please see ANNEX III: CLINICAL PRACTICE, MID655 on page 91).</p>	
<p>2.3. The EEC recommends the Department to consider a student cohort intake of every two years (or at a minimum an annual cohort intake) for the viability and sustainability of the practical component of the programme (i.e., attaining the necessary number of normal births). It is additionally recommended that the midwife coordinating the practical training of the students is employed on a full-time basis to ensure consistency and continuity of midwifery support for the programme</p>	<p>We thank the Committee for this recommendation which we have incorporated in the admission process. As we mentioned in 1.2, the applicants will now have the opportunity to enter in the Master program of Midwifery once a year, at the beginning of every Fall Semester.</p> <p>Furthermore:</p> <ul style="list-style-type: none"> • In addition to the state maternity hospitals, private maternity centres have recently been added to the clinical practicum sites and have been evaluated and approved by the Midwives Association and the Ministry of Health. The cooperation agreement that has been implemented with private maternity centres is expected to increase opportunities for students to accomplish the number of births required by the European directive. • The current Clinical Practicum Coordinator has been directing the student clinical exercises for the past 3 years, with efficiency and excellent student and clinical placement mentors' feedback. The Clinical Practicum Coordinator is available to students 7 days a week, including weekends and holidays to provide full support and to resolve issues regarding students' clinical practice. 	<p>Choose an item.</p>

	<p>All the above mentioned are expected to lead to the viability and sustainability of the practical component of the program.</p>	
<p>2.4 Although, the EUC is fully equipped with innovative and effective midwifery simulation technologies (Victoria birth simulator) it was not explicitly defined in which semesters and for how many hours the students have access to this equipment. Therefore, it is recommended that the hours allocated to simulation are explicitly detailed in the relevant Module Descriptors and in which semesters the midwifery simulation equipment is used</p>	<p>We thank the Committee for this comment to specify the simulator availability to students. The simulation labs available hours are now indicated in the course syllabi.</p> <p>Specifically, the two courses</p> <ul style="list-style-type: none"> • <u>MID600 “Anatomy, Physiology of Pregnancy, Midwifery Care During Pregnancy, Childbirth Education”</u> and • <u>MID605 “Normal Labor Midwifery care during the postpartum period”</u> <p>now include 13 hours per course per semester in simulation experiences (i.e. Laboratory exercises: 13 hours in total).</p> <p>The thirteen hours in the course <u>MID 600</u> include manikins and simulators use, as well as, educational videos, so that, students fully understand the basic concepts of the unit taught. Students will be able to apply techniques and acquire the following skills:</p> <ul style="list-style-type: none"> • Diagnosis of pregnancy, calculation of the estimated date of delivery, planning of antenatal care of pregnant woman. • Measurement of the height of the fundus of the uterus in a manikin and determination of gestational age; • Perform abdominal palpation on a manikin to determine the presentation and lie of the fetus (Leopold manoeuvres); • Determination and demonstration in a manikin of the most appropriate site for the auscultation of the fetal heart rate depending on the gestational age and the presentation of the fetus. <p>The thirteen hours in the course <u>MID 605</u> include manikins and simulators use, as well as, educational videos, so that, students fully understand the basic concepts of the unit taught. Students will be able to apply techniques and acquire the appropriate skills, as follows:</p> <ul style="list-style-type: none"> • Observation and demonstration of the bony pelvis structures, pelvic inlet, mid pelvis, pelvic 	<p>Choose an item.</p>

	<p>outlet and pelvic diameters</p> <ul style="list-style-type: none"> • Observation and demonstration of the muscles, ligaments, and other structures of the pelvic floor in a manikin • Identification and palpation of the bones, sutures, fontanelles of the fetal skull in a manikin • Simulation and perform of a normal birth in a manikin • Monitoring and demonstration of the presentation, position, lie and descent of the fetus inside the pelvic canal • Recognition of dilation and elimination of the cervix through vaginal examination in a model • Simulation of episiotomy and suturing to a manikin • Completion of a partogram for monitoring and predicting the course of childbirth • Recognition of uterine involution in a manikin <p>(please see</p> <p>ANNEX II: COURSE SYLLABI, syllabus MID600 on page 37 and MID605 on page 41).</p>	
<p>2.5 The programme should make use in an explicit way of the midwifery simulation technologies (Victoria birth simulator), for laboratory learning of midwifery skills in high-risk situations and emergencies in midwifery (e.g., breech birth) which are rare in real life situations and which students may not experience in the clinical setting.</p>	<p>We agree with the EEC's comment. We also believe that incorporating laboratory/practical application of the courses enhance students' learning experience through skills acquisition, and it could further ignite their interest.</p> <p>Indeed, there are high-risk situations and emergencies that students often do not encounter in the clinical area, and simulation technology covers this gap. The corresponding courses provide opportunities for the use of the simulator with simulation hours as shown in the course syllabi. Specifically, 13 hours of laboratory work per semester have been included in the course <u><i>MID645 Labor Birth Complication Postpartum Complications and Midwifery care</i></u>, as follows:</p> <p>Birth Simulation in the Victoria simulator. This includes evidence-based scenarios designed to help the students maximize learning through outcome-focused simulated clinical patient encounters. These scenarios include:</p> <ul style="list-style-type: none"> • Amniotic Fluid Embolism • Breech Vaginal Delivery 	<p>Choose an item.</p>

	<ul style="list-style-type: none"> • Placental Abruption • Postpartum Haemorrhage • Preeclampsia • Prolapsed Cord • Shoulder Dystocia <p>(please see</p> <p>ANNEX II: COURSE SYLLABI, MID645 on page 57).</p>	
<p>2.6 The programme should be appraised by and include the views of important stakeholders nationally (e.g., midwives, pregnant women, breastfeeding women, NGOs) to ensure it meets the learning needs of the profession in comprehensive way.</p>	<p>This remark by the EEC is quite important. Please see our response to comment/topic item 1.7 as it specifies the quality assurance Program Evaluation Review (PER) and involvement of external stakeholders in the Midwifery M.Sc. Additionally, to the information provided in topic item 1.7, we have already embarked on communication with additional external bodies (e.g. Pancyprian Breastfeeding Association "Gift of Life", Midwifery Association Filotokos - Birth Forward). Cooperation with professional midwives and obstetricians is an important addition to the educational part of the Midwifery M.Sc. program. This will ensure that the learning needs of trained midwives are met with the ultimate goal of meeting the requirements at both national and European level based on the existing guidelines.</p>	

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>3.1. Academic staff to be supported to undertake a teaching qualification and / or Fellowship of the Higher Education Academy to improve the standing of their teaching profile.</p>	<p>Qualifications for academic ranking are commensurate to international standards; these qualifications are specifically described in the EUC Charter (please see EUC charter, p. 71, here).</p> <p>In addition, EUC has developed a Faculty Professional Development program which holds the prestigious Advance Higher Education membership logo to which the Committee refers since September 2021. Members of our Faculty started already their Fellowship application, as suggested by the EEC.</p> <p>In more specific, at European University Cyprus, we consider Academic staff professional development not to be an optional or occasional activity. We believe that that regular participation in professional development activities should be an expectation for all. We consider that professional development and learning promote continuous, career-long growth based upon not only the trial and error of experience, but also theory, research, and professional collaboration with colleagues. The understanding of instructional concepts and teaching processes can be expanded and deepened via professional development. Hence, we consider that ‘good’ teaching in tertiary education is not just a “you have it, or you don’t” skill, nor is it an automatic companion of terminal, disciplinary degrees. It is an action, process, and way of thinking and as such it constitutes serious, complex intellectual work. It thus requires regular reflection and exposure to new ideas and information that are inherently a part of good professional development activities. It is not, however, remedial or something only for those having problems, but should be an integral part of all academic staff’s efforts to become more effective in the classroom. Further, any professional development activities connect instructors across disciplines and career stages, serving to create a pedagogical community within the University. Professional development provides</p>	<p>Choose an item.</p>

	<p>opportunities to learn about learning, about teaching, about students, and about themselves. EUC has therefore established three (3) academic staff professional development schemes organized, offered, evaluated and revised by the Office of the Vice Rector of Academic Affairs.</p> <p>In addition, the University through its Faculty Development Program (offered by the C.I.Q.A. Faculty Development Standing Committee) organizes and delivers various seminars on a semester basis on issues pertaining to teaching and learning, and research in higher education which emerge through feedback and needs identified by academic staff, as well as in the context of current needs and developments such as those brought by the pandemic. Seminars provided during the current academic year have aimed to support staff both in their teaching, particularly in the extreme circumstances brought by the current pandemic, as well as their research through the offering of various seminars on teaching and learning in online environments as well as on research ethics. Seminars planned for the next academic year will involve the offering, as usual, of both compulsory and optional seminars. Compulsory seminars are addressed to newly hired staff (both full-time and part-time) and optional are addressed to all staff who are strongly encouraged to attend and, as previous experience has shown, in fact do so for there is an established University culture that values continuous education and professional development.</p> <p>The Digital Enhanced Learning (D.e.L.) intervention project is a pedagogical project aiming to integrate digital teaching and learning approaches into all its campus-based programs of study. As part of this initiative, instructors are trained and coached by a specialised group of Faculty to introduce innovative pedagogical approaches using the Universities' Learning Management System (LMS) platform (Blackboard Learn Ultra) to organise assignments, project-based work, group work, constant communication between students and instructors, synchronous and asynchronous activities (including chats, forums, wikis, online quizzes, journals, etc). The</p>	
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	<p>D.e.L. Ad-Hoc Committee organises around once per month colloquia where instructors meet, discuss and share experiences on discipline-specific approaches.</p> <p>Further, following a recent decision by the University's Quality Assurance Committee and the University Rectorate (17.2.2021) in an effort to better address more program- and discipline specific needs in the various scientific fields, Schools and Departments are to organize and offer on a semester basis in-house professional development seminars catered to their needs so as to support the creation of a learning and research community within their Departments and Schools through the exchange of best practices, as well as recent scientific developments in their respective fields (an example of such activity, is the organization of a seminar to explore best practices for online interactive activities during online teaching in light of (post) Covid -19).</p>	
<p>3.2. Develop a recruitment strategy for midwives with potential to develop an academic career in order to support the ongoing development of the MSc in midwifery programme (currently the one part-time midwife is not sustainable long-term).</p>	<p>We thank the EEC for this recommendation, as it represents a continuous challenge for the program. From our conversations with the EEC and communication with other similar programs, we understand this to be a global issue also affecting other M.Sc. in Midwifery programs. The EUC Midwifery program is in alignment and constant communication with the Pancyprian Nursing and Midwifery Association, as well as with the Cyprus Nursing and Midwifery Council in order to follow their requirements and our graduates to fulfill all the criteria that will enable them to register as professional midwives after the conclusion of their studies.</p> <p>As a program the immediate action plans includes:</p> <ol style="list-style-type: none"> a. Participation of the program faculty members in additional research programs at a local level and involvement of the students in order to promote the program; b. The members of the Department are currently involved in a joint European Nursing in Midwifery Research programs and in the field of Health Sciences in general; c. Members of the Nursing Program take advantage of all opportunities to participate in 	<p>Choose an item.</p>

	<p>activities that promote and validate the offer of graduates to the Society at local and European level (such as participation in local and national conferences, member in a management Committee Member of the Cost Action CA18138 Research Network in Peripartum Depression Disorder).</p> <p>Finally, the Department of Health Sciences provides incentives for qualified M.Sc. graduates to undergo Ph.D. studies at EUC or elsewhere so that they eventually follow an academic career. This will increase the pool of available applicants for Midwifery faculty positions, an international issue also affecting other M.Sc. in Midwifery programs.</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>4.1 To ensure the programme module descriptors are complete and comprehensive, the EEC recommends that the supplementary modules are embedded as pre-requisite modules to those modules taken subsequently</p>	<p>In full agreement to the EEC recommendation, and as specified in responses in 2.1, the compulsory courses <u>MID600 Anatomy, Physiology of Pregnancy, Midwifery Care During Pregnancy, Childbirth Education, MID605 Normal Labor, Midwifery Care during the Postpartum Period, MID610 Neonatology, Neonatal Care, Newborn Nutrition and Feeding, Breastfeeding</u> have been included in the modified curriculum as compulsory courses (please see ANNEX I: COURSE DISTRIBUTION on page 31 and ANNEX II: COURSE SYLLABI on page 36)</p>	<p>Choose an item.</p>
<p>4.2 Student progression requires careful monitoring and advocacy at the clinical level.</p>	<p>The course of learning and skill acquisition in the clinical field is monitored by the Coordinator of Clinical Practice Mr. Vrakas Christos and clinical trainers. The Coordinator of Clinical Practice and the clinical trainers evaluate the students' skills to ensure that they are commensurate with those required by the Midwives' Register and in accordance with the European Directive requirements.</p> <p>The clinical coordinator monitors the students in every ward they are settled and observe if the goals and learning outcomes of each clinical exercise are met. More specifically, the students use their textbook to mark the level that they succeeded each necessary clinical competency in Midwifery.</p> <p>The clinical training of midwifery student is under appropriate guidance and supervision by a registered midwife/mentor and clinical coordinator under documented practice which is presented at the end of their clinical exercise to the clinical coordinator in order to be marked and conclude the clinical practice evaluation and at the end to submit this textbook will all the below information about their clinical exercise that will gain during the years of study in order to be able to register as professional midwives in Cyprus Nursing and</p>	<p>Choose an item.</p>

	<p>Midwives Association and become a qualified professionals</p> <p>Specifically, each student must fulfill the following:</p> <ul style="list-style-type: none"> • Assessment – Abdominal Examination and care of 100 pregnant women (prenatal period). • Supervision and intrapartum care of 40 women. • Conduct by the student of at least 40 deliveries with cephalic presentation; where this number cannot be reached owing to the lack of available women in labor, it may be reduced to a minimum of 30, provided that the student assists with 20 further deliveries. This assistance can be done after the 30 labors. • Active participation in breech deliveries. Where this is not possible because of lack of breech deliveries, practice may be in a simulated situation. • Performance of episiotomy and initiation into suturing. Initiation shall include theoretical instruction and clinical practice. The practice of suturing includes suturing of the wound following an episiotomy and a simple perineal laceration. This may be in a simulated situation if absolutely necessary. • Supervision and care of 40 women at risk in pregnancy, or labor or post- natal period. • Supervision and care (including examination) of at least 100 post-natal women and 100 healthy new-born infants. • Observation and care of 10 newborns requiring special care, including those born pre-term, post-term, underweight or ill. • Care of women with pathological conditions in the fields of gynecology and obstetrics. • Initiation into care in the field of medicine and surgery. Initiation shall include theoretical instruction and clinical practice. <p>Midwifery logbook have been included in the clinical practice outlines (please see ANNEX IV: MIDWIFERY LOGBOOK on page 95).</p>	
<p>4.3. A module pass mark of 70% could be reviewed in line with pass marks for</p>	<p>Course outlines contain specific instructions, resource guidance, rubrics for grading, assigned grade value for activities, and timeline (please see</p>	<p>Choose an item.</p>

<p>other international MSc courses</p>	<p>ANNEX II: COURSE SYLLABI, syllabi MID 600 on page 37, MID605 on page 41, MID610 on page 46, MID635 on page 50, MID 645 on page 57)</p> <p>Students prepare and deliver their work, aiming to accumulate at least 70% of the total points (including the final examination) to successfully succeed in a graduate course. The assessment rubric for pass/fail of graduate courses according to EUC regulations appears in Table 3 (please see ANNEX I: COURSE DISTRIBUTION , on page 31, Table 3: The assessment rubric for pass/fail of graduate courses according to EUC regulations appears).</p>	
<p>4.4 To advance student mobility, trans-institution exchanges and international elective placements (e.g., 1-week) self-organised by students (albeit supervised and approved by Department staff) should be further considered</p>	<p>European University Cyprus strongly encourages the exchange of students with other educational institutions with the aim of giving them the opportunity to collaborate and gain experience from other Primary Health Centres throughout the European Union though the Erasmus mobility scheme. Moreover, taking into consideration the several difficulties that our post-graduate students have cause of the fact that at the same time are working while they are studying every time that we suggested them to participate in an exchange student's mobility they refer to this difficulty. In the future we hope that this problem will be overcome and more students will express the interest for more exchanges and international mobility. In addition, we would like to mention that we have established agreements with other Universities abroad, through the Erasmus mobility programs, and take advantage of our existing contacts with other universities in Europe in order to facilitate the mobility of students in this program, especially for the implementation of their clinical practices.</p>	<p>Choose an item.</p>
<p>4.5 Unique and innovative midwifery student prizes and/or support for midwifery conference attendance could be considered.</p>	<p>Students are motivated and encouraged to participate in nursing obstetrics workshops, the annual conference of CYNMA, as well as workshops organized by the University and other Higher Education institutions in Cyprus. This effort will be bolstered and sustained by their active participation in local and international presentations of works and postgraduate theses.</p>	<p>Choose an item.</p>

	<p>Participation in conferences supports the development of their presentation skills, as well as increased birthing experiences opportunities for future collaborations and exchanges through networking with other health professionals.</p> <p>To increase student experiences in presenting research and learning from peers, the Department of Health Sciences has instituted a yearly Interdisciplinary Research Colloquium. The first Colloquium is planned for October 2022: students will help participate in the hybrid colloquium organization and implementation.</p> <p>Moreover, two of our program graduates took prizes from the Cyprus Nurses and Midwives Association.</p> <p>Finally, an allocated amount is included in the School budget for every academic year for Midwifery students to participate in conferences.</p>	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>5.1 Resources should be readily accessible to students and wide-ranging including midwifery simulation technologies (Victoria birth simulator, birth model sets).</p>	<p>The proposal of the Committee for the access of students to simulation technologies (Victoria birth simulator, birth model sets) finds us in full agreement. Simulated experiences are a means for student familiarization with new technology. Simulated experiences also provide opportunities for and acquisition of skills in cases that are rarely encountered in the clinical area.</p> <p>For better practice and education of students, we have introduced the use of the Victoria simulator in the laboratories of the following for (4) courses <u>MID600- Anatomy, Physiology of Pregnancy, Midwifery Care During Pregnancy, Childbirth Education, MID605- Normal Labor and Birth, Midwifery Care during the Postpartum Period, MID610-Neonatology, Neonatal Nursing Care, Newborn Nutrition and Feeding, Breastfeeding, and MID645- Labor and Birth Complications, Postpartum Complications and Midwifery care</u> (please also refer to our responses in items 2.4 and 2.5 .)</p> <p>In all these four (4) courses above, 13 hours of lab work have been included in each one. The aim of these hours is to relate lab work to the theory that the courses cover in order to minimize the gap among theory and practice and increase the readiness of the students to follow the goals and the needs.</p> <p>In addition, in order to increase the availability and the access of the students to the simulation technologies that our university has, we also provide the opportunity to them to <u>access the simulator throughout the semester</u> at hours determined by the Department of Health Sciences. More specifically for the time allocation in these experiences (please see</p> <p>ANNEX II: COURSE SYLLABI, syllabus MID600 on page 37, syllabus MID605 on page 41, syllabus MID635 on page 50 and syllabus MID645 on page 57).</p>	<p>Choose an item.</p>

**6. Additional for doctoral programmes
 (ALL ESG)**

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
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**7. Eligibility (Joint programme)
 (ALL ESG)**

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>The EEC would like to thank the staff at EUC for their warm welcome during the accreditation site visit. The EEC has noted strengths and positives in respect of the MSc in Midwifery programme. The EEC also notes areas for improvement and recommendations to be taken on board. Specifically, the following:</p> <p>The programme information that is publicly available on the University website needs to be reviewed and amended so that it aligns with the information provided in the application document</p>	<p>The program information has been reviewed and modified based on the EEC recommendations. All updated program information will be available on the University's website immediately upon the CY.Q.A.A.'s approval.</p>	<p>Choose an item.</p>
<p>The supplementary modules should be embedded in the programme as pre-requisite modules and delivered in a logical sequence in line with a Spiral Curriculum</p>	<p>The former supplementary modules have now been integrated into the program as compulsory courses. They have been arranged in a logical order according to the Spiral Curriculum for better understanding of the concepts provided. Specifically, please see our responses in items 1.2, 2.1 and 4.1</p>	<p>Choose an item.</p>
<p>Consideration can be given to the involvement of other important stakeholders in the content and design of the programme (e.g., clinical midwives from student placement areas of practice, or women and their families as recipients of midwifery care).</p>	<p>Important stakeholders, such as professional associations (PASYNM) and midwives from the Clinical field have been participating in the design, implementation, and review of the M.Sc. in Midwifery program. Please see our responses in items 1.7 and 2.6 for more specific information. In these responses we have detailed how we intensify the participation of women and family as recipients of midwifery care.</p>	<p>Choose an item.</p>
<p>The learning outcomes of the three practical training modules (MID 625, 640 and 655) are the same (according to the application document provided to the</p>	<p>The learning outcomes of the clinical practice Syllabi (MID 625, 640 and 655) have been modified and differentiated in order to reflect the expected gradual acquisition of skills in Midwifery Science. Please see more details in response 2.2</p>	<p>Choose an item.</p>

<p>EEC). These should be explicitly specified and differentiated based on acquiring increasing practical skills.</p>	<p>The course syllabi indicating these changes are found in ANNEX II: COURSE SYLLABI on page 36.</p>	
<p>The EEC recommends the Department to consider a student cohort intake every two years (or at a minimum an annual cohort intake) for the viability and sustainability of the practical component of the programme</p>	<p>The EEC committee recommendation for admitting one annual cohort intake of Midwifery students has been adopted; we thank the EEC for the valuable guidance.</p>	<p>Choose an item.</p>
<p>Academic staff to be supported to undertake a teaching qualification and / or Fellowship of the Higher Education Academy to improve the standing of their teaching profile</p>	<p>Qualifications for academic ranking are commensurate to international standards; these qualifications are specifically described in the EUC Charter (please see EUC Charter, p. 71, here).</p> <p>EUC has developed a Faculty Professional Development program which holds the prestigious Advance Higher Education membership logo to which the Committee refers since September 2021. Members of our Faculty started already their Fellowship application, as suggested by the EEC.</p> <p>European University Cyprus offers on an annual basis a comprehensive pedagogical induction package for new full and part-time faculty. For further information please see response 3.1.</p>	
<p>Develop a recruitment strategy for midwives with potential to develop an academic career in order to support the ongoing development of the MSc in Midwifery programme (currently the one part-time midwife is not sustainable long-term).</p>	<p>We thank the EEC for this comment, as it represents a continuous challenge for program. From our conversations with the EEC and communication with other programs we understand this to be a global issue with other M.Sc. in Midwifery programs. The EUC Midwifery program is in constant communication with PASYNM to identify and recruit qualified and interested midwives to enrich students' development.</p>	



We sincerely thank the EEC for the positive feedback and its constructive recommendations. As described in the previous sections of the report, we focused on addressing each of the EEC's recommendations.

Moreover, we would like to say that we found the EEC's candid discussions a constructive learning process. We all believe this review was a positive experience, and we were provided with critical input on moving forward effectively. We have thoroughly reviewed the findings, strengths, and areas of improvement indicated by the EEC following its review and attempted to respond to each item precisely and succinctly. By embracing the EEC's comments and suggestions, we are convinced that our program will effectively ensure its students' learning outcomes.

In closing, we are grateful to the EEC for their candid discussions and the insightful comments and suggestions for our program.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Stavroulla Andrea Apostolidou	Program Coordinator	<i>Stavroula Andrea-Apostolidou</i>
Dr. Chryssoula Thodi	Chairperson, Department of Health Sciences	<i>Chryssoula Thodi</i>
Dr. Panagiotis Papageorgis	Dean, School of Sciences	<i>Panagiotis Papageorgis</i>

Date: 11.7.2022

ANNEX I: COURSE DISTRIBUTION

TABLE 1: Structure of the Program of Study

DEGREE REQUIREMENTS	ECTS
All students pursuing the “Midwifery (M.Sc.)” program must complete the following requirements:	
Compulsory Courses	70
Clinical Training	30
Master Thesis, OR Two Elective Courses	20
Total Requirements	120
* After graduating from the Master's program and completing the Master's Degree in "Midwifery" (having completed the Midwifery Practices totaling 1750 hours), they meet the criteria for enrollment at the Nursing and Midwifery Council - Midwives Registry and will this be able to obtain a training license of the Midwifery profession.	

TABLE 2: Course Distribution Per Semester

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
1st Semester (30 ECTS)								
1.	Compulsory	Anatomy, Physiology of Pregnancy, Midwifery Care During Pregnancy, Childbirth Education	MID600	5	50	14	70	10
2.	Compulsory	Normal Labor, Midwifery Care During the Postpartum Period	MID605	5	50	14	70	10
3.	Compulsory	Neonatology, Neonatal Care, Newborn Nutrition and Feeding, Breastfeeding	MID610	5	50	14	70	10
2nd Semester (30 ECTS)								
4.	Compulsory	Special Problems, High Risk Pregnancy and Midwifery Care	MID635	3	50	14	42	10
5.	Compulsory	Sociology and Reproductive Psychology	MID650	3	50	14	42	10
6.	Compulsory	Practical Exercise of Midwifery I	MID625	----	----	-----	580	10

3 rd Semester (30 ECTS)								
7.	Compulsory	Labor and Birth Complications, Postpartum Complications and Midwifery Care	MID645	3	50	14	42	10
8.	Compulsory	Methodology Research and Biostatistics	NUR600	3	50	14	42	10
9.	Compulsory	Practical Exercise of Midwifery II	MID640	----	----	-----	580	10
4 th Semester (30 ECTS)								
10.	Compulsory	Practical Exercise of Midwifery III	MID655	----	----	-----	590	10
Students select one (1) of the following two options below: Master Thesis OR 2 Elective courses (20 ECTS)								
11.	Elective	Master Thesis	MID690	---	50	12	300	20
OR								
12.	Elective	Elective Course*	-----	3	50	14	42	10
13.	Elective	Elective Course*	-----	3	50	14	42	10



*Elective Courses								
1.	Elective	Gynecology and reproduction and assisted reproductive technology (ART)” and Health Promotion	MID665	3	50	14	42	10
2.	Elective	Evidenced Based Clinical Midwifery Practice	MID675	3	50	14	42	10
3.	Elective	Community Midwifery, Cross-cultural Midwifery	MID670	3	50	14	42	10
4.	Elective	Midwifery Care Units’ Management, Midwives’ Professional Development	MID680	3	50	14	42	10

TABLE 3: The assessment rubric for pass/fail of graduate courses according to EUC regulations appears

Grade	Ranking	Credits	Percentage
A	Outstanding	4.0	90 and above
B+	Very good	3.5	85-89
B	Good	3.0	80-84
C+	Satisfactory	2.5	75-79
C	Pass	2.0	70-74
F	Fail	0	

ANNEX II: COURSE SYLLABI

COURSE DESCRIPTION

A/A	Courses	Page
1.	MID600- Anatomy, Physiology of Pregnancy, Midwifery Care During Pregnancy, Childbirth Education	37
2.	MID605- Normal Labor, Midwifery Care during the Postpartum Period	41
3.	MID610 - Neonatology, Neonatal Care, Newborn Nutrition and Feeding, Breastfeeding	46
4.	MID635- Special Problems, High Risk Pregnancy and Midwifery Care	50
5.	MID625- Practical Exercise of Midwifery I	53
6.	MID645- Labor and Birth Complications, Postpartum Complications and Midwifery care	57
7.	NUR600- Methodology Research and Biostatistics	61
8.	MID640- Practical Exercise of Midwifery II	64
9.	MID655- Practical Exercise of Midwifery III	68
Elective Courses		
10.	MID665- Gynecology and reproduction and assisted reproductive technology (ART)” and Health Promotion	72
11.	MID675- Evidenced Based Clinical Midwifery Practice	75
12.	MID670- Community Midwifery, Cross-cultural Midwifery	78
13.	MID680 Midwifery Care Units’ Management, Midwives’ Professional Development	81

Course Title	Anatomy, Physiology of Pregnancy, Midwifery Care During Pregnancy, Childbirth Education				
Course Code	MID600				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year , 1 st Semester				
Teacher's Name	Christos Vrakas				
ECTS	10	Lectures / week	4 hours/14 weeks	Laboratories / week	1 hours/14 weeks
Course Purpose and Objectives	The objective of this course is to educate students in the fundamental principles and theories that are developed in the context of the Midwifery care. In addition, it aims to provide them with the skills and adequate knowledge about the anatomy and physiology of the female reproductive system, genetics, conception and fetal development, fetal skull, bony pelvis and pelvic floor, physiology and biochemistry of pregnancy, antenatal care and preparation for parenthood.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <p>Theory:</p> <ul style="list-style-type: none"> • Present and explain the fundamental principles of Midwifery • Recognize and explain the structures, functions and physiology of the female reproductive system • Explain the basic principles of genetics and describe the human genome • Recognize organs and structures arising from the primordial germ layers • Describe the process of fertilization, development, structure and functions of the placenta • Analyze the composition and functions of amniotic fluid • Present and explain the significant changes in the development and fetal growth • Describe and explain the expected changes in anatomy, biochemistry and physiology during pregnancy • Determine the maternal hormones produced during pregnancy, their organ-targets and explain their most important effects on pregnancy • Explain and differentiate the positive, presumptive and the probable signs of pregnancy 				

	<ul style="list-style-type: none"> • Describe the diagnosis process and determine the Estimated Date of Birth (EDB) (Estimated Date of Delivery (EDD)) • Describe the comprehensive health history to be taken at the first prenatal visit of the pregnant woman • Evaluate and plan based on priorities the needs of the pregnant woman and the family • Set goals of care, plan, provide and re-evaluate the midwifery care provided and its outcomes • Explain and give examples of nutritional sources that provide the necessary nutrients for optimal nutrition of the mother during pregnancy • Promote the health of the pregnant woman and strengthen the family • Collaborate effectively with the midwifery team • Explain the role of the father in pregnancy • Design, apply and evaluate parenting preparation programs • Organize practical interventions during antenatal care <p>Laboratory skills</p> <ul style="list-style-type: none"> • Recognize the anatomical structure of the breast • Calculate the estimated date of delivery • Perform abdominal palpation on a manikin to determine the presentation and lie of the fetus (Leopold maneuvers) • Locate the most appropriate site for the auscultation of the fetal heart rate depending on gestational age and fetal presentation 		
Prerequisites	None	Co-requisites	None
Course Content	<p>Theory</p> <ul style="list-style-type: none"> • Introduction to the physiology and biochemistry of pregnancy and Prenatal Midwifery care. • Midwifery and medical model of care. • External female genitals • Internal female genitals • Physiology of the female reproductive system • Male genital system. Physiology of the male reproductive system • Genetics, conception, fetal development and growth • Types of bony pelvis, characteristics, obstetric measurements, comparison • Pelvic floor: muscles, ligaments, other structures. • Fetal skull: bones, sutures, fontanelles, diameters. • The bladder • Breast anatomy • Conceptual framework • Tests and signs of pregnancy • Physiological, biochemical and anatomical changes of pregnancy in the female reproductive, cardiovascular, respiratory, and renal system • Basic metabolic rate, integumentary, nervous system, gastrointestinal and endocrine system 		

	<ul style="list-style-type: none"> • Diagnosis of pregnancy • Estimation of the date of delivery • First visit to the antenatal care clinic, prenatal interview, physical examination, laboratory tests • Adaptation of mother, father and siblings • Parenting preparation programs • Plan of birth- birthplace options • Prenatal midwifery care management • Nutrition of mother and fetus <p>Laboratory exercises: 13 hours in total Manikins and simulators use, as well as, educational videos, so that, students fully understand the basic concepts of the unit taught. Students will be able to apply techniques and acquire the appropriate skills, as appropriate.</p> <ul style="list-style-type: none"> • Diagnosis of pregnancy, calculation of the estimated date of delivery, planning of antenatal care of pregnant woman <p>Measurement of the height of the fundus of the uterus in a manikin and determination of gestational age Perform abdominal palpation on a manikin to determine the presentation and lie of the fetus (Leopold maneuvers) Determination and demonstration in a manikin of the most appropriate site for the auscultation of the fetal heart rate depending on the gestational age and the presentation of the fetus</p>
Teaching Methodology	Face-to- face
Bibliography	<ul style="list-style-type: none"> • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2021). Φροντίδα Μητρότητας και Υγείας των Γυναικών (Επιμέλεια: Άννα Δελτσιδου, Γιαννούλα Κύρκου), 12^η έκδοση, Εκδόσεις Λαγός Δημήτριος, Αθήνα • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2020). Maternity and Women's Health Care, 12th Edition, St Louis: Mosby • Lowdermilk D. L., Perry S.E., Cashion M.C., Alden K.R. (2015). Maternity and Women's Health Care. 11th ed. St Louis: Mosby • Marshall J.E., Raynor M.D. (2014). Myles Textbook for Midwives 16th Edition, Churchill Livingstone • Johnson, R. & Taylor, W. (2011) Skills for Midwifery Practice. 3rd ed., Edinburgh: Churchill Livingstone • Tharpe N.L., Farley C.L., Jordan R.G. (2016) Clinical Practice Guidelines for Midwifery & Women's Health 5th Edition, Burlington: Jones & Bartlett Learning • Cunningham F.G., Leveno K.J., Bloom S.L., Dashe J.S., Hoffman B.H., Casey B.M., Spong C.Y. (2018). Williams Obstetrics, 25th Edition, USA: McGraw-Hill Education

	<ul style="list-style-type: none"> Perry S.E., Hockenberry M.J., Lowdermilk D.L., Wilson D., Alden K.R., Cashion M.C. (2017). Maternal Child Nursing Care 6th Edition, St Louis: Mosby 		
Assessment	Examinations:	50%	
	Assignment: (8.000 words, without including in the word count the abstract, references and cover page)	40%	
	Class Participation and Attendance	10%	
	Total:	100%	
Language	Greek		

Course Title	Normal Labor and birth, Midwifery Care during the Postpartum Period				
Course Code	MID605				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year ,1 st Semester				
Teacher's Name	Christos Vrakas				
ECTS	10	Lectures / week	4 hours/14 weeks	Laboratories / week	1 hours/14 weeks
Course Purpose and Objectives	<p>The objective of this course is the deepening in physiology and the development of skills in the management and care of a woman during normal labor and birth. It includes the acquisition of the skills for the normal birth according to the International Confederation of Midwives, WHO birth management recommendations and the evidenced based normal birth management, birth pain relief, the use of the partogram and of related technology during labor and birth when is needed. In addition, it aims to provide basic knowledge about anatomic and physiologic changes during the postpartum period, the characteristics of uterine involution and the interventions required to provide quality midwifery care.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <p>Theory</p> <ul style="list-style-type: none"> • Recognize and explain the anatomy of the bony pelvis and pelvic floor and recognize the physiologic diameters of the pelvic inlet, mid-pelvis (cavity) and outlet • Describe and explain the factors that affect the process of normal childbirth • Describe and explain the mechanism of normal birth • Explain the signs of labor onset • Describe the non-pharmacologic strategies of pain management • Analyze the types of analgesia and anaesthesia used during labor and birth and describe the midwifery interventions for the woman receiving analgesia <ul style="list-style-type: none"> • Interpret the baseline fetal heart rate and identify the signs of non reassuring fetal heart rate patterns • Schedule midwifery interventions based on priorities of the childbearing woman at the admission, during the first, second, third and fourth stage of labor • Describe the changes in anatomy and physiology during the puerperium • Define and explain the characteristics of uterine involution and of lochia 				

	<ul style="list-style-type: none"> Plan, provide and re-evaluate the midwifery care provided and its outcomes during the postpartum period Describe the discharge instructions and the home care during the puerperium Empower the family and explain the role of the father during birth and puerperium <p>Laboratory</p> <ul style="list-style-type: none"> Know and locate the bony parts of the pelvis, the characteristics, the levels and diameters of the pelvis Recognize the external and internal female genitals Recognize and palpate the muscles, ligaments and other structures of the pelvic floor Describe and palpate the fetal skull: bones, sutures, fontanelles, diameters. Describe and explain the mechanism of normal childbirth Monitor a normal birth simulation in the Victoria birth simulator Perform normal childbirth in a manikin Interpret the basic fetal heart rate and identify the signs of the disturbing forms of the fetal heart rate. Interpret the partogram and predict the course of labor Identify and explain the characteristics of the uterine involution and of lochia 		
Prerequisites	None	Co-requisites	MID600
Course Content	<p>Introduction to the normal labor and birth and puerperium:</p> <ul style="list-style-type: none"> Conceptual definitions Types of bony pelvis, characteristics, measurements, comparison Pelvic floor: muscles, ligaments, other structures. Fetal skull: bones, sutures, fontanelles, diameters. Fetal assessment. Normal characteristics of fetal heart rate Intermittent Auscultation Cardiotocography. Electronic Fetal Monitoring, External Monitoring, Internal Monitoring, Baseline Fetal Heart Rate, Variability, Tachycardia, Bradycardia, Periodic and Episodic Changes in Fetal Heart Rate, Accelerations, Decelerations Admission of a childbearing woman, onset of labor, stages of labor, mechanism of labor (engagement, descent, flexion, internal rotation, extension, restitution and external rotation, expulsion), partogram, vaginal examination and recording, first stage of labor management, care path of the low risk childbearing woman during the first stage of labor The role of the midwife in the pain management during labor Physiology of the pain during labor. Non-pharmacological management of pain (methods of preparation for childbirth, relaxation and breathing techniques, touch and massage, Water birth, Aromatherapy, Music in childbirth, Pressure therapy, hypnosis). Pharmacological management of pain (sedatives, analgesia and anesthesia with nerve block, nitrous oxide and analgesia, general anesthesia). 		

	<ul style="list-style-type: none"> • Second stage of labor management -pain management, supportive care from the midwife, woman’s responses during the second stage of labor. Positions of the woman during labor. • Pelvic anatomy, episiotomy and perineal reconstruction. Care path of the low risk childbearing woman during the second stage of labor. Supportive care by the midwife. Midwives’ and women’s empowering. <ul style="list-style-type: none"> • Third Stage of Labor • Placental Separation and Expulsion <ul style="list-style-type: none"> • WHO suggestions for the normal labor, the role of the father during labor and postpartum period. • Postpartum anatomic and physiologic changes. • The characteristics of the uterine involution, contractions, vagina and perineum, lochia • Midwifery care of a woman during the postpartum period. <p>Laboratory exercises: 13 hours in total Manikins and simulators use, as well as, educational videos, so that, students fully understand the basic concepts of the unit taught. Students will be able to apply techniques and acquire the appropriate skills, as appropriate.</p> <ul style="list-style-type: none"> • Observation and demonstration of the bony pelvis structures, pelvic inlet, mid pelvis, pelvic outlet and pelvic diameters • Observation and demonstration of the muscles, ligaments and other structures of the pelvic floor in a manikin • Identification and palpation of the bones, sutures, fontanel of the fetal skull in a manikin <p>Simulation and perform of a normal birth in a manikin Monitoring and demonstration of the presentation, position, lie and descent of the fetus inside the pelvic canal Recognition of dilation and elimination of the cervix through vaginal examination in a model Simulation of episiotomy and suturing to a manikin Completion of a portogram for monitoring and predicting the course of childbirth Recognition of uterine involution in a manikin</p>
Teaching Methodology	Face-to- face
Bibliography	<ul style="list-style-type: none"> • Marshall J.E., Raynor M.D. (2014). Myles Textbook for Midwives 16th Edition, Churchill Livingstone • Johnson, R. & Taylor, W. (2011) Skills for Midwifery Practice. 3rd ed., Edinburgh: Churchill Livingstone • Tharpe N.L., Farley C.L., Jordan R.G. (2016) Clinical Practice Guidelines for Midwifery & Women's Health 5th Edition, Burlington:

	<p>Jones & Bartlett Learning</p> <ul style="list-style-type: none"> • Cunningham F.G., Leveno K.J., Bloom S.L., Dashe J.S., Hoffman B.H., Casey B.M., Spong C.Y. (2018). Williams Obstetrics, 25th Edition, USA: McGraw-Hill Education • Perry S.E., Hockenberry M.J., Lowdermilk D.L., Wilson D., Alden K.R., Cashion M.C. (2017). Maternal Child Nursing Care 6th Edition, St Louis: Mosby • Simpson K.R., Creehan, P.A. (2013). AWHONN's Perinatal Nursing Fourth Edition, Fourth edition, Philadelphia: Lippincott Williams & Wilkins • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2021). Φροντίδα Μητρότητας και Υγείας των Γυναικών (Επιμέλεια: Άννα Δελτσίδου, Γιαννούλα Κύρκου), 12^η έκδοση, Εκδόσεις Λαγός Δημήτριος, Αθήνα • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2020). Maternity and Women's Health Care, 12th Edition, St Louis: Mosby • Women's Health Care. 11th ed. St Louis: Mosby • Ricci S. (2016). Essentials of Maternity, Newborn, and Women's Health Nursing, Philadelphia: Lippincott Williams & Wilkins • O'Meara A. (2018). Maternity, Newborn, and Women's Health Nursing. A Case-Based Approach, Philadelphia: Lippincott Williams & Wilkins • Silbert-Flagg J., Pillitteri A. (2017). Maternal and Child Health Nursing. Care of the Childbearing and Childrearing Family, Philadelphia: Lippincott Williams & Wilkins • London M.L., Ladewig P.W., Davidson M., Ball J. W., Bindler R.C., Cowen K. (2016). Maternal & Child Nursing Care, 5th Edition, UK: Pearson • Davidson M., London M.L., Ladewig P.W. (2019). Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan, 11th Edition, UK: Pearson • Forrest E. (2019). Midwifery at a Glance, 1st Edition, Oxford: Wiley-Blackwell • Murray S.S. & McKinney E.S. (2018). Foundations of Maternal-Newborn and Women's Health Nursing, 7th Edition, Philadelphia: Saunders Elsevier • Blackburn S. (2018). Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective, Philadelphia: Saunders Elsevier
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Assessment	Exam:	50%	
	Assignment: (8.000 words, without including in the word count the abstract, references and cover page)	40%	
	Class Participation and Attendance	10%	
	Total:	100%	
Language	Greek		

Course Title	Neonatology, Neonatal Nursing Care, Newborn Nutrition and Feeding, Breastfeeding				
Course Code	MID610				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year ,1 st Semester				
Teacher's Name	To be announced				
ECTS	10	Lectures / week	4 hours/14 weeks	Laboratories / week	1 hours/14 weeks
Course Purpose and Objectives	The objective of this course is to educate students for issues related to the physiology and pathology of the newborn in order to provide a qualitative and safe care to the low and high risk newborns				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <p>Theory</p> <ul style="list-style-type: none"> • Describe and assess a low risk newborn and identify the injuries occurring during childbirth and congenital anomalies • Describe the immediate and daily care of a low risk newborn • Explain the assessment of a high risk newborn • Evaluate and list the signs of perinatal asphyxia • Organize and implement the newborn resuscitation • Describe the pathophysiology of the respiratory distress syndrome (RDS) • Describe neonatal jaundice – abnormal jaundice, neurological problems and convulsions • Congenital cardiac defects, neonatal sepsis – • Congenital and perinatal infections (TORCH – HIV), renal diseases – urinary tract infections • Metabolic disorders, endocrine system disorders, neonatal hematologic disorders – neonatal hemorrhagic disease • Describe and organize the nursing care for newborns with surgical problems. • Organize and implement care high risk newborn care- Low birth Weight Newborn (LBW) - small for date newborn, preterm newborn, management and care for a LBW newborn • Design and implement care for newborns with acquired problems – newborns of diabetic mothers, newborns with infections, newborns with jaundice • Explain the care of a newborn with malformations (congenital cardiac defects, cleft lip and palate, hydrocephalus, tracheoesophageal fistula). 				

	<ul style="list-style-type: none"> • Describe the care of a newborn with genetic anomalies (Down syndrome, metabolic disorders). • Explain the breastfeeding – Anatomy/ Physiology/ lactation-lactogenesis • Suggest ways to promote breastfeeding and implement the ten steps to successful breastfeeding. Nutrient contents of breast milk. • Breastfeeding • Recognize and explain the benefits for the newborn, mother and society • Present and list the barriers for successful breastfeeding. • Describe the breastfeeding technique. <p>Laboratory skills</p> <ul style="list-style-type: none"> • Describe the immediate and daily care of a low risk neonate • Describe and perform a clinical assessment of a low risk newborn and identify childbirth injuries and congenital anomalies • Assess and list the signs of perinatal asphyxia • Organize and implement neonatal resuscitation • Organize and implement care of a high risk neonate • Describe the breastfeeding technique 		
Prerequisites	None	Co-requisites	MID605
Course Content	<ul style="list-style-type: none"> • Theory • Introduction to Neonatology and Neonatal Nursing: • Conceptual framework • Assessment of a low risk newborn-Apgar score -reflexes- injuries during labor – Congenital anomalies (malformations), vital signs • Perinatal health indicators, immediate and daily care of a low risk newborn. Screening • High risk newborn: pregnancy, childbirth, assessment, management, perinatal asphyxia, neonatal resuscitation, general respiratory problems of the newborn- respiratory distress syndrome (RDS). • Neonatal jaundice – abnormal jaundice, neurological problems – convulsions, congenital cardiac defects • Neonatal sepsis – congenital and perinatal infections (TORCH – HIV), renal problems – urinary tract infections • Metabolic disorders, endocrine system disorders, neonatal hematological disorders – hemorrhagic disease, surgical problems. • Care of a high risk newborn- Low birth weight newborn (LBW) – small for date newborn, preterm newborn, management and care of a LBW newborn. • Care of newborns with acquired problems – newborns of diabetic mothers, newborns with infections, newborns with jaundice. • Newborns with acquired problems-Newborns of mothers with AIDS, newborns with intrauterine exposure to substance abuse. • Care of a newborn with malformations (congenital cardiac defects, cleft lip and palate, hydrocephalus, tracheoesophageal fistula). 		

	<ul style="list-style-type: none"> • Newborn care with genetic anomalies (Down syndrome, metabolic disorders). • Nutrition and feeding of a newborn. Breastfeeding – Anatomy/ Physiology/ lactation-lactogenesis, breastfeeding onset – ten steps successful breastfeeding. Nutrient contents of breast milk. • Breastfeeding – Benefits for the newborn-mother- society. • Barriers to successful breastfeeding. <p>Laboratory exercises: 13 hours in total</p> <p>Manikins and simulators use, as well as, educational videos, so that, students be able to totally understand the basic concepts of the unit taught. Students will be able to apply techniques and acquire the appropriate skills.</p> <ul style="list-style-type: none"> • Simulation of the immediate and daily care of a low risk neonate • Simulation of a newborn clinical assessment and identification of childbirth injuries and congenital malformations • Assessment and enumeration of the perinatal asphyxia signs • Simulation and neonatal resuscitation performance • Organization of a high risk newborn care • Description of the breastfeeding technique
Teaching Methodology	Face-to- face
Bibliography	<ul style="list-style-type: none"> • O'Meara A. (2018). Maternity, Newborn, and Women's Health Nursing. A Case-Based Approach, Philadelphia: Lippincott Williams & Wilkins • Silbert-Flagg J., Pillitteri A. (2017). Maternal and Child Health Nursing. Care of the Childbearing and Childrearing Family, Philadelphia: Lippincott Williams & Wilkins • Davidson M., London M.L., Ladewig P.W. (2019). Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan, 11th Edition, UK: Pearson • Forrest E. (2019). Midwifery at a Glance, 1st Edition, Oxford: Wiley-Blackwell • Carlson B.M. (2019). Human Embryology and Developmental Biology, 6th Edition, Philadelphia: Saunders Elsevier • Murray S.S. & McKinney E.S. (2018). Foundations of Maternal-Newborn and Women's Health Nursing, 7th Edition, Philadelphia: Saunders Elsevier • Blackburn S. (2018). Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective, Philadelphia: Saunders Elsevier • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2021). Φροντίδα Μητρότητας και Υγείας των Γυναικών (Επιμέλεια: Άννα Δελτσιδου, Γιαννούλα Κύρκου), 12^η έκδοση, Εκδόσεις Λαγός Δημήτριος, Αθήνα • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2020). Maternity and Women's Health Care, 12th Edition, St Louis: Mosby • Lowdermilk D. L., Perry S.E., Cashion M.C., Alden K.R. (2015). Maternity and Women's Health Care. 11th ed. St Louis: Mosby

	<ul style="list-style-type: none"> • Marshall J.E., Raynor M.D. (2014). Myles Textbook for Midwives 16th Edition, Churchill Livingstone • Johnson, R. & Taylor, W. (2011) Skills for Midwifery Practice. 3rd ed., Edinburgh: Churchill Livingstone • Tharpe N.L., Farley C.L., Jordan R.G. (2016) Clinical Practice Guidelines for Midwifery & Women's Health 5th Edition, Burlington: Jones & Bartlett Learning • Cunningham F.G., Leveno K.J., Bloom S.L., Dashe J.S., Hoffman B.H., Casey B.M., Spong C.Y. (2018). Williams Obstetrics, 25th Edition, USA: McGraw-Hill Education • Perry S.E., Hockenberry M.J., Lowdermilk D.L., Wilson D., Alden K.R., Cashion M.C. (2017). Maternal Child Nursing Care 6th Edition, St Louis: Mosby • Simpson K.R., Creehan, P.A. (2013). AWHONN's Perinatal Nursing Fourth Edition, Fourth edition, Philadelphia: Lippincott Williams & Wilkins • Ricci S. (2016). Essentials of Maternity, Newborn, and Women's Health Nursing, Philadelphia: Lippincott Williams & Wilkins 		
Assessment	Exam:	50%	
	Assignment: (8.000 words, without including in the word count the abstract, references and cover page)	40%	
	Class Participation and Attendance	10%	
	Total:	100%	
Language	Greek		

Course Title	Special Problems, High Risk Pregnancy and Midwifery Care				
Course Code	MID635				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year / 2 nd semester				
Teacher's Name	Dr. Anna Deltsidou				
ECTS	10	Lectures / week	3 Hours/14 Weeks	Laboratories / week	None
Course Purpose and Objectives	<p>The objective of this course is to educate students on issues related to the management of pathological conditions in midwifery, which either pre-exist or appear during pregnancy and burden the health of the mother and / or the fetus /newborn. Includes management and care of women with diabetes, heart disease, anemia, TORCH infections, HIV, substance abuse, Rh incompatibility, preeclampsia, eclampsia, Respiratory, endocrine (thyroid), autoimmune disorders, CNS and UTI disorders, pulmonary embolism, deep vein thrombosis, disseminated intravascular coagulation (DIC), HELLP syndrome, placenta previa, placental abruption, twin pregnancy</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Explore biophysical, psychosocial, sociodemographic, and environmental influences on high-risk pregnancy. • Examine risk factors identified through history, physical examination, and diagnostic techniques. • Differentiate among gestational hypertension, preeclampsia, and chronic hypertension. • Describe appropriate actions during and after an eclamptic seizure. • Differentiate among causes of early pregnancy bleeding, including miscarriage, ectopic pregnancy, cervical insufficiency, and hydatidiform mole. • Discuss signs and symptoms, possible complications, and management of miscarriage, ectopic pregnancy, cervical insufficiency, and hydatidiform mole. • Compare and contrast placenta previa and placental abruption in relation to signs and symptoms, complications, and management. • Discuss the diagnosis and management of disseminated intravascular coagulation • Differentiate the types of diabetes mellitus and their respective risk factors in pregnancy. • Compare insulin requirements during pregnancy, postpartum, and with lactation. 				

	<ul style="list-style-type: none"> • Identify maternal and fetal risks or complications associated with diabetes in pregnancy. • Develop a plan of care for the pregnant woman with pregestational or gestational diabetes. • Explain the effects of hyperemesis gravidarum on maternal and fetal well-being. • Discuss management of the woman with hyperemesis gravidarum. • Explain the effects of thyroid disorders on pregnancy. • Compare the management of a pregnant woman with hyperthyroidism with one who has hypothyroidism. • Describe the management of selected cardiovascular disorders in pregnant women. • Discuss anemia during pregnancy. • Explain the care of pregnant women with pulmonary disorders. • Identify the effects of neurologic disorders on pregnancy. • Describe the care of women whose pregnancies are complicated by autoimmune disorders. • Differentiate signs and symptoms and management of urinary tract infections during pregnancy. • Describe mental health disorders occurring in the perinatal period, including mood disorders, anxiety disorders, posttraumatic stress disorder, and bipolar disorder. • Evaluate the role of the midwife in caring for women with mental health disorders during pregnancy and the postpartum period. • Examine substance abuse during pregnancy, including prevalence, barriers to treatment, legal considerations, and commonly abused drugs. • Explain the usefulness of technology (e.g. cardiotocography) for assessing fetal well-being predominantly in high-risk pregnancies 		
Prerequisites	MID600, MID605	Co-requisites	None
Course Content	<ul style="list-style-type: none"> • High Risk Pregnancy Assessment • Assessment of Risk Factors • Prenatal Testing • Biophysical Assessment • Biochemical Assessment • Antepartum Assessment Using Electronic Fetal Monitoring • Hypertensive Disorders (Significance and Incidence, Classification, Chronic Hypertensive Disorders, Preeclampsia, Eclampsia, HELLP Syndrome, Treatment) • Bleeding Disorders • Early pregnancy bleeding (spontaneous, induced abortion, cervical insufficiency, molar pregnancy, ectopic pregnancy) • Late pregnancy bleeding (Placenta previa, Premature Placental Abruption, Cord Insertion and Placental Variations, Coagulation Disorders in Pregnancy, disseminated intravascular coagulation (DIC)) • Pregestational Diabetes Mellitus and Pregnancy • Gestational Diabetes Mellitus (Screening for Gestational Diabetes, maternal risks, fetal risks, antenatal Care) 		

	<ul style="list-style-type: none"> • Hyperemesis gravidarum • Thyroid Disorders • Cardiovascular Disorders (Congenital Heart Diseases, Acquired Heart Diseases) • Other Pathological Conditions in Pregnancy Respiratory, endocrine (thyroid), autoimmune disorders, CNS disorders (epilepsy), urinary tract diseases, anemias and pregnancy (Iron deficiency anemia, Folic Acid Deficiency Anemia, Sickle cell disease, thalassemia). 		
Teaching Methodology	Face-to- face		
Bibliography	<ul style="list-style-type: none"> • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2021). Φροντίδα Μητρότητας και Υγείας των Γυναικών (Επιμέλεια: Άννα Δελτσιδου, Γιαννούλα Κύρκου), 12^η έκδοση, Εκδόσεις Λαγός Δημήτριος, Αθήνα • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2020). Maternity and Women's Health Care, 12th Edition, St Louis: Mosby • O'Meara A. (2018). Maternity, Newborn, and Women's Health Nursing. A Case-Based Approach, Philadelphia: Lippincott Williams & Wilkins • Silbert-Flagg J., Pillitteri A. (2017). Maternal and Child Health Nursing. Care of the Childbearing and Childrearing Family, Philadelphia: Lippincott Williams & Wilkins • London M.L., Ladewig P.W., Davidson M., Ball J. W., Bindler R.C., Cowen K. (2016). Maternal & Child Nursing Care, 5th Edition, UK: Pearson • Davidson M., London M.L., Ladewig P.W. (2019). Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan, 11th Edition, UK: Pearson • Forrest E. (2019). Midwifery at a Glance, 1st Edition, Oxford: Wiley-Blackwell • Murray S.S. & McKinney E.S. (2018). Foundations of Maternal-Newborn and Women's Health Nursing, 7th Edition, Philadelphia: Saunders Elsevier • Blackburn S. (2018). Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective, Philadelphia: Saunders Elsevier 		
Assessment	Exams	50%	
	Assignments (8.000 words, without including in the word count the abstract, references and cover page)	40%	
	Class Participation and Attendance	10%	
	Total	100%	
Language	Greek		

Course Title	Practical Exercise of Midwifery I				
Course Code	MID625				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year /2 st semester				
Teacher's Name	Mr Christos Vrakas				
ECTS	10	Lectures / week	N/A	Laboratories / week	574 hours in clinical placement
Course Purpose and Objectives	<p>To enable the student to put theory into practice with documented clinical practice (through clinical case studies) and to acquire specialized knowledge, skills, abilities and attitudes to safely provide individualized and holistic care to the pregnant woman, fetus, women in labour, the newborn and to the woman during puerperium. The program aims at a high level of clinical competence through scientifically / research-based midwifery practice, the development of competent midwives in accordance with the legislation and international standards of midwifery education and practice of the International Confederation of Midwives and the European Directive 2005/36</p>				
Learning Outcomes	<p>The purpose of the clinical placement is to develop and cultivate the appropriate abilities and skills of students for the implementation of the principles of midwifery in clinical practice.</p> <p>Upon successful completion of the clinical practice the student will be able to</p> <ul style="list-style-type: none"> • Provide a preparation program for the parental role, with information regarding pregnancy, childbirth, puerperium, newborn care and family empowerment • Work independently, to provide advanced and safe midwifery care to women in reproductive years, before conception, during pregnancy, childbirth and puerperium including the newborn care. • Provide research based information on reproductive and sexual health education in women from adolescence to menopause, including infertility, family planning and menopause. 				

	<ul style="list-style-type: none"> • Identify and prioritize the real or potential problems of women and families with a high risk pregnancy, the factors that cause or contribute to these problems and to express them in the form of midwifery diagnoses. • Examine, provide advanced midwifery care and monitor the mother and newborn during the postpartum period, providing the mother with newborn care counseling in order to empower her and to ensure the best possible development and well being of her child. • Appreciate the necessity and usefulness of lifelong learning for personal and professional development. • Apply principles and skills of teaching, effective communication and counselling, research, management and administration. 		
Prerequisites	MID600, MID605	Co-requisites	None
Course Content	<p>Clinical practice in the following wards: Perinatal Care Clinic : 216 hours Prenatal care and child welfare centers :70 hours Postpartum Ward (Care of Mothers and Newborns) 288 hours</p> <p>During their placement, the students develop and cultivate the appropriate abilities and skills to apply the principles of midwifery in real working conditions.</p> <ul style="list-style-type: none"> • Taking a health history in the first visit. • Examination, evaluation and planning of the pregnant woman's visits based on the pregnant woman's needs. • Planning, provision, reevaluation of the midwifery care provided to the pregnant woman and its results. • Description of proper nutrition and description of the nutrients required for optimal nutrition of the mother during pregnancy. Advice on hygiene, exercise, sexual activity of the pregnant woman. • Promoting the health of the pregnant woman and strengthening the family • Advice to pregnant women regarding the treatment of the symptoms of the first trimester of pregnancy. E.g. hyperemesis gravidarum, morning sickness etc. • Recognition of abnormal conditions in early pregnancy such as albuminuria. • Cooperation with the midwifery team. • Preparation programs for parenthood and autonomous participation. 		

	<ul style="list-style-type: none"> • Examination of newborns after leaving the maternity hospital, weighing and other measurements (head and abdomen circumference, length, etc.) and comparison with normal growth curves. • Vaccination where required (eg against hepatitis B) • Informing parents about issues of promoting the health of the newborn. • Maternity care after childbirth (mobilization, bath, etc.) • Recognition of the need for proper postpartum monitoring. • Identification of signs and treatment of postpartum hemorrhage. • Abdominal palpation and recognition of uterine involution after childbirth. • Informing and supporting the postpartum woman about breastfeeding. • Daily care of the newborn (bath, feeding, care of the umbilical cord). • Recognition of abnormal conditions in the newborn and use safely the means of treatment (eg jaundice and phototherapy).
Teaching Methodology	574 hours in clinical placement
Bibliography	<ul style="list-style-type: none"> • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2021). Φροντίδα Μητρότητας και Υγείας των Γυναικών (Επιμέλεια: Άννα Δελτσιδου, Γιαννούλα Κύρκου), 12^η έκδοση, Εκδόσεις Λαγός Δημήτριος, Αθήνα • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2020). Maternity and Women's Health Care, 12th Edition, St Louis: Mosby • Marshall J.E., Raynor M.D. (2014). Myles Textbook for Midwives 16th Edition, Churchill Livingstone • Johnson, R. & Taylor, W. (2011) Skills for Midwifery Practice. 3rd ed., Edinburgh: Churchill Livingstone • Tharpe N.L., Farley C.L., Jordan R.G. (2016) Clinical Practice Guidelines for Midwifery & Women's Health 5th Edition, Burlington: Jones & Bartlett Learning • Murray S.S. & McKinney E.S. (2018). Foundations of Maternal-Newborn and Women's Health Nursing, 7th Edition, Philadelphia: Saunders Elsevier • Blackburn S. (2018). Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective, Philadelphia: Saunders Elsevier

Assessment		
	Continuous assessment in the Clinical Setting	50%
	Assignments (8.000 words, without including in the word count the abstract, references and cover page)	50%
	Total	100%
Language	Greek	

Course Title	Labor and Birth Complications, Postpartum Complications and Midwifery care				
Course Code	MID645				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd year / 3 rd semester				
Teacher's Name	Dr Anna Deltsidou				
ECTS	10	Lectures / week	2 Hours/14 Weeks	Laboratories / week	1 Hour/14 Weeks
Course Purpose and Objectives	<p>The objective of this course is to educate students for issues related on issues related to the management of pathological conditions in childbirth and postpartum. It includes management and care of women experiencing preterm labor, induction of labor, abnormal fetal presentation, shoulder dystocia, perineal lacerations, cesarean section and postterm pregnancy. It includes, also, the management and care of postpartum women experiencing hemorrhage, hemorrhagic (hypovolemic) shock, puerperal infection, thromboembolic disease and emotional disorders during the postpartum period.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Determine the factors for a preterm labor and birth • Analyse the current interventions for a preterm labor and birth • Explain the interventions of induction and progress of labor and birth • Describe the prevention, management and care of abnormal presentations and emergency situations during labor and birth • Perform a childbirth safely and effectively in various types of abnormal presentations • Discuss the indications and conditions for the use of forceps- assisted birth and vacuum- assisted birth • Report the risk factors for dystocia and list the methods that enhance dystocia • Discuss the ways of prevention and management of dystocia. • Explain the usefulness of technology (e.g. cardiotocography) for uterine activity assessment and fetal heart rate in high-risk labor • Explain the causes of caesarean birth and describe the midwifery care of postpartum women after a cesarean birth • Classify the perineal lacerations and justify 3rd and 4th degree lacerations. • Perform in a manikin the reconstruction techniques and discuss the 				

	<p>complications of perineal lacerations</p> <ul style="list-style-type: none"> • Describe the care of a woman with postterm pregnancy Puerperium (postpartum period) • Identify the causes, signs, symptoms and management of postpartum haemorrhage • Describe the midwifery care of the woman with postpartum haemorrhage • Differentiate the causes of postpartum infection • Describe the care of a woman with postpartum infection • Describe the aetiology, incidence, signs and symptoms of thromboembolic diseases in the postpartum period, the management and midwifery care • Explain the emotional disorders during the postpartum period 		
Prerequisites	MID600, MID605	Co-requisites	None
Course Content	<ul style="list-style-type: none"> • Preterm labor and birth (Causes of spontaneous preterm labor and birth, Predicting spontaneous preterm labor and birth, Risk Factors, Cervical Length, Fetal Fibronectin Test, Assessment, Interventions, Prevention, Early recognition and diagnosis) • Prelabor Rupture of membranes • Chorioamnionitis • Postterm Pregnancy, labor and birth (maternal and fetal risks) • Dysfunctional labor (Dystocia) (Abnormal Uterine Activity, Abnormal labor Patterns, precipitous labor, alterations in Pelvic Structure, Fetal Causes, Abnormalities, Cephalopelvic disproportion, abnormal position, Abnormal fetal Presentation, multifetal pregnancy) • Obstetric procedures (version, External cephalic version, Internal Transformation, Induction of Labor, Amniotomy) • Operative Vaginal Birth (forceps-assisted birth and vacuum- Assisted Birth) • Caesarean birth (Indications, elective Caesarean birth, Scheduled Caesarean birth, Unplanned Caesarean birth) • Vaginal birth after Caesarean • Use of technology (eg cardiotocography) for the systematic fetal assessment and of the uterine activity in high-risk labor • Obstetric emergencies (Meconium- Stained Amniotic Fluid, Shoulder Dystocia, prolapsed umbilical cord, Uterine Rupture, Amniotic Fluid Embolism) • Postpartum Complications • Postpartum hemorrhage (definition, Incidence, etiology and risk factors, Uterine atony, Placental complications, lacerations of the genital tract, Hematomas, Uterine inversion, uterine subinvolution) • Hemorrhagic shock • Coagulopathies (Idiopathic Thrombocytopenic Purpura, von Willebrand Disease) • Venous Thromboembolic Disease (Incidence and Etiology, Clinical 		

	<p>Manifestations)</p> <ul style="list-style-type: none"> • Postpartum Infection (Endometritis, Wound Infections, Urinary Tract Infections, Assessment, Interventions) • Mental Health Disorders and Substance Abuse (Perinatal Mental Health Disorders, mood Disorders, Postpartum Depression, Screening for postpartum Depression, Postpartum Psychosis) <p>Laboratory: 13 hours in total</p> <p>Birth Simulation in the Victoria simulator. This includes evidence-based scenarios designed to help the students maximize learning through outcome-focused simulated clinical patient encounters. These scenarios includes:</p> <ul style="list-style-type: none"> • Amniotic Fluid Embolism • Breech Vaginal Delivery • Placental Abruption • Postpartum Hemorrhage • Preeclampsia • Prolapsed Cord • Shoulder Dystocia
Teaching Methodology	Face-to- face
Bibliography	<ul style="list-style-type: none"> • Lowdermilk D. L., Perry S.E., Cashion M.C., Alden K.R. (2015). Maternity and Women's Health Care. 11th ed. St Louis: Mosby • Marshall J.E., Raynor M.D. (2014). Myles Textbook for Midwives 16th Edition, Churchill Livingstone • Johnson, R. & Taylor, W. (2011) Skills for Midwifery Practice. 3rd ed., Edinburgh: Churchill Livingstone • Tharpe N.L., Farley C.L., Jordan R.G. (2016) Clinical Practice Guidelines for Midwifery & Women's Health 5th Edition, Burlington: Jones & Bartlett Learning • Cunningham F.G., Leveno K.J., Bloom S.L., Dashe J.S., Hoffman B.H., Casey B.M., Spong C.Y. (2018). Williams Obstetrics, 25th Edition, USA: McGraw-Hill Education • Perry S.E., Hockenberry M.J., Lowdermilk D.L., Wilson D., Alden K.R., Cashion M.C. (2017). Maternal Child Nursing Care 6th Edition, St Louis: Mosby • Simpson K.R., Creehan, P.A. (2013). AWHONN's Perinatal Nursing Fourth Edition, Fourth edition, Philadelphia: Lippincott Williams & Wilkins • Ricci S. (2016). Essentials of Maternity, Newborn, and Women's Health Nursing, Philadelphia: Lippincott Williams & Wilkins • Davidson M., London M.L., Ladewig P.W. (2019). Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan, 11th Edition, UK: Pearson • Forrest E. (2019). Midwifery at a Glance, 1st Edition, Oxford: Wiley-Blackwell

	<ul style="list-style-type: none"> • Murray S.S. & McKinney E.S. (2018). Foundations of Maternal-Newborn and Women's Health Nursing, 7th Edition, Philadelphia: Saunders Elsevier • Blackburn S. (2018). Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective, Philadelphia: Saunders Elsevier 		
Assessment	Exams	50%	
	Assignments (8.000 words, without including in the word count the abstract, references and cover page)	40%	
	Class Participation and attendance	10%	
	Total	100%	
Language	Greek		

Course Title	Methodology Research and Biostatistics				
Course Code	NUR600				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year/1 st semester				
Teacher's Name	Dr Konstantinos Giannakou				
ECTS	10	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	<p>The purpose of this course is to provide students a deeper understanding of the basic concepts, skills and methods used in epidemiological research. The main goal of the course is to provide students with a thorough understanding of the qualitative, quantitative, and mixed methods that can be adopted during research. Students will also gain skills in formulating a research question, searching for relevant literature in established databases, and critically analyzing research articles. The course also aims to introduce students to the basic concepts of biostatistics (e.g., variable and data, population and sample, sample estimation and population parameter, etc.) as well as analytical procedures (e.g., confidence intervals, hypothesis testing and parametric and non-parametric statistical tests, etc.). The statistical methods will be applied to various datasets, including basic science, clinical, epidemiological, etc., using statistical software (particularly SPSS).</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Apply the principles and concepts of epidemiology as a discipline in the study of population health • Calculate, apply, and interpret epidemiological measures • Examine the different types of bias in epidemiological studies and examine how they can lead to misleading findings and the methods to avoid them • Analyze the design features and uses of epidemiological studies (experimental and observational), their advantages and disadvantages • Discuss the ethical issues that arise during the design and execution of a research and the ways to deal with them 				

	<ul style="list-style-type: none"> Analyze the basic steps of designing a research protocol Examine the methods of systematic review, ways of analysis and interpretation of the results of such studies Implement a systematic and detailed search of the literature for the identification of epidemiological studies Critically evaluate epidemiological studies and determines their use based on scientific evidence Properly prepares data and performs numerical and graphical data summarization methods Select and apply appropriate statistical methods for single-variable and bi-variable data analysis with continuous and categorical data Select and apply multivariate statistical analysis Use SPSS and other statistical software as tools necessary for research Critically evaluate the statistical methodology used in epidemiological studies and interpret the results tables and diagrams presented in these studies 		
Prerequisites	None	Co-requisites	None
Course Content	<p>Description:</p> <ul style="list-style-type: none"> Introduction to epidemiology and the basic epidemiological concepts Epidemiological measures (e.g., measures of frequency, measures of effect, etc.) Introduction to research and description of research types (qualitative, quantitative, mixed methods) Types of studies: ecological studies, cross-sectional studies, case-control studies, cohort studies, clinical trials Research protocol and sampling methods Data collection tools (questionnaires, interviews, etc.): tool development, reliability, and validity of measurements Internal and external validity Ethical issues in research Introductory concepts in biostatistics and data types Descriptive Statistics: description of data in frequency tables, charts, and numerical summary measures Inferential statistics: single-variable and bi-variable data analysis with continuous and categorical data Linear models and regression models 		
Teaching Methodology	Face- to- face		
Bibliography	<ul style="list-style-type: none"> Webb P and Bain C. Essential Epidemiology. An Introduction to Students and Health Professionals 2nd Edition. Cambridge University Press, Cambridge, 		

	<ul style="list-style-type: none"> • Bowers D., Fundamental concepts in biostatistics. • Thomas, J.R., Nelson, J.K. & Silverman, S.J. Research Methods in Physical Activity, 6th edition, Human Kinetics, Champaign, Illinois, USA. ISBN-13: 9780736089395; e-book: 9781450400374 • Introduction to health professionals. Greek editing - Nikos Middleton. Medical Publications Paschalidis, Athens. • Galanis P, Sparos L. Epidemiology Manual. Medical Publications BETA, • Christiana Darviri. Methodology of research in the field of health, Medical publications Paschalidis, Athens, Greece. ISBN-13: 9789603999157
Assessment	<p>Exams: 60% Assignments: 30% Class Participation and Attendance: 10%</p>
Language	Greek

Course Title	Practical Exercise of Midwifery II				
Course Code	MID640				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	2nd year / 3rd semester				
Teacher's Name	Mr Christos Vrakas				
ECTS	10	Lectures / week	N/A	Laboratories / week	494 hours in the clinical setting
Course Purpose and objectives	<p>To enable the student to put theory into practice with documented clinical practice (through clinical case studies) and to acquire specialized knowledge, skills, abilities and attitudes to safely provide individualized and holistic care to the pregnant woman, fetus, the childbearing woman, the newborn and to the woman during puerperium. The program aims at a high level of clinical competence through scientifically / research-based midwifery practice, the development of competent midwives in accordance with the legislation and international standards of midwifery education and practice of the International Confederation of Midwives and the European Directive 2005/36</p>				

<p>Learning Outcomes</p>	<p>The purpose of the clinical placement is to develop and cultivate the appropriate abilities and skills of students for the implementation of the principles of midwifery in clinical practice.</p> <p>Upon successful completion of the clinical practice the student will be able to:</p> <ul style="list-style-type: none"> • Monitor a normal pregnancy and perform tests necessary to diagnose and monitor the progress of a normal pregnancy. • Evaluate and advise on the necessary examinations for the earliest possible diagnosis of a high-risk pregnancy. • Implement with safety, professionalism and quality the treatment prescribed by the doctor. • Implement the relevant legislation, midwifery ethics and professional conduct. • Examine and provide advanced midwifery care to the newborn taking the necessary initiatives in case of need and performs immediate resuscitation where needed. • Document and record all the necessary documents for each case and keeps the necessary files in conventional and electronic form. • Cultivate a sense of cooperation with other health care professionals. 		
<p>Prerequisites</p>	<p>MID600, MID605</p>	<p>Co-requisites</p>	<p>None</p>
<p>Course Content</p>	<p>Clinical Practice in the following wards:</p> <p>Ultrasound Department - 70 hours</p> <p>Gynecological Ward - 105 hours</p> <p>Surgery Theatres (Obstetrics and gynecology surgeries) - 70 hours</p> <p>High Risk Pregnancy Department - 144 hours</p> <p>Neonatal Intensive Care Unit (NICU) - 105 hours</p> <p>During their placement, the students develop and cultivate the appropriate abilities and skills to implement the principles of midwifery in real working conditions.</p> <ul style="list-style-type: none"> • Familiarity with the use of ultrasound • Identification of the physiology and pathology of the fetus using ultrasound imaging • Recognize pathological signs in the mother or fetus and make decisions about whether intervention is required (eg Amniocentesis, CVS (chorionic villus sampling)) • Use of computer programs used to record measurements during the 1st, 2nd and 3rd trimester ultrasound. 		

- Practical exercise related to gynecological examinations.
- Recognition of pathology in terms of gynecology (ovarian cysts, uterine and cervical Cancer, uterine prolapse, reproductive system infections).
- Management of Ectopic Pregnancy / Miscarriage / Threatened / Incomplete / Complete / recurrent / induced Abortion / missed abortion
- Therapeutic Termination of Pregnancy
- Molar Pregnancy / Trophoblastic Disease
- Postpartum infection / fever during puerperium
- Female Reproductive Infections / Sexually Transmitted Diseases
- Technique for taking and evaluating Pap tests
- Contraceptive methods / IUD
- Design and administration of appropriate medication based on the treatment sheet.
- Preoperative and Postoperative care of women undergoing gynecological surgeries
- Cooperation with the surgical team.
- Recognition of abnormal conditions during pregnancy and their management. (preeclampsia, threatened pregnancy, 1st, 2nd, 3rd trimester bleeding, oligohydramnios, polydramnios, etc.)
- Familiarization and use of the external Cardiotocography.
- Counseling of the pregnant woman and her family related to the pathological condition of the pregnant woman.
- Administration of medication to the pregnant woman depending on the pathological condition with which the pregnancy is complicated.
- Care and feeding of premature newborn.
- Feeding in an intubated newborn
- Familiarity with respiratory support machines such as CPAP
- Newborn resuscitation in emergencies.
- Planning, providing care, re-evaluating the midwifery care provided to the pregnant woman.
- Description of proper nutrition and description of the nutrients required for optimal nutrition of the mother during pregnancy. Counseling for the hygiene, exercise, sexual activity of the pregnant woman.
- Promoting the health of the pregnant woman and strengthening the family
- Cooperation with the midwifery team

	<ul style="list-style-type: none"> Design of preparation programs for parenthood and autonomous participation. 						
Teaching Methodology	494 hours in the clinical setting						
Bibliography	<ul style="list-style-type: none"> Lowdermilk D. L., Perry S.E., Cashion M.C., Alden K.R. (2015). <i>Maternity and Women's Health Care</i>. 11th ed. St Louis: Mosby Johnson, R. & Taylor, W. (2011) <i>Skills for Midwifery Practice</i>. 3rd ed., Edinburgh: Churchill Livingstone Cunningham F.G., Leveno K.J., Bloom S.L., Dashe J.S., Hoffman B.H., Casey B.M., Spong C.Y. (2018). <i>Williams Obstetrics</i>, 25th Edition, USA: McGraw-Hill Education Perry S.E., Hockenberry M.J., Lowdermilk D.L., Wilson D., Alden K.R., Cashion M.C. (2017). <i>Maternal Child Nursing Care</i> 6th Edition, St Louis: Mosby Murray S.S. & McKinney E.S. (2018). <i>Foundations of Maternal-Newborn and Women's Health Nursing</i>, 7th Edition, Philadelphia: Saunders Elsevier Blackburn S. (2018). <i>Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective</i>, Philadelphia: Saunders Elsevier Blumenthal P. and Berek J. (2013). <i>A Practical Guide to Office Gynecologic Procedures</i>. Brancel M. (2017). <i>Newborn Primary care Guidelines</i>. 24th annual edition. 						
Assessment	<table border="1"> <tr> <td>Continuous assessment in the Clinical Setting</td> <td>50%</td> </tr> <tr> <td>Assignments: (8.000 words, without including in the word count the abstract, references and cover page)</td> <td>50%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Continuous assessment in the Clinical Setting	50%	Assignments: (8.000 words, without including in the word count the abstract, references and cover page)	50%	Total	100%
Continuous assessment in the Clinical Setting	50%						
Assignments: (8.000 words, without including in the word count the abstract, references and cover page)	50%						
Total	100%						
Language	Greek						

Course Title	Practical Exercise of Midwifery III				
Course Code	MID655				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd year /4 th semester				
Teacher's Name	Mr Christos Vrakas				
ECTS	10	Lectures / week	N/A	Laboratories / week	462* hours
Course Purpose and Objectives	<p>To enable the student to put theory into practice with documented clinical practice (through clinical case studies) and to acquire specialized knowledge, skills, abilities and attitudes to safely provide individualized and holistic care to the pregnant woman, fetus, women in labour, the newborn and to the woman during puerperium. The program aims at a high level of clinical competence through scientifically / research-based midwifery practice, the development of competent midwives in accordance with the legislation and international standards of midwifery education and practice of the International Confederation of Midwives and the European Directive 2005/36</p>				

<p>Learning Outcomes</p>	<p>The purpose of the clinical placement is to develop and cultivate the appropriate abilities and skills of students for the implementation of the principles of midwifery in clinical practice.</p> <p>Upon successful completion of the clinical practice the student will be able to:</p> <ul style="list-style-type: none"> • Prioritize the midwifery interventions and develop a midwifery care plan to prevent, reduce or resolve the problems identified. • Evaluate the results of the midwifery care provided, redesign when necessary and document all midwifery interventions. • Evaluate, examine, monitor and provide advanced midwifery care to the childbearing woman and fetus during delivery using appropriate clinical and technical means. • Manage and conduct autonomous normal births, including episiotomy, where necessary, and its suturing, and in emergency deliveries in breech presentation. • Recognize warning signs of an abnormal or potentially abnormal condition in the woman in labour or in the fetus / newborn, calls for medical help and assists in medical intervention where appropriate. • Takes the necessary urgent measures in the absence of a doctor and especially the manually separation of the placenta that may be followed by a finger examination of the uterus. • Apply principles and skills of teaching, effective communication and counselling, research, management and administration. • Recognize the cultural differences of pregnant women, women in labour and postpartum mothers. • Document and record all the necessary documents for each case and keeps the necessary files in conventional and electronic form. • Implement the relevant legislation, midwifery ethics and professional conduct. 		
<p>Prerequisites</p>	<p>MID600, MID605</p>	<p>Co-requisites</p>	<p>None</p>

<p>Course Content</p>	<p>Clinical practice in the Delivery Room - 462 hours</p> <p>During their placement, the students develop and cultivate the appropriate abilities and skills to apply the principles of midwifery in real working conditions.</p> <ul style="list-style-type: none"> • Evaluation of the childbearing woman before and during childbirth. • Identification of signs of onset of labor. • Cooperation with the midwifery team. • Correct and timely completion of childbirth monitoring forms. • Learning of vaginal examination and recognition of dilation, effacement, quality and length of the cervix, station of the fetus presenting part, etc. • Administration of medication based on medical instructions. • Use of continuous cardiotocography during childbirth and recognition of abnormal or reassuring conditions (eg fetal distress, fetal tachycardia, uterine hypertonia). • Planning, evaluation and provision of appropriate care based on the needs of the woman in labour. • Autonomous management and performance of a low risk delivery. • Episiotomy and perineal suturing when required. • Placenta evaluation. • Management of abnormal conditions after childbirth (eg postpartum hemorrhage, uterine atony, etc.) • Neonatal evaluation and resuscitation if needed. Administration of vitamin K and instillation of eye drops for the prevention of gonococcal infection • Psychological support on woman in labour.
<p>Teaching Methodology</p>	<p>462 * in clinical placement</p> <p>*The minimum hours required based on the European Guidelines. Students may have to complete more hours in order to complete all the necessary requirements of their clinical practice.</p>

Bibliography	<ul style="list-style-type: none"> • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2021). Φροντίδα Μητρότητας και Υγείας των Γυναικών (Επιμέλεια: Άννα Δελτσίδου, Γιαννούλα Κύρκου), 12^η έκδοση, Εκδόσεις Λαγός Δημήτριος, Αθήνα • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2020). Maternity and Women's Health Care, 12th Edition, St Louis: Mosby • Marshall J.E., Raynor M.D. (2014). Myles Textbook for Midwives 16th Edition, Churchill Livingstone • Johnson, R. & Taylor, W. (2011) Skills for Midwifery Practice. 3rd ed., Edinburgh: Churchill Livingstone • Tharpe N.L., Farley C.L., Jordan R.G. (2016) Clinical Practice Guidelines for Midwifery & Women's Health 5th Edition, Burlington: Jones & Bartlett Learning • Murray S.S. & McKinney E.S. (2018). Foundations of Maternal-Newborn and Women's Health Nursing, 7th Edition, Philadelphia: Saunders Elsevier • Blackburn S. (2018). Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective, Philadelphia: Saunders Elsevier 							
Assessment	<table border="1"> <tr> <td data-bbox="395 1151 962 1227">Continuous assessment in the Clinical Setting</td> <td data-bbox="970 1151 1114 1227">50%</td> </tr> <tr> <td data-bbox="395 1238 962 1350">Assignments (8.000 words, without including in the word count the abstract, references and cover page)</td> <td data-bbox="970 1238 1114 1350">50%</td> </tr> <tr> <td data-bbox="395 1361 962 1395">Total</td> <td data-bbox="970 1361 1114 1395">100%</td> </tr> </table>		Continuous assessment in the Clinical Setting	50%	Assignments (8.000 words, without including in the word count the abstract, references and cover page)	50%	Total	100%
Continuous assessment in the Clinical Setting	50%							
Assignments (8.000 words, without including in the word count the abstract, references and cover page)	50%							
Total	100%							
Language	Greek							

Course Title	Gynecology and reproduction and assisted reproductive technology (ART) and Health Promotion				
Course Code	MID665				
Course Type	Elective				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd year / 4 th semester				
Teacher's Name	Dr Anna Deltsidou				
ECTS	10	Lectures / week	3 Hours/14 Weeks	Laboratories / week	None
Course Purpose and Objectives	The objective of this course is to educate students for issues related on women's reproductive and sexual health and on reproductive and sexual rights. The course includes topics for the women's and of couples' health promotion, family planning, prevention and detection of gynecologic problems, conditions and disorders such as: violence, female genital mutilation, STDs, menopause, climacteric, benign and malignant diseases, infertility, assisted reproductive technology, and health promotion of the Woman Across the Life Span.				
Learning Outcomes	<p>Upon successful completion of this course students are expected to be able to:</p> <ul style="list-style-type: none"> • Describe strategies for promoting of women's reproductive and sexual health • Describe the care of women with genital mutilation • Explain the types of abortions and describe the post abortion care of a woman. • Analyse ways to prevent and treat the child and adolescent gynaecologic disorders. • Describe ways to detect and deal with domestic and other forms of violence against women • Organize educational programs on climacteric, menopause, family planning, contraception and osteoporosis in women • Recognize the factors of female and male infertility • Analyze the assisted reproductive techniques • Present common health conditions of women, their detection, prevention and management (menstruation, PMS, infertility). • Describe other common diseases of women, screening, prevention and treatment (gynaecological cancer, breast cancer). • Explain the importance of health education and health promotion in Midwifery 				

	<ul style="list-style-type: none"> Identify and evaluate factors and practices that contribute to health promotion 			
Prerequisites	<table border="1"> <tr> <td>None</td> <td>Co-requisites</td> <td>None</td> </tr> </table>	None	Co-requisites	None
None	Co-requisites	None		
Course Content	<p>Introduction to women's reproductive and sexual health issues:</p> <ul style="list-style-type: none"> Caring for the well Woman Across the Life Span: The Need to Promote Health and Prevent Disease Sexually Transmitted viral and bacterial Infections (prevention, screening and diagnosis, management. Family Planning and Contraception. Contraceptive methods Right to care and safe termination of pregnancy. Child and adolescent gynecology. Female genital mutilation. Detection, treatment of domestic violence and other forms of violence against women. Infertility, Incidence, Factors associated with Infertility. Female and male infertility. Interventions, assisted reproductive technology Climacteric, menopause. Osteoporosis in women. Diseases of the female reproductive system (benign neoplasms). Common health conditions of women (diagnosis, prevention, treatment). Abnormal uterine bleeding, PES, fertility. Structural Abnormalities and Neoplasms of the Female Reproductive System, screening, prevention, treatment (gynecological cancer). Breast Diseases. Benign conditions of the breast. Malignant conditions of the breast (etiology, screening, prognosis, treatment). 			
Teaching Methodology	Face-to- face			
Bibliography	<ul style="list-style-type: none"> Murray S.S. & McKinney E.S. (2018). Foundations of Maternal-Newborn and Women's Health Nursing, 7th Edition, Philadelphia: Saunders Elsevier Blackburn S. (2018). Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective, Philadelphia: Saunders Elsevier Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2021). Φροντίδα Μητρότητας και Υγείας των Γυναικών (Επιμέλεια: Άννα Δελτσιδου, Γιαννούλα Κύρκου), 12^η έκδοση, Εκδόσεις Λαγός Δημήτριος, Αθήνα Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2020). Maternity and Women's Health Care, 12th Edition, St Louis: Mosby Lowdermilk D. L., Perry S.E., Cashion M.C., Alden K.R. (2015). Maternity and Women's Health Care. 11th ed. St Louis: Mosby London M.L., Ladewig P.W., Davidson M., Ball J. W., Bindler R.C., Cowen K. (2016). Maternal & Child Nursing Care, 5th Edition, UK: Pearson 			

	<ul style="list-style-type: none"> Davidson M., London M.L., Ladewig P.W. (2019). Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan, 11th Edition, UK: Pearson 		
Assessment	Final exam:	50%	
	Assignment: (8.000 words, without including in the word count the abstract, references and cover page)	40%	
	Class Participation and Attendance	10%	
	Total:	100%	
Language	Greek		

Course Title	Evidenced Based Clinical Midwifery Practice				
Course Code	MID675				
Course Type	Elective				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd year / 4 th semester				
Teacher's Name	TBA				
ECTS	10	Lectures / week	3 Hours/14 Weeks	Laboratories / week	None
Course Purpose and Objectives	The objective of this course is to educate students for the Evidenced Based Clinical Midwifery Practice and for their activation to introduce innovations into the prenatal, intrapartum and postnatal care				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Give the definition of the Evidenced Based Clinical Midwifery Practice • Determine the steps of the Evidenced Based Clinical Midwifery Practice • Describe the steps of the Evidenced Based Clinical Midwifery Practice • Explain the way of applying in practice of the Evidenced Based Clinical Midwifery Practice • Analyse clinical guidelines: from development to applying • Explain the benefits of the Evidenced Based Clinical Midwifery Practice • Analyze the goals of the clinical guidelines • Describe the role of the Development and Supervising Team • Analyze the ways of collecting and analyzing of data • Describe the ways of evaluation and protocol application 				
Prerequisites	None		Co-requisites	None	
Course Content	<ul style="list-style-type: none"> • Definition of the Evidenced Based Clinical Midwifery Practice and its necessity for an effective care providing • The steps of the Evidenced Based Clinical Midwifery Practice, First step and second step: Clinical thesis statement, relative evidence finding • Third step: quantitative and qualitative critical thinking of the Evidence and decision-making • The interests, the patient choices and the clinical critical thinking of the Evidenced Based Clinical Midwifery Practice • Fourth and fifth step: Model and strategies use for the Evidenced Based Clinical Midwifery Practice • Use of the Evidenced Based Clinical Midwifery Practice: instruments for enhancement of the Clinical Midwifery Practice 				

	<ul style="list-style-type: none"> • The next steps: production and dissemination of the evidence by conducting quantitative studies • Production and dissemination of the evidence by conducting qualitative studies • Production of results from programs coordination • Writing an effective research project for funding and coordination programs • Disseminating the evidence • Culture development compatible with the Evidenced Based Clinical Midwifery Practice: Teaching the Evidenced Based Clinical Midwifery Practice, Vision development and motivation to incorporate the Evidenced Based Clinical Midwifery Practice in individual and organizational level.
Teaching Methodology	Face-to- face
Bibliography	<ul style="list-style-type: none"> • Melnyk B.M., and Fineout-Overholt E. (2018). Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice, 4th edition, Lippincott Williams & Wilkins • Marshall J.E., Raynor M.D. (2014). Myles Textbook for Midwives 16th Edition, Edinburg: Churchill Livingstone • Tharpe N.L., Farley C.L., Jordan R.G. (2016) Clinical Practice Guidelines for Midwifery & Women's Health 5th Edition, Burlington: Jones & Bartlett Learning • Melnyk B.M., Fineout-Overholt E. (2014), Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice, Second Edition, Philadelphia: Lippincott Williams & Wilkins • Malloch K., Porter-O'Grady T. (2010). Introduction to Evidence-Based Practice in Nursing and Health. Jones and Bartlett Publishers • Christenbery T.L. (2017). Evidence-Based Practice in Nursing. Foundations, Skills, and Roles, NY: Springer Publishing Company • Dawes T., Davies P., and Gray A. (2005).Evidence-Based Practice: A Primer for Health Care Professionals (Evidence-Based Practice).Churchill Livingstone Publishers. • Levin R., Feldman H. (2006).Teaching Evidence-Based Practice in Nursing: A Guide for Academic and Clinical Settings. Springer Publishing Company. • McDaid C. (2000). Clinical Effectiveness and Evidence-based Nursing, Midwifery and Health Visiting: Barriers, Resources and Practical Implications. Publisher: NIPEC • Malloch K., Porter-O'Grady T. (2006). Introduction to Evidence-Based Practice in Nursing and Health Care. Jones and Barlett Publishers. • Hall H.R., Roussel L.A. (2020). Evidence-Based Practice: An Integrative Approach to Research, Administration, and Practice: An Integrative Approach to Research, Administration, and Practice, 3rd Edition, Jones & Bartlett Learning

Assessment	Examinations:	50%
	Assignment: (8.000 words, without including in the word count the abstract, references and cover page)	40%
	Class Participation and Attendance	10%
	Total:	100%
Language	Greek	

Course Title	Community Midwifery, Cross-cultural Midwifery				
Course Code	MID670				
Course Type	Elective				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd year / 4 th semester				
Teacher's Name	Dr Marios Vasiliou-Anna Deltsidou				
ECTS	10	Lectures / week	3 Hours/14 Weeks	Laboratories / week	None
Course Purpose and Objectives	The objective of this course is to educate students for issues related to the Cross-Cultural Midwifery Care focusing on the improvement of the perinatal care in the community				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Analyze the methods of community assessment • Determine the health indicators of the community • Describe the care focused on the total population or on population groups • Discuss the role of the midwife in the community • List the strategies of the effective midwifery care in the community during the antenatal care • Explain the criteria for the low and high risk pregnancies • Describe ways of choice and referral of pregnant women in the hospital • Organize and perform home deliveries and deliveries in birth centers • Describe the immediate care for the mother and newborn • Report midwifery interventions concerning the care of the mother and newborn • Discuss the strategies for breastfeeding promotion • Organize and plan home visits during the postpartum period • Explain the Cross-cultural theories • Describe the Cross-cultural communication in Midwifery • Determine Cross-cultural approaches in pregnancy • Explain the pain management during the labor in various cultures • Describe the cultural theories for the childbearing woman, the postpartum woman and the neonate 				
Prerequisites	None	Co-requisites		None	
Course Content	<ul style="list-style-type: none"> • Methods of community assessment • Health indicators of the community 				

	<ul style="list-style-type: none"> • Care focused on the total population or on population groups • Role of the midwife in the community • Strategies of the effective midwifery care during the antenatal care in the community setting • Criteria for the low and high risk pregnancies • Ways of choice and referral of pregnant women in the hospital • Perform home deliveries and deliveries in birth centers • Immediate care of the mother and neonate • Midwifery interventions concerning the care of the mother and neonate • Strategies for breastfeeding promotion • Home visits during the postpartum period • Cross-cultural theories • Cross-cultural communication in Midwifery • Cultural approaches in pregnancy • Culture and pain during labor • Cultural theories for the childbearing woman, the postpartum woman and the neonate
Teaching Methodology	Face-to- face
Bibliography	<ul style="list-style-type: none"> • Lowdermilk D. L., Perry S.E., Cashion M.C., Alden K.R. (2015). Maternity and Women's Health Care. 11th ed. St Louis: Mosby • Marshall J.E., Raynor M.D. (2014). Myles Textbook for Midwives 16th Edition, Churchill Livingstone • Johnson, R. & Taylor, W. (2011) Skills for Midwifery Practice. 3rd ed., Edinburgh: Churchill Livingstone • Perry S.E., Hockenberry M.J., Lowdermilk D.L., Wilson D., Alden K.R., Cashion M.C. (2017). Maternal Child Nursing Care 6th Edition, St Louis: Mosby • Simpson K.R., Creehan, P.A. (2013). AWHONN's Perinatal Nursing Fourth Edition, Fourth edition, Philadelphia: Lippincott Williams & Wilkins • Ricci S. (2016). Essentials of Maternity, Newborn, and Women's Health Nursing, Philadelphia: Lippincott Williams & Wilkins • O'Meara A. (2018). Maternity, Newborn, and Women's Health Nursing. A Case-Based Approach, Philadelphia: Lippincott Williams & Wilkins • Silbert-Flagg J., Pillitteri A. (2017). Maternal and Child Health Nursing. Care of the Childbearing and Childrearing Family, Philadelphia: Lippincott Williams & Wilkins • London M.L., Ladewig P.W., Davidson M., Ball J. W., Bindler R.C., Cowen K. (2016). Maternal & Child Nursing Care, 5th Edition, UK: Pearson • Davidson M., London M.L., Ladewig P.W. (2019). Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan, 11th Edition, UK: Pearson • Forrest E. (2019). Midwifery at a Glance, 1st Edition, Oxford: Wiley-Blackwell

	<ul style="list-style-type: none"> • Murray S.S. & McKinney E.S. (2018). Foundations of Maternal-Newborn and Women's Health Nursing, 7th Edition, Philadelphia: Saunders Elsevier • Blackburn S. (2018). Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective, Philadelphia: Saunders Elsevier 	
Assessment	Examinations:	50%
	Assignment: (8.000 words, without including in the word count the abstract, references and cover page)	40%
	Class Participation and Attendance	10%
	Total:	100%
Language	Greek	

Course Title	Midwifery Care Units' Management, Midwives' Professional Development				
Course Code	MID680				
Course Type	Elective				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd year / 4 th semester				
Teacher's Name	Maria Prodromou				
ECTS	10	Lectures / week	3 Hours/14 Weeks	Laboratories / week	None
Course Purpose and Objectives	The objective of this course is to educate students for the management of the Midwifery Care Units and for the preparation of executives providing them with the adequate management and administration knowledge and skills to staff the Midwifery Care Units of the private and public sector.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Explain the Concept of an Organization Management • Describe and analyze the Basic Functions of Management • Explain the Management as a Process of Decision-making and as a Leadership • Analyze the Fundamentals and the Management Model of Health Care services • Describe the Functions of the Management in the Midwifery Care Units • Plan the needs for Human Resources in the Midwifery Care Units • Describe the Fundamentals of Economic Management of Health Care Organizations and particularly of Hospitals • Identify and explain the significance of Health insurance and Health Care Services • Suggest ways of Organization and Funding of Health Care Services and Health Care System • Describe the expenses in Midwifery Care Units 				
Prerequisites	None	Co-requisites		None	
Course Content	<ul style="list-style-type: none"> • The concept of an organization management • The basic functions of management • The management as a process of decision-making and as a leadership • The fundamentals and the management model of health care services • The functions of management in a health care services organization • Management and human resources of a health care services 				

	<p>organization</p> <ul style="list-style-type: none"> • Fundamentals of economic management of health care organizations– and particularly of hospitals • Health and marketplace of health care services • Health insurance and health care services • Organization and funding of health care services and health care system • Organization of health care system in Greece and in Cyprus • The expenses for the health care services 								
Teaching Methodology	Face-to- face								
Bibliography	<ul style="list-style-type: none"> • Zimmerman D. L., Osborn-Harrison D.G. (2016). Person-Focused Health Care Management: A Foundational Guide for Health Care Managers, NY: Springer Publishing Company • Henwood S. (2014). Practical Leadership in Nursing and Health Care: A Multi-Professional Approach, London: Routledge Taylor & Francis Group • Gray M. (2014). Practical Skills for Mentoring in Healthcare: A Guide for Busy Practitioners, Red Globe Press • Silbert-Flagg J., Pillitteri A. (2017). Maternal and Child Health Nursing. Care of the Childbearing and Childrearing Family, Philadelphia: Lippincott Williams & Wilkins • London M.L., Ladewig P.W., Davidson M., Ball J. W., Bindler R.C., Cowen K. (2016). Maternal & Child Nursing Care, 5th Edition, UK: Pearson • Davidson M., London M.L., Ladewig P.W. (2019). Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan, 11th Edition, UK: Pearson 								
Assessment	<table border="1"> <tr> <td>Examinations:</td> <td>50%</td> </tr> <tr> <td>Assignment: (8.000 words, without including in the word count the abstract, references and cover page)</td> <td>40%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td>Total:</td> <td>100%</td> </tr> </table>	Examinations:	50%	Assignment: (8.000 words, without including in the word count the abstract, references and cover page)	40%	Class Participation and Attendance	10%	Total:	100%
Examinations:	50%								
Assignment: (8.000 words, without including in the word count the abstract, references and cover page)	40%								
Class Participation and Attendance	10%								
Total:	100%								
Language	Greek								

ANNEX III: CLINICAL PRACTICE

Course Title	Practical Exercise of Midwifery I				
Course Code	MID625				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year /2 nd semester				
Teacher's Name	Mr Christos Vrakas				
ECTS	10	Lectures / week	574 hours	Laboratories / week	None
Course Purpose and Objectives	To enable the student to put theory into practice with documented clinical practice (through clinical case studies) and to acquire specialized knowledge, skills, abilities and attitudes to safely provide individualized and holistic care to the pregnant woman, fetus, women in labour, the newborn and to the woman during puerperium. The program aims at a high level of clinical competence through scientifically / research-based midwifery practice, the development of competent midwives in accordance with the legislation and international standards of midwifery education and practice of the International Confederation of Midwives and the European Directive 2005/36				
Learning Outcomes	<p>The purpose of the clinical placement is to develop and cultivate the appropriate abilities and skills of students for the implementation of the principles of midwifery in clinical practice.</p> <p>Upon successful completion of the clinical practice the student will be able to</p> <ul style="list-style-type: none"> • Provide a preparation program for the parental role, with information regarding pregnancy, childbirth, puerperium, newborn care and family empowerment • Apply advanced and safe midwifery care to women in reproductive years, before conception, during pregnancy, childbirth and puerperium including the newborn care. • Provide research based information on reproductive and sexual health education in women from adolescence to menopause, including infertility, family planning and menopause. 				

	<ul style="list-style-type: none"> • Identify and prioritize the real or potential problems of women and families with a high risk pregnancy, the factors that cause or contribute to these problems and to express them in the form of midwifery diagnoses. • Examine, provide advanced midwifery care and monitor the mother and newborn during the postpartum period, providing the mother with newborn care counseling in order to empower her and to ensure the best possible development and well being of her child. • Appreciate the necessity and usefulness of lifelong learning for personal and professional development. • Apply principles and skills of teaching, effective communication and counselling, research, management and administration. 		
Prerequisites	MID600, MID605	Co-requisites	None
Course Content	<p>Clinical practice in the following wards: Perinatal Care Clinic : 216 hours Prenatal care and child welfare centers :70 hours Postpartum Ward (Care of Mothers and Newborns) 288 hours</p> <p>During their placement, the students develop and cultivate the appropriate abilities and skills to apply the principles of midwifery in real working conditions.</p> <ul style="list-style-type: none"> • Taking a health history in the first visit. • Examination, evaluation and planning of the pregnant woman's visits based on the pregnant woman's needs. • Planning, provision, reevaluation of the midwifery care provided to the pregnant woman and its results. • Description of proper nutrition and description of the nutrients required for optimal nutrition of the mother during pregnancy. Advice on hygiene, exercise, sexual activity of the pregnant woman. • Promoting the health of the pregnant woman and strengthening the family • Advice to pregnant women regarding the treatment of the symptoms of the first trimester of pregnancy. E.g. hyperemesis gravidarum, morning sickness etc. • Recognition of abnormal conditions in early pregnancy such as albuminuria. • Cooperation with the midwifery team. • Preparation programs for parenthood and autonomous participation. 		

	<ul style="list-style-type: none"> • Examination of newborns after leaving the maternity hospital, weighing and other measurements (head and abdomen circumference, length, etc.) and comparison with normal growth curves. • Vaccination where required (eg against hepatitis B) • Informing parents about issues of promoting the health of the newborn. • Maternity care after childbirth (mobilization, bath, etc.) • Recognition of the need for proper postpartum monitoring. • Identification of signs and treatment of postpartum hemorrhage. • Abdominal palpation and recognition of uterine involution after childbirth. • Informing and supporting the postpartum woman about breastfeeding. • Daily care of the newborn (bath, feeding, care of the umbilical cord). • Recognition of abnormal conditions in the newborn and use safely the means of treatment (eg jaundice and phototherapy).
Teaching Methodology	574 hours in clinical placement
Bibliography	<ul style="list-style-type: none"> • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2021). Φροντίδα Μητρότητας και Υγείας των Γυναικών (Επιμέλεια: Άννα Δελτσίδου, Γιαννούλα Κύρκου), 12^η έκδοση, Εκδόσεις Λαγός Δημήτριος, Αθήνα • McDonald S, Johnson G,. – Μαγε's Περιγεννητική Μαιευτική Φροντίδα. Πρίν, κατά τη διάρκεια και μετά τον τοκετό. (2022) • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2020). Maternity and Women's Health Care, 12th Edition, St Louis: Mosby • Βιβιλάκη Β. – Πρωτοβάθμια Μαιευτική Φροντίδα. Η μαία στην Π.Φ.Υ. (2016)

Assessment		
	Continuous assessment in the Clinical Setting	50%
	Assignments(8.000 words, without including in the word count the abstract, references and cover page)	50%
	Total	100%
Language	Greek	

Course Title	Practical Exercise of Midwifery II				
Course Code	MID640				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd year / 3 rd semester				
Teacher's Name	Mr Christos Vrakas				
ECTS	10	Lectures / week	494 hours	Laboratories / week	None
Course Purpose and Objectives	<p>To enable the student to put theory into practice with documented clinical practice (through clinical case studies) and to acquire specialized knowledge, skills, abilities and attitudes to safely provide individualized and holistic care to the pregnant woman, fetus, the childbearing woman, the newborn and to the woman during puerperium. The program aims at a high level of clinical competence through scientifically / research-based midwifery practice, the development of competent midwives in accordance with the legislation and international standards of midwifery education and practice of the International Confederation of Midwives and the European Directive 2005/36</p>				

<p>Learning Outcomes</p>	<p>The purpose of the clinical placement is to develop and cultivate the appropriate abilities and skills of students for the implementation of the principles of midwifery in clinical practice.</p> <p>Upon successful completion of the clinical practice the student will be able to:</p> <ul style="list-style-type: none"> • Examine the normal pregnancy and perform tests necessary to diagnose and monitor the progress of a normal pregnancy. • Evaluate and advise on the necessary examinations for the earliest possible diagnosis of a high-risk pregnancy. • Implement with safety, professionalism and quality the treatment prescribed by the doctor. • Implement the relevant legislation, midwifery ethics and professional conduct. • Examine and provide advanced midwifery care to the newborn taking the necessary initiatives in case of need and performs immediate resuscitation where needed. • Record all the necessary documents for each case and keeps the necessary files in conventional and electronic form. • Create a sense of cooperation with other health care professionals. 		
<p>Prerequisites</p>	<p>MID600, MID605</p>	<p>Co-requisites</p>	<p>None</p>
<p>Course Content</p>	<p>Clinical Practice in the following wards:</p> <p>Ultrasound Department - 70 hours</p> <p>Gynecological Ward - 105 hours</p> <p>Surgery Theatres (Obstetrics and gynecology surgeries) - 70 hours</p> <p>High Risk Pregnancy Department - 144 hours</p> <p>Neonatal Intensive Care Unit (NICU) - 105 hours</p> <p>During their placement, the students develop and cultivate the appropriate abilities and skills to implement the principles of midwifery in real working conditions.</p> <ul style="list-style-type: none"> • Familiarity with the use of ultrasound • Identification of the physiology and pathology of the fetus using ultrasound imaging • Recognize pathological signs in the mother or fetus and make decisions about whether intervention is required (eg Amniocentesis, CVS (chorionic villus sampling)) 		

- Use of computer programs used to record measurements during the 1st, 2nd and 3rd trimester ultrasound.
- Practical exercise related to gynecological examinations.
- Recognition of pathology in terms of gynecology (ovarian cysts, uterine and cervical Cancer, uterine prolapse, reproductive system infections).
- Management of Ectopic Pregnancy / Miscarriage / Threatened / Incomplete / Complete / recurrent / induced Abortion / missed abortion
- Therapeutic Termination of Pregnancy
- Molar Pregnancy / Trophoblastic Disease
- Postpartum infection / fever during puerperium
- Female Reproductive Infections / Sexually Transmitted Diseases
- Technique for taking and evaluating Pap tests
- Contraceptive methods / IUD
- Design and administration of appropriate medication based on the treatment sheet.
- Preoperative and Postoperative care of women undergoing gynecological surgeries
- Cooperation with the surgical team.
- Recognition of abnormal conditions during pregnancy and their management. (preeclampsia, threatened pregnancy, 1st, 2nd, 3rd trimester bleeding, oligohydramnios, polydramnios, etc.)
- Familiarization and use of the external Cardiotocography.
- Counseling of the pregnant woman and her family related to the pathological condition of the pregnant woman.
- Administration of medication to the pregnant woman depending on the pathological condition with which the pregnancy is complicated.
- Care and feeding of premature newborn.
- Feeding in an intubated newborn
- Familiarity with respiratory support machines such as CPAP
- Newborn resuscitation in emergencies.
- Planning, providing care, re-evaluating the midwifery care provided to the pregnant woman.
- Description of proper nutrition and description of the nutrients required for optimal nutrition of the mother during pregnancy. Counseling for the hygiene, exercise, sexual activity of the pregnant woman.
- Promoting the health of the pregnant woman and strengthening the family

	<ul style="list-style-type: none"> • Cooperation with the midwifery team • Design of preparation programs for parenthood and autonomous participation. 						
Teaching Methodology	494 hours in the clinical setting						
Bibliography	<ul style="list-style-type: none"> • Netter's Μαιευτική και Γυναικολογία 2^η έκδοση (06/2019) • Ευστράτιος Α. Ασημακόπουλος – Κλινική Υπερηχογραφία στη Μαιευτική και Γυναικολογία(2022) • Αλέξανδρος Σωτηριάδης – Μαιευτική και Γυναικολογική Υπερηχογραφία (2022) • Murray S.S. & McKinney E.S. (2018). Foundations of Maternal-Newborn and Women's Health Nursing, 7th Edition, Philadelphia: Saunders Elsevier • Brancel M. (2017). <i>Newborn Primary care Guidelines</i>. 24th annual edition. • Blackburn S. (2018). Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective, Philadelphia: Saunders Elsevier • Brancel M. (2017). <i>Newborn Primary care Guidelines</i>. 24th annual edition. 						
Assessment	<table border="1"> <tr> <td>Continuous assessment in the Clinical Setting</td> <td>50%</td> </tr> <tr> <td>Assignments(8.000 words, without including in the word count the abstract, references and cover page)</td> <td>50%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Continuous assessment in the Clinical Setting	50%	Assignments(8.000 words, without including in the word count the abstract, references and cover page)	50%	Total	100%
Continuous assessment in the Clinical Setting	50%						
Assignments(8.000 words, without including in the word count the abstract, references and cover page)	50%						
Total	100%						
Language	Greek						

Course Title	Practical Exercise of Midwifery III				
Course Code	MID655				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd year /4 th semester				
Teacher's Name	Mr Christos Vrakas				
ECTS	10	Lectures / week	N/A	Laboratories / week	462* hours
Course Purpose and Objectives	<p>To enable the student to put theory into practice with documented clinical practice (through clinical case studies) and to acquire specialized knowledge, skills, abilities and attitudes to safely provide individualized and holistic care to the pregnant woman, fetus, women in labour, the newborn and to the woman during puerperium. The program aims at a high level of clinical competence through scientifically / research-based midwifery practice, the development of competent midwives in accordance with the legislation and international standards of midwifery education and practice of the International Confederation of Midwives and the European Directive 2005/36</p>				

<p>Learning Outcomes</p>	<p>The purpose of the clinical placement is to develop and cultivate the appropriate abilities and skills of students for the implementation of the principles of midwifery in clinical practice.</p> <p>Upon successful completion of the clinical practice the student will be able to:</p> <ul style="list-style-type: none"> • Prioritize the midwifery interventions and develop a midwifery care plan to prevent, reduce or resolve the problems identified. • Evaluate the results of the midwifery care provided, redesign when necessary and document all midwifery interventions. • Evaluate, examine, monitor and provide advanced midwifery care to the childbearing woman and fetus during delivery using appropriate clinical and technical means. • Manage and conduct autonomous normal births, including episiotomy, where necessary, and its suturing, and in emergency deliveries in breech presentation. • Recognize warning signs of an abnormal or potentially abnormal condition in the woman in labour or in the fetus / newborn, calls for medical help and assists in medical intervention where appropriate. • Takes the necessary urgent measures in the absence of a doctor and especially the manually separation of the placenta that may be followed by a finger examination of the uterus. • Apply principles and skills of teaching, effective communication and counselling, research, management and administration. • Recognize the cultural differences of pregnant women, women in labour and postpartum mothers. • Document and record all the necessary documents for each case and keeps the necessary files in conventional and electronic form. • Implement the relevant legislation, midwifery ethics and professional conduct. 		
<p>Prerequisites</p>	<p>MID600, MID605</p>	<p>Co-requisites</p>	<p>None</p>

<p>Course Content</p>	<p>Clinical practice in the Delivery Room - 462 hours</p> <p>During their placement, the students develop and cultivate the appropriate abilities and skills to apply the principles of midwifery in real working conditions.</p> <ul style="list-style-type: none"> • Evaluation of the childbearing woman before and during childbirth. • Identification of signs of onset of labor. • Cooperation with the midwifery team. • Correct and timely completion of childbirth monitoring forms. • Learning of vaginal examination and recognition of dilation, effacement, quality and length of the cervix, station of the fetus presenting part, etc. • Administration of medication based on medical instructions. • Use of continuous cardiotocography during childbirth and recognition of abnormal or reassuring conditions (eg fetal distress, fetal tachycardia, uterine hypertonia). • Planning, evaluation and provision of appropriate care based on the needs of the woman in labour. • Autonomous management and performance of a low risk delivery. • Episiotomy and perineal suturing when required. • Placenta evaluation. • Management of abnormal conditions after childbirth (eg postpartum hemorrhage, uterine atony, etc.) • Neonatal evaluation and resuscitation if needed. Administration of vitamin K and instillation of eye drops for the prevention of gonococcal infection • Psychological support on woman in labour.
<p>Teaching Methodology</p>	<p>462 * in clinical placement</p> <p>*The minimum hours required based on the European Guidelines. Student may have to complete more hours in order to complete all the necessary requirements of their clinical practice.</p>

Bibliography	<ul style="list-style-type: none"> • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2021). Φροντίδα Μητρότητας και Υγείας των Γυναικών (Επιμέλεια: Άννα Δελτσίδου, Γιαννούλα Κύρκου), 12^η έκδοση, Εκδόσεις Λαγός Δημήτριος, Αθήνα • McDonald S, Johnson G,. – Maye’s Περιγεννητική Μαιευτική Φροντίδα. Πρίν, κατά τη διάρκεια και μετά τον τοκετό. (2022) • Oxorn-Foote – Τοκετός και Γέννηση, 6^η έκδοση. (2019) • Lowdermilk D. L., Cashion M.C., Perry S.E., Alden K.R. and Ellen Olshansky E. (2020). Maternity and Women's Health Care, 12th Edition, St Louis: Mosby • Murray S.S. & McKinney E.S. (2018). Foundations of Maternal-Newborn and Women's Health Nursing, 7th Edition, Philadelphia: Saunders Elsevier • Blackburn S. (2018). Maternal, Fetal, & Neonatal Physiology, 5th Edition, A Clinical Perspective, Philadelphia: Saunders Elsevier 							
Assessment	<table border="1"> <tr> <td data-bbox="395 1151 962 1227">Continuous assessment in the Clinical Setting</td> <td data-bbox="970 1151 1114 1227">50%</td> </tr> <tr> <td data-bbox="395 1238 962 1350">Assignments(8.000 words, without including in the word count the abstract, references and cover page)</td> <td data-bbox="970 1238 1114 1350">50%</td> </tr> <tr> <td data-bbox="395 1361 962 1395">Total</td> <td data-bbox="970 1361 1114 1395">100%</td> </tr> </table>		Continuous assessment in the Clinical Setting	50%	Assignments(8.000 words, without including in the word count the abstract, references and cover page)	50%	Total	100%
Continuous assessment in the Clinical Setting	50%							
Assignments(8.000 words, without including in the word count the abstract, references and cover page)	50%							
Total	100%							
Language	Greek							



ANNEX IV: MIDWIFERY LOGBOOK



SCHOOL OF SCIENCES – DEPARTMENT OF HEALTH SCIENCES

POSTGRADUATE PROGRAM IN MIDWIFERY

STUDENT BOOK FOR CLINICAL TRAINING

STUDENT NAME/SURNAME:

.....

REGISTRATION NUMBER:

.....

STARTING DATE OF CLINICAL TRAINING:

.....

COMPLETION DATE OF CLINICAL TRAINING:

.....

COURSE TITLE	ΠΡΑΚΤΙΚΗ ΑΣΚΗΣΗ – ΜΑΙΕΥΤΙΚΗΣ I, II, III
COURSE CODE	MID625, MID640, MID655
COURSE TYPE	COMPULSARY
LEVEL	MASTER (2ND Cycle)
YEAR OF STUDY	1
YEAR/SEMESTER	MID625: 1^o year / 1^o semester MID640: 1^o year / 2^o semester MID655 : 2^o year / 3^o semester
ECTS:	30

AIM:

- To develop student's ability to apply theory in practice through clinical training in order to acquire the specific knowledge, skills/competencies and attitudes to safely provide personalized and holistic care to the pregnant woman and the fetus the antenatal period, during labour and to the woman and the newborn the postnatal period. The program aims at a high level of clinical competence through scientific / research evidenced based midwifery practice, and at the development of competent midwives according to the legislation and the international standards of midwifery education and training, as approved by the International Confederation of Midwives.

TEACHING METHOD:

CLINICAL TRAINING IN ALL SETTINGS RELATED TO THE CARE OF MOTHER AND NEWBORN DURING ANTENATAL PERIOD, LABOUR AND POSTNATAL PERIOD:

- ANTENATAL CARE CLINIC
- MATERNAL AND CHILD WELFARE CENTRES
- POSTNATAL MATERNITY WARD FOR WOMAN AND NEWBORN CARE
- ULTRASOUND, ANTENATAL AND FETAL MEDICINE DEPARTMENT
- GYNECOLOGY DEPARTMENT AND GYNECOLOGY OUTPATIENT DEPARTMENT
- GYNECOLOGY AND OBSTETRICS SURGERY WARD
- HIGH RISK PREGNANCY DEPARTMENT
- NEWBORN INTENSIVE CARE UNIT (NICU)
- LABOUR WARD

ANTENATAL CARE CLINIC

The application of theory to practice of the specialized midwife to the provision of qualitative midwifery care to the pregnant woman.

- History taking during 1st antenatal care visit Λήψη ιστορικού 1^{ης} επίσκεψης.
Examination, assessment and scheduling of antenatal visits based on individualized needs of the pregnant woman.
- Scheduling, provision, evaluation and the results of the provided midwifery care to the woman.
- Description of proper nutrition and description of required nutrients for optimal nutrition of the woman during pregnancy. Counseling on the hygiene, exercise and sexual activity during pregnancy.
- Promotion of pregnant woman health and empowerment of the family.
- Cooperation with midwifery team.

- Planning and preparation of classes for the preparation of parenthood and self-participation.
- **PRACTICAL EXAMINATION IN THE EVALUATION OF PREGNANT WOMAN.**

MATERNAL AND CHILD WELFARE CENTRES

The application of theory to practice of the specialized midwife to the provision of qualitative midwifery care to the newborn and infant.

- Monitor the growth rate of infants
- Tips for mothers who have feeding problems with their infants and breast feeding problems.
- Information on infant vaccination schemes and involvement in the process, storage, maintenance and administration.
- Parents' information and support on the issues concerning their infants' care

POSTNATAL MATERNITY WARD FOR WOMAN AND NEWBORN CARE

The application of theory to practice of the specialized midwife to the provision of qualitative midwifery care to the woman in puerperium.

- Environment preparation.
- Welcome and assessment of postnatal woman.
- Prioritization, planning and implementation of midwifery interventions for the care of postnatal woman.
- Re – evaluation and emotional disorders of postnatal woman.
- Establishment of breast feeding.
- Newborn assessment, examination by paediatrician and daily care.
- **PRACTICAL EVALUATION IN ORGANIZATION AND MANAGEMENT OF MATERNITY WARD.**

ULTRASOUND DEPARTMENT, ANTENATAL AND FETAL MEDICINE

- Observation of pregnant woman ultrasound during 1st, 2nd and 3rd trimester of pregnancy.
- Observation of history taking of pregnant woman and counselling before invasive procedures and λήψη ιστορικού εγκύου πριν από επεμβατικό προγεννητικό έλεγχο,
- Participation in the process of invasive procedures: Chorion villus sampling and amniocentesis.

GYNAECOLOGICAL WARD AND GYNAECOLOGICAL OUT PATIENT DEPARTMENT

The student has the opportunity to participate in problem management regarding early pregnancy and gynaecological problems/situations as:

- Ectopic pregnancy/abortion (missed/complete/incomplete/threatened/spontaneous/recurrent).
- Therapeutic termination or medically indicated **abortion**.

- Hydatidiform mole / Gestational trophoblastic disease.
- Postpartum infection / pyrexia.
- Infections of the female system /sexually transmitted diseases.
- Pap sampling technique.
- Methods of contraception/ / intrauterine contraceptive device (ICD)/ coil.
prescription of medicines.

GYNECOLOGICAL AND MATERNITY SURGERY WARD

- Familiarity with operating rooms
- Cooperation with the surgical team
- Intervention and treatment of complications during surgery
- Getting to know the surgical instruments used in gynecological procedures
- Infections of the female system /sexually transmitted diseases.

MATERNITY WARD FOR HIGH RISK PREGNANCIES

The application of theory to practice of the specialized midwife to the provision of qualitative midwifery care to the pregnant woman.

- Admission of pregnant woman to maternity ward.
- Implementation of Midwifery Process: midwifery history taking, assessment, diagnosis and prioritization of midwifery interventions.
- Developing appropriate midwifery care plan.
- Implementation of midwifery care plan.
- Evaluation of actions - outcomes,
- Re-planning of midwifery care if needed.
- Written documentation.
- Examination by obstetrician/gynaecologist.

NEWBORN INTENSIVE CARE UNIT

The application of theory to practice of the specialized midwife to the provision of qualitative midwifery care to the newborn.

- Admission of newborn.
- Implementation of Nursing Process. Εφαρμογή της Νοσηλευτικής Διεργασίας,
- Prioritization of nursing interventions.
- Developing care plan.
- Implementation of care plan.
- Evaluation of actions - outcomes,
- Re-planning of care if needed.

- Written documentation.
- Newborn examination by neonatologist and laboratory investigations/test.
- Parenthood teaching.

LABOUR WARD

- Admission of woman in labour.
- History taking.
- Measurement of vital signs.
- Abdominal palpation/examination.
- Vaginal examination.
- CTG (Cardiotocography) monitoring of pregnant woman.
- Recording the findings.
- Midwifery care during the 1st, 2nd, 3rd and 4th stage of labour
- Assessment and prioritization of woman needs during intrapartum period and implementation of midwifery interventions.
- Pain management strategies in labour
- Fetal assessment.
- Assessment of the labour progress and use of the partogram.
- Recording of findings.
- Recognition of 2nd stage of labour
- Conduct of normal labour.
- Planning of intrapartum midwifery care in case of abnormal presentation.
- Assistance in the use of forceps or vacuum delivery.
- Identification of risk factors for dystocia and emergencies in obstetrics, and ways for their prevention and management.
- Participation and assistance to the obstetrician for the performance of caesarian section.
- Postnatal midwifery care after caesarian section delivery.
- Classification of 3rd and 4th degree tears.
- Management of 3rd stage of labour.
- Midwifery care in the 4th stage of labour.
- **PRACTICAL EVALUATION DURING INTRAPARTUM CARE AND POSSIBLE CONDUCT OF LABOUR.**

PROPOSED LITERATURE:

- Lowdermilk, D.L., Perry, S. (1999) Maternity Nursing. St Louis: Mosby. Μετάφραση: Λυκερίδου, Α. & Δελτσιδου, Α.
- World Health Organization 'Safe Motherhood Resource List' – lists all WHO publications on Safe Motherhood – all free of charge. WHO, Geneva
- Καρπάθιος, Σ.Ε. (1999) Βασική Μαιευτική και Περιγεννητική Ιατρική. 2η εκδ., Αθήνα: Εκδ. ΒΗΤΑ
- Fraser, D. & Cooper, M. (2009) Myles' Textbook for Midwives. 15th ed. Edinburgh: Churchill Livingstone

- Johnson, R. & Taylor, W. (2011) Skills for Midwifery Practice. 3rd ed., Edinburgh: Churchill Livingstone
- Λυκερίδου, Αικ. & Γουρουντή, Κ. (2005) Καρδιοτοκογραφία: Εύκολη Προσέγγιση. 3η έκδ., Αθήνα: Ιατρικές Εκδόσεις Λαγός Δημήτριος.
- Καραχάλιος, Γ.Ν. (2003) Μαιευτική & Γυναικολογική Νοσηλευτική Φροντίδα. Σειρά: Πρότυπα Άσκησης Ειδικής Νοσηλευτικής Φροντίδας. Αθήνα: Εκδόσεις ΕΛΛΗΝ
- Καραχάλιος, Γ.Ν. & Μαστρογιάννης, Δ. (2006) Μαιευτική & Γυναικολογική Νοσηλευτική. Σειρά: Εκπαιδευτική Πιστοποίηση στη Νοσηλευτική. Αθήνα: Εκδόσεις ΕΛΛΗΝ
- Νικολαΐδης, Π. (2009) Το Υπερηχογράφημα στη Μαιευτική και Γυναικολογία. 1η έκδ., Αθήνα: Ιατρικές εκδόσεις Λαγός.

NECESSARY CLINICAL COMPETENCIES IN MIDWIFERY ACCORDING TO NURSING AND MIDWIFERY LAWS OF 2003- 2012.

The clinical training of midwifery student is to be dispensed under appropriate guidance and supervision by a registered midwife / mentor under documented practice:

1. Assessment – Abdominal Examination and care of 100 pregnant women (prenatal period).
2. Supervision and intrapartum care of 40 women.
3. Conduct by the student of at least 40 deliveries with cephalic presentation; where this number cannot be reached owing to the lack of available women in labour, it may be reduced to a minimum of 30, provided that the student assists with 20 further deliveries. This assistance can be done after the 30 labours.
4. Active participation in breech deliveries. Where this is not possible because of lack of breech deliveries, practice may be in a simulated situation.
5. Performance of episiotomy and initiation into suturing. Initiation shall include theoretical instruction and clinical practice. The practice of suturing includes suturing of the wound following an episiotomy and a simple perineal laceration. This may be in a simulated situation if absolutely necessary.
6. Supervision and care of 40 women at risk in pregnancy, or labour or post- natal period.
7. Supervision and care (including examination) of at least 100 post-natal women and 100 healthy new-born infants.
8. Observation and care of 10 newborns requiring special care, including those born pre-term, post-term, underweight or ill.
9. Care of women with pathological conditions in the fields of gynaecology and obstetrics.
10. Initiation into care in the field of medicine and surgery. Initiation shall include theoretical instruction and clinical practice.

1. ASSESSMENT – ABDOMINAL EXAMINATION AND CARE OF 100 PREGNANT WOMEN

No.	GRAVITA	AGE	L.M.P.	E.D.D	B/P	URINE	WEIGHT	PREGNANT WOMANS' NAME AND FILE NUMBER	WEEK OF PREGNANCY
DATE	WEEK OF PREGNANCY ACCORDING TO SIZE OF THE UTERUS	FUNDAL HEIGHT	FETAL PRESENTATION	FETAL POSITION	PRESENTING PART STATION	F.H.R.	OBSERVATIONS	INSTRUCTIONS	SIGNATURE
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1. ASSESSMENT – ABDOMINAL EXAMINATION AND CARE OF 100 PREGNANT WOMEN

No.	GRAVITA	AGE	L.M.P.	E.D.D	B/P	URINE	WEIGHT	PREGNANT WOMANS' NAME AND FILE NUMBER	WEEK OF PREGNANCY
DATE	WEEK OF PREGNANCY	FUNDAL HEIGHT	FETAL PRESENTATION	FETAL POSITION	PRESENTING PART STATION	F.H.R.	OBSERVATIONS	INSTRUCTIONS	SIGNATURE



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1. ASSESSMENT – ABDOMINAL EXAMINATION AND CARE OF 100 PREGNANT WOMEN									
No.	GRAVITA	AGE	L.M.P.	E.D.D	B/P	URINE	WEIGHT	PREGNANT WOMANS' NAME AND FILE NUMBER	WEEK OF PREGNANCY
DATE	WEEK OF PREGNANCY ACCORDING TO SIZE OF THE UTERUS	FUNDAL HEIGHT	FETAL PRESENTATION	FETAL POSITION	PRESENTING PART STATION	F.H.R.	OBSERVATIONS	INSTRUCTIONS	SIGNATURE
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1. ASSESSMENT – ABDOMINAL EXAMINATION AND CARE OF 100 PREGNANT WOMEN									
No.	GRAVITA	AGE	L.M.P.	E.D.D	B/P	URINE	WEIGHT	PREGNANT WOMANS' NAME AND FILE NUMBER	WEEK OF PREGNANCY
DATE	WEEK OF PREGNANCY ACCORDING TO SIZE OF THE UTERUS	FUNDAL HEIGHT	FETAL PRESENTATION	FETAL POSITION	PRESENTING PART STATION	F.H.R.	OBSERVATIONS	INSTRUCTIONS	SIGNATURE
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1. ASSESSMENT – ABDOMINAL EXAMINATION AND CARE OF 100 PREGNANT WOMEN									
No.	GRAVITA	AGE	L.M.P.	E.D.D	B/P	URINE	WEIGHT	PREGNANT WOMANS' NAME AND FILE NUMBER	WEEK OF PREGNANCY
DATE	WEEK OF PREGNANCY ACCORDING TO SIZE OF THE UTERUS	FUNDAL HEIGHT	FETAL PRESENTATION	FETAL POSITION	PRESENTING PART STATION	F.H.R.	OBSERVATIONS	INSTRUCTIONS	SIGNATURE
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1. ASSESSMENT – ABDOMINAL EXAMINATION AND CARE OF 100 PREGNANT WOMEN									
No.	GRAVITA	AGE	L.M.P.	E.D.D	B/P	URINE	WEIGHT	PREGNANT WOMANS' NAME AND FILE NUMBER	WEEK OF PREGNANCY
DATE	WEEK OF PREGNANCY ACCORDING TO SIZE OF THE UTERUS	FUNDAL HEIGHT	FETAL PRESENTATION	FETAL POSITION	PRESENTING PART STATION	F.H.R.	OBSERVATIONS	INSTRUCTIONS	SIGNATURE
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1. ASSESSMENT – ABDOMINAL EXAMINATION AND CARE OF 100 PREGNANT WOMEN									
No.	GRAVITA	AGE	L.M.P.	E.D.D	B/P	URINE	WEIGHT	PREGNANT WOMANS' NAME AND FILE NUMBER	WEEK OF PREGNANCY
DATE	WEEK OF PREGNANCY ACCORDING TO SIZE OF THE UTERUS	FUNDAL HEIGHT	FETAL PRESENTATION	FETAL POSITION	PRESENTING PART STATION	F.H.R.	OBSERVATIONS	INSTRUCTIONS	SIGNATURE
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1. ASSESSMENT – ABDOMINAL EXAMINATION AND CARE OF 100 PREGNANT WOMEN									
No.	GRAVITA	AGE	L.M.P.	E.D.D	B/P	URINE	WEIGHT	PREGNANT WOMANS' NAME AND FILE NUMBER	WEEK OF PREGNANCY
DATE	WEEK OF PREGNANCY ACCORDING TO SIZE OF THE UTERUS	FUNDAL HEIGHT	FETAL PRESENTATION	FETAL POSITION	PRESENTING PART STATION	F.H.R.	OBSERVATIONS	INSTRUCTIONS	SIGNATURE
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1. ASSESSMENT – ABDOMINAL EXAMINATION AND CARE OF 100 PREGNANT WOMEN									
No.	GRAVITA	AGE	L.M.P.	E.D.D	B/P	URINE	WEIGHT	PREGNANT WOMANS' NAME AND FILE NUMBER	WEEK OF PREGNANCY
DATE	WEEK OF PREGNANCY ACCORDING TO SIZE OF THE UTERUS	FUNDAL HEIGHT	FETAL PRESENTATION	FETAL POSITION	PRESENTING PART STATION	F.H.R.	OBSERVATIONS	INSTRUCTIONS	SIGNATURE
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1.ASSESSMENT – ABDOMINAL EXAMINATION AND CARE OF 100 PREGNANT WOMEN									
No.	GRAVITA	AGE	L.M.P.	E.D.D	B/P	URINE	WEIGHT	PREGNANT WOMANS' NAME AND FILE NUMBER	WEEK OF PREGNANCY
DATE	WEEK OF PREGNANCY ACCORDING TO SIZE OF THE UTERUS	FUNDAL HEIGHT	FETAL PRESENTATION	FETAL POSITION	PRESENTING PART STATION	F.H.R.	OBSERVATIONS	INSTRUCTIONS	SIGNATURE
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2. Supervision and care of 100 healthy new-born infants

No.	MOTHERS' NAME AND FILE NUMBER	DATE OF LABOUR.	SEX	BIRTHDWEIGHT	DAILY SUPERVISION & CARE			WEIGHT				COMMENTS	MIDWIFE'S SIGNATURE
					EYES	UMBILICUS	FEEDING	1 ST DAY	2 ND DAY	3 RD DAY	DAY OF DISCHARGE		
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2. Supervision and care of 100 healthy new-born infants

No.	MOTHERS' NAME AND FILE NUMBER	DATE OF LABOUR.	SEX	BIRTHD WEIGHT	DAILY SUPERVISION & CARE			WEIGHT				COMMENTS	MIDWIFE'S SIGNATURE
					EYES	UMBILICUS	FEEDING	1 ST DAY	2 ND DAY	3 RD DAY	DAY OF DISCHARGE		
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2. Supervision and care of 100 healthy new-born infants

No.	MOTHERS' NAME AND FILE NUMBER	DATE OF LABOUR.	SEX	BIRTHD WEIGHT	DAILY SUPERVISION & CARE			WEIGHT				COMMENTS	MIDWIFE'S SIGNATURE
					EYES	UMBILICUS	FEEDING	1 ST DAY	2 ND DAY	3 RD DAY	DAY OF DISCHARGE		
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2. Supervision and care of 100 healthy new-born infants

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2. Supervision and care of 100 healthy new-born infants

No.	MOTHERS' NAME AND FILE NUMBER	DATE OF LABOUR.	SEX	BIRTHD WEIGHT	DAILY SUPERVISION & CARE			WEIGHT				COMMENTS	MIDWIFE'S SIGNATURE
					EYES	UMBILICUS	FEEDING	1 ST DAY	2 ND DAY	3 RD DAY	DAY OF DISCHARGE		
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3. Supervision and care of 100 post partum women										I/L/B:INVOLUTION/LOCHIA/BREAST				
No.	MOTHERS' NAME AND FILE NUMBER	DATE AND TYPE OF LABOUR: NEWBORN: SEX/WEIGHT								COMMENTS	DATE OF DISCHARGE	MIDWIFE'S SIGNATURE		
		DAILY SUPERVISION & CARE												
		PROBLEM	1 ST DAY		2 ND DAY		3 RD DAY		DAY OF DISCHARGE					
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3. Supervision and care of 100 post partum women										I/L/B:INVOLUTION/LOCHIA/BREAST				
No.	MOTHERS' NAME AND FILE NUMBER	DATE AND TYPE OF LABOUR: NEWBORN: SEX/WEIGHT								COMMENTS	DATE OF DISCHARGE	MIDWIFE'S SIGNATURE		
		DAILY SUPERVISION & CARE												
		PROBLEM	1 ST DAY		2 ND DAY		3 RD DAY		DAY OF DISCHARGE					
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3. Supervision and care of 100 post partum women										I/L/B:INVOLUTION/LOCHIA/BREAST				
No.	MOTHERS' NAME AND FILE NUMBER	DATE AND TYPE OF LABOUR: NEWBORN: SEX/WEIGHT								COMMENTS	DATE OF DISCHARGE	MIDWIFE'S SIGNATURE		
		DAILY SUPERVISION & CARE												
		PROBLEM	1 ST DAY		2 ND DAY		3 RD DAY		DAY OF DISCHARGE					
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3. Supervision and care of 100 post partum women											I/L/B:INVOLUTION/LOCHIA/BREAST			
No.	MOTHERS' NAME AND FILE NUMBER	DATE AND TYPE OF LABOUR: NEWBORN: SEX/WEIGHT									COMMENTS	DATE OF DISCHARGE	MIDWIFE'S SIGNATURE	
		DAILY SUPERVISION & CARE												
		PROBLEM	1 ST DAY		2 ND DAY		3 RD DAY		DAY OF DISCHARGE					
	I/L/B	PROBLEM	I/L/B	PROBLEM	I/L/B	PROBLEM	I/L/B	PROBLEM	I/L/B	PROBLEM				
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3. Supervision and care of 100 post partum women										I/L/B:INVOLUTION/LOCHIA/BREAST		
No.	MOTHERS' NAME AND FILE NUMBER	DATE AND TYPE OF LABOUR: NEWBORN: SEX/WEIGHT								COMMENTS	DATE OF DISCHARGE	MIDWIFE'S SIGNATURE
		DAILY SUPERVISION & CARE										
		PROBLEM	1 ST DAY		2 ND DAY		3 RD DAY		DAY OF DISCHARGE			
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3. Supervision and care of 100 post partum women											I/L/B:INVOLUTION/LOCHIA/BREAST			
No.	MOTHERS' NAME AND FILE NUMBER	DATE AND TYPE OF LABOUR: NEWBORN: SEX/WEIGHT									COMMENTS	DATE OF DISCHARGE	MIDWIFE'S SIGNATURE	
		DAILY SUPERVISION & CARE												
		PROBLEM	1 ST DAY		2 ND DAY		3 RD DAY		DAY OF DISCHARGE					
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3. Supervision and care of 100 post partum women											I/L/B:INVOLUTION/LOCHIA/BREAST			
No.	MOTHERS' NAME AND FILE NUMBER	DATE AND TYPE OF LABOUR: NEWBORN: SEX/WEIGHT								COMMENTS	DATE OF DISCHARGE	MIDWIFE'S SIGNATURE		
		DAILY SUPERVISION & CARE												
		PROBLEM	1 ST DAY		2 ND DAY		3 RD DAY		DAY OF DISCHARGE					
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3. Supervision and care of 100 post partum women											I/L/B:INVOLUTION/LOCHIA/BREAST			
No.	MOTHERS' NAME AND FILE NUMBER	DATE AND TYPE OF LABOUR: NEWBORN: SEX/WEIGHT									COMMENTS	DATE OF DISCHARGE	MIDWIFE'S SIGNATURE	
		DAILY SUPERVISION & CARE												
		PROBLEM	1 ST DAY		2 ND DAY		3 RD DAY		DAY OF DISCHARGE					
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3. Supervision and care of 100 post partum women											I/L/B:INVOLUTION/LOCHIA/BREAST			
No.	MOTHERS' NAME AND FILE NUMBER	DATE AND TYPE OF LABOUR: NEWBORN: SEX/WEIGHT										COMMENTS	DATE OF DISCHARGE	MIDWIFE'S SIGNATURE
		DAILY SUPERVISION & CARE												
		PROBLEM	1 ST DAY		2 ND DAY		3 RD DAY		DAY OF DISCHARGE					
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3. Supervision and care of 100 post partum women											I/L/B:INVOLUTION/LOCHIA/BREAST			
No.	MOTHERS' NAME AND FILE NUMBER	DATE AND TYPE OF LABOUR: NEWBORN: SEX/WEIGHT									COMMENTS	DATE OF DISCHARGE	MIDWIFE'S SIGNATURE	
		DAILY SUPERVISION & CARE												
		PROBLEM	1 ST DAY		2 ND DAY		3 RD DAY		DAY OF DISCHARGE					
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**4. Supervision and care of 20 women at risk in pregnancy, or labour
(e.g.breech presentation, vaccum delivery, forceps, Caeserian section etc)**

No.	GRAVIDA	AGE	L.M.P.	E.D.D.	B/P	URINE	WEIGHT	NAME AND FILE NUMBER	WEEK OF PREGNANCY
									SIGNATURE
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**4. Supervision and care of 20 women at risk in pregnancy, or labour
(e.g.breech presentation, vaccum delivery, forceps, Caeserian section etc)**

No.	GRAVIDA	AGE	L.M.P.	E.D.D.	B/P	URINE	WEIGHT	NAME AND FILE NUMBER	WEEK OF PREGNANCY
									SIGNATURE
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									



5. Observation and care of 10 newborns requiring special care (including those born pre-term, post-term, underweight or ill)												
No.	MOTHERS' NAME AND FILE NUMBER	DATE OF LABOUR.	SEX	BIRTHD WEIGHT	REPORT AND PROBLEM MANAGEMENT			DAILY SUPERVISION & CARE			DAY OF DISCHARGE COMMENT S/ OBSERVATIONS	MIDWIVE'S SIGNATURE
					1 ST DAY	2 ND DAY	3 RD DAY	1 ST DAY	2 ND DAY	3 RD DAY		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												



6. OBSERVATION OF 10 NORMAL DELIVERIES

No.	NAME AND FILE NUMBER - GRAVITA	ABDOMINAL PALPATION/ EXAMINATION	METHOD OF INDUCTION OF LABOUR	VAGINAL EXAMINATION	RUPTURED OF MEMBR. SPONTANEOUS/ ARTIFICIAL	TIME OF FULL DILATATION	LABOUR DATE & TIME, SEX, WEIGHT	POSTPARTUM PERIOD & EVALUATION OF HAEMORRHAGE, METHOD OF PLACENTA DELIVERY, APGAR	MIDWIFE'S SIGNATURE
1									
2									
3									
4									
5									
6									
7									
8									



9									
10									



7. SUPERVISION AND INTRAPARTUM CARE OF 40 WOMEN

No.	NAME AND FILE NUMBER - GRAVITA	ABDOMINAL PALPATION/ EXAMINATION	METHOD OF INDUCTION OF LABOUR	VAGINAL EXAMINATION	RUPTURED OF MEMBR. SPONTANEOUS/ ARTIFICIAL	TIME OF FULL DILATATION	LABOUR DATE & TIME, SEX, WEIGHT	POSTPARTUM PERIOD & EVALUATION OF HAEMORRHAGE, METHOD OF PLACENTA DELIVERY, APGAR	MIDWIFE'S SIGNATURE
1									
2									
3									
4									
5									
6									
7									
8									



9									
10									

7. SUPERVISION AND INTRAPARTUM CARE OF 40 WOMEN

No.	NAME AND FILE NUMBER - GRAVITA	ABDOMINAL PALPATION/ EXAMINATION	METHOD OF INDUCTION OF LABOUR	VAGINAL EXAMINATION	RUPTURED OF MEMBR. SPONTANEOUS/ ARTIFICIAL	TIME OF FULL DILATATION	LABOUR DATE & TIME, SEX, WEIGHT	POSTPARTUM PERIOD & EVALUATION OF HAEMORRHAGE, METHOD OF PLACENTA DELIVERY, APGAR	MIDWIFE'S SIGNATURE
11									
12									
13									
14									
15									
16									



17									
18									
19									
20									

7. SUPERVISION AND INTRAPARTUM CARE OF 40 WOMEN

No.	NAME AND FILE NUMBER - GRAVITA	ABDOMINAL PALPATION/ EXAMINATION	METHOD OF INDUCTION OF LABOUR	VAGINAL EXAMINATION	RUPTURED OF MEMBR. SPONTANEOUS/ ARTIFICIAL	TIME OF FULL DILATATION	LABOUR DATE & TIME, SEX, WEIGHT	POSTPARTUM PERIOD & EVALUATION OF HAEMORRHAGE, METHOD OF PLACENTA DELIVERY, APGAR	MIDWIFE'S SIGNATURE
21									
22									
23									



24									
25									
26									
27									
28									
29									
30									

7. SUPERVISION AND INTRAPARTUM CARE OF 40 WOMEN

No.	NAME AND FILE NUMBER - GRAVITA	ABDOMINAL PALPATION/ EXAMINATION	METHOD OF INDUCTION OF LABOUR	VAGINAL EXAMINATION	RUPTURED OF MEMBR. SPONTANEOUS/ ARTIFICIAL	TIME OF FULL DILATATION	LABOUR DATE & TIME, SEX, WEIGHT	POSTPARTUM PERIOD & EVALUATION OF HAEMORRHAGE, METHOD OF PLACENTA DELIVERY, APGAR	MIDWIFE'S SIGNATURE
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31									
32									
33									
34									
35									
36									
37									
38									
39									
40									



8. RECORD AND PERFORMANCE OF 10 VAGINAL EXAMINATION DURING LABOUR

No.	NAME AND FILE NUMBER	Observations ON GENITALIA	PELVIC FLOOR	FETAL POSITION	PRESENTING PART & STATION	STATE OF MEMBRANES/ AMNIOTIC FLUID	CERVICAL DILATATION	STATE OF CERVIX	ASSESSMENT OF SUTURES & FONTANELLES	FURTHER OBSERVATIONS	MIDWIFE'S SIGNATURE
1											
2											
3											
4											
5											
6											
7											
8											
9											



9. CARE AND CONDUCT OF 40 NORMAL DELIVERIES									
No.	NAME AND FILE NUMBER - AGE	GRAVITA	METHOD OF INDUCTION OF LABOUR	VAGINAL EXAMINATION PRESENT.POSITION	RUPTURED OF MEMBR. SPONTANEOUS/ ARTIFICIAL.	TIME OF DILATATION	LABOUR DATE & TIME, SEX, WEIGHT	POSTPARTUM PERIOD & EVALUATION OF HAEMORRHAGE, METHOD OF PLACENTA DELIVERY, APGAR	MIDWIVE'S NAME/SURNAME SIGNATURE
1									NAME/SURNAME SIGNATURE:
2									NAME/SURNAME SIGNATURE:
3									NAME/SURNAME SIGNATURE:
4									NAME/SURNAME SIGNATURE:
5									NAME/SURNAME SIGNATURE:
6									NAME/SURNAME SIGNATURE:
7									NAME/SURNAME SIGNATURE:
8									NAME/SURNAME SIGNATURE:
9									NAME/SURNAME SIGNATURE:



									SIGNATURE:
10									NAME/SURNAME
									SIGNATURE:

9. CARE AND CONDUCT OF 40 NORMAL DELIVERIES									
No.	NAME AND FILE NUMBER - AGE	GRAVITA	METHOD OF INDUCTION OF LABOUR	VAGINAL EXAMINATION PRESENT.POSITION	RUPTURED OF MEMBR. SPONTANEOUS/ ARTIFICIAL.	TIME OF DILATATION	LABOUR DATE & TIME, SEX, WEIGHT	POSTPARTUM PERIOD & EVALUATION OF HAEMORRHAGE, METHOD OF PLACENTA DELIVERY, APGAR	MIDWIVE'S NAME/SURNAME SIGNATURE
11									NAME/SURNAME SIGNATURE:
12									NAME/SURNAME SIGNATURE:
13									NAME/SURNAME SIGNATURE:
14									NAME/SURNAME SIGNATURE:
15									NAME/SURNAME SIGNATURE:
16									NAME/SURNAME SIGNATURE:
17									NAME/SURNAME SIGNATURE:
18									NAME/SURNAME SIGNATURE:
19									NAME/SURNAME



									SIGNATURE:
20									NAME/SURNAME
									SIGNATURE:

9. CARE AND CONDUCT OF 40 NORMAL DELIVERIES									
No.	NAME AND FILE NUMBER - AGE	GRAVITA	METHOD OF INDUCTION OF LABOUR	VAGINAL EXAMINATION PRESENT.POSITION	RUPTURED OF MEMBR. SPONTANEOUS/ ARTIFICIAL.	TIME OF DILATATION	LABOUR DATE & TIME, SEX, WEIGHT	POSTPARTUM PERIOD & EVALUATION OF HAEMORRHAGE, METHOD OF PLACENTA DELIVERY, APGAR	MIDWIVE'S NAME/SURNAME SIGNATURE
21									NAME/SURNAME
									SIGNATURE:
22									NAME/SURNAME
									SIGNATURE:
23									NAME/SURNAME
									SIGNATURE:
24									NAME/SURNAME
									SIGNATURE:
25									NAME/SURNAME
									SIGNATURE:
26									NAME/SURNAME
									SIGNATURE:
27									NAME/SURNAME
									SIGNATURE:
28									NAME/SURNAME
									SIGNATURE:
29									NAME/SURNAME



									SIGNATURE:
30									NAME/SURNAME
									SIGNATURE:
9. CARE AND CONDUCT OF 40 NORMAL DELIVERIES									
No.	NAME AND FILE NUMBER - AGE	GRAVITA	METHOD OF INDUCTION OF LABOUR	VAGINAL EXAMINATION PRESENT.POSITION	RUPTURED OF MEMBR. SPONTANEOUS/ ARTIFICIAL.	TIME OF DILATATION	LABOUR DATE & TIME, SEX, WEIGHT	POSTPARTUM PERIOD & EVALUATION OF HAEMORRHAGE, METHOD OF PLACENTA DELIVERY, APGAR	MIDWIVE'S NAME/SURNAME SIGNATURE
31									NAME/SURNAME
									SIGNATURE:
32									NAME/SURNAME
									SIGNATURE:
33									NAME/SURNAME
									SIGNATURE:
34									NAME/SURNAME
									SIGNATURE:
35									NAME/SURNAME
									SIGNATURE:
36									NAME/SURNAME
									SIGNATURE:
37									NAME/SURNAME
									SIGNATURE:
38									NAME/SURNAME
									SIGNATURE:
39									NAME/SURNAME
									SIGNATURE:



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



40									NAME/SURNAME
									SIGNATURE:



10. PERFORMANCE AND SUTURING OF EPISIOTOMY

No.	FILE NUMBER	NAME	AGE	GRAVIDA	ASSESSMENT OF PERINEUM/ INDICATION OF EPISIOTOMY	DIFFUSION OF ANAESTHETIC/QUANTITY OF MEDICATION	TYPE OF EPISIOTOMY/SUTURING COMMENTS / FURTHER OBSERVATIONS	MIDWIFE'S SIGNATURE
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

TOTAL EVALUATION



PRIVATE SECTOR MIDWIVES' SIGNATURES

No	NAME AND SURNAME	SIGNATURE	INITIALS	HOSPITAL	SETTING

ANNEX V: PROGRAM EVALUATION REVIEW

