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INTERNATIONAL HELLENIC UNIVERSITY

SCHOOL OF HEALTH SCIENCES

DEPARTMENT OF MIDWIFERY

STUDY GUIDE

DEPARTMENT OF MIDWIFERY

«THESSALONIKI», 2023

EDITING GROUP

Angeliki Antonakou, Associate Professor

Eleftheria Taousani, Lecturer

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FOREWOR (<Welcome Note from the President of the Department >)

Dear students,

On behalf of the faculty members, the external associates, and the administrative staff, we congratulate you on your success in joining our dynamic student community at the Midwifery Department, School of Health Sciences of the International Hellenic University.

The Midwifery Department, in which you have chosen to study, has a long history of 30 years in the field of higher education, and in 2019 joined the International Hellenic University (IHU) (Law Act 4610/2019). Ever since then, the Midwifery Department has been among the most highly ranked departments and with the highest demand in our University.

Our purpose is the provision of high quality theoretical and clinical education of our students in the Science of Midwifery, which is a clearly recognized, distinct and autonomous science both in Greece and internationally. Midwifery, as an independent branch of Health Sciences, is developing at a high speed in all developed countries, proving the necessity, appeal and recognition of the Midwives' profession both on a political, social and economic level.

The midwifery profession has a long-standing history and recognition. In Ancient Greece, midwives were respected figures in the society. Phainarete was one of the most famous midwives, and as the mother of the great philosopher Socrates, she influenced him enough to name his well-known dialectical method with the term 'Midwifery'. Over the years, Midwives have contributed greatly to the Greek society, offering their services tirelessly in every city, town and remote village. With the establishment of the first Greek state, the First School of "Surgery, Pharmacy and Midwifery" was founded in 1834, and in 1838 the first independent School of Midwives was founded at the State Maternity Hospital in Athens. The transformation of the education of midwives in our country throughout the years has been both continuous and evolutionary.

Today, the Midwifery Department of the International Hellenic University offers high-level academic knowledge and facilitates the important clinical skills that tomorrow's Midwives must have both as fully independent health scientists, in accordance with their protected professional rights, and as members of interdisciplinary teams in key positions. Through student-centered learning methods, the spirit of teamwork, cooperation, respect, solidarity, empathy as well as the dynamics required in making critical decisions, are enhanced.

Our undergraduate studies program includes both theoretical and laboratory/clinical courses that take place both in the premises of our Department and in the clinical settings of affiliated institutions. Our curriculum covers a wide range of scientific knowledge and skills in the fields of Midwifery Science, Neonatal Care, Gynecological Care, Reproductive Rights and the Promotion of Women's and Family Health, Family Planning but also Research in key areas of health sciences, giving our students the necessary academic resources for their future. Our curriculum is in line with those of other Midwifery departments in Europe, it follows the international scientific developments and is fully harmonized with the European directives 1980/154/EEC, 1980/155/EEC, 36/2005/EC (national law PD 38/2010) and 55/2017/EC (national law PD 51/2017).

The faculty members as well as our external associates support our students in developing a structured way of thinking, a creative spirit, critical perception and abilities to design and implement research protocols in the field of health science. We aim our graduates to enjoy recognition and success in whatever professional field they choose to work in and/or in their

postgraduate and doctoral studies. Our graduates are already working in important positions in Greece and Europe, both in clinical settings and in large academic university institutions.
I welcome you to a wonderful environment, which is that of the beautiful city of Thessaloniki, in a University Institution with significant extroversion and collaborations with institutions all over the world, in a Department where you will get to know the essence of Midwifery Science, with an active and supportive student community, and I would like to wish you a successful academic career and exploits.

The President of Midwifery Department

Angeliki A. Antonakou
Ascociate Professor

1. THE INTERNATIONAL HELLENIC UNIVERSITY

1.1 General Information

The International Hellenic University (I.H.U.) based in Thessaloniki, was founded by article 1 of Law 3391/2005 (Aʹ 240) and is organized and operates as a Higher Educational Institution (HEI) in the university sector, in accordance with paragraph 1 and indent a' of paragraph 2, article 1, Law 4485/2017 (Aʹ114).

With Law 4610/2019 (Government Gazette 70/Aʹ/7-5-2019) seven (7) Schools were established therein with corresponding Departments in each of them.

Besides, there is a University Center for International Studies in IHU, based in Thessaloniki , which operates as an academic unit of the institution.

The following Departments are established at the University Center for International Studies:

a) Humanities, Social and Economic Sciences, which is part of the School of Humanities, Social and Economic Sciences.

b) Science and Technology, which is part of the School of Science and Technology

The above Departments are located in different cities of Northern Greece. Most of them are mainly concentrated in four campuses: Thermi (where the University headquarters is also located), Sindos, Serres and Kavala.

1.2 Academic and Organizational Structure

According to the current legislation, each University is subdivided into Schools, which cover a set of related scientific disciplines, so that the necessary coordination for the quality of the education provided can be ensured. A School is subdivided into individual Departments which also constitute the basic academic units. The units in question cover the subject of a specific scientific field and award the corresponding degree/diploma. The Schools of the International Hellenic University - with their Departments - are as follows:

SCHOOLS	DEPARTMENTS
SCHOOL OF ECONOMICS AND BUSINESS ADMINISTRATION (Thessaloniki)	• Department of Business Administration (Serres) • Department of Economic Sciences (Serres) • Department of Supply Chain Management (Katerini) • Department of Accounting and Finance (Kavala) • Department of Business Administration, Marketing and Tourism (Thessaloniki) • Department of Accounting and Information Systems (Thessaloniki) • Department of Management Science and Technology (Kavala)
SCHOOL OF SOCIAL SCIENCES	• Department of Library, Archive and Information Science

(Thessaloniki)	(Thessaloniki) • Department of Early Childhood Education and Care (Thessaloniki)
SCHOOL OF HEALTH SCIENCES (Thessaloniki)	• Department of Biomedical Sciences (Thessaloniki) • Department of Nutritional Sciences and Dietetics (Thessaloniki) • Department of Midwifery Science (Thessaloniki) • Department of Physiotherapy (Thessaloniki) • Department of Nursing (Thessaloniki) • Department of Nursing (Didymoteicho Branch)
SCHOOL OF ENGINEERING (Serres)	• Department of Industrial Engineering and Management (Thessaloniki) • Department of Environmental Engineering (Thessaloniki) • Department of Information Technology and Electronic Engineering (Thessaloniki) • Department of Computer, Informatics and Telecommunications Engineering (Serres) • Department of Surveying and Geoinformatics Engineering (Serres) • Department of Mechanical Engineering (Serres) • Department of Civil Engineering (Serres)
SCHOOL OF DESIGN SCIENCES (Serres)	• Department of Creative Design and Clothing (Kilkis) • Department of Interior Architecture (Serres)
SCHOOL OF SCIENCES (Kavala)	• Department of Computer Science (Kavala) • Department of Physics (Kavala) • Department of Chemistry (Kavala)
SCHOOL OF GEOSCIENCES (Drama)	• Department of Agricultural Biotechnology and Oenology (Drama) • Department of Agriculture (Thessaloniki) • Department of Forestry & Natural Environment (Drama) • Department of Food Science and Technology (Thessaloniki)
SCHOOL OF HUMANITIES SOCIAL SCIENCES AND ECONOMIC STUDIES (Thessaloniki)	• Department of Humanities Social Sciences and Economic Studies (Thessaloniki)
SCHOOL OF SCIENCE AND TECHNOLOGY (Thessaloniki)	• Department of Science and Technology (Thessaloniki)

The administrative bodies of each School are the Deanery and the Dean.

The Deanery of each School consists of:

-the Dean of the School,
- the Presidents of the Departments, and
- representatives of Special Technical Laboratory Staff (E.TE.P.), Special Teaching Laboratory Staff (E.D.I.P.), and students.

The Department is managed by:
- the Department's Assembly
- the Management Board, and
- the President of the Department

The Assembly of the Department is made up of the Educational Staff members of the Department ,the technical staff representatives, undergraduate and postgraduate students.
The Assembly and the President of the Department consist the Bodies of the Departments' (established) directions (Sectors) - where they exist. The Assembly is made up of the Educational Staff members of each course and of student representatives.

1.3 The Campus of Thessaloniki

The Alexandria Sindous campus is located west of Thessaloniki in the area of Sindos of the Municipality of Delta, where there is also the industrial city's zone. The privately owned facilities of the International Hellenic University in Alexandria campus are located 17 kilometers from the center of Thessaloniki, at the exit of the Thessaloniki-Athens highway towards Sindos.

2. THE CITY

2.1 Geographical and Demographic Information

Thessaloniki prefecture is the second largest in Greece and the largest in Macedonia and all northern Greece. It containins the city of Thessaloniki, Lagana and the northern portion of the Chalcidicean peninsula.

The prefecture stretches from the Thermaic Gulf to the Strymon Gulf, at the northwest corner of the Aegean sea. Two bodies of water stretch to the north, the Lagada Lagoon in the heart of the prefecture and Lake Volvi to the east. The mountains include the Chortiatis to the westcentral part, the Vertiskos to the north and parts of the Kerdylio mountains to the northeast. The prefectures is bounded with the Imathia prefecture to the southwest, Pella prefecture to the west, Kilkis prefecture to the north, Serres to the east and Chalkidiki prefecture to the south.

The city of Thessaloniki is the second largest city in the country, and it also serves as the capital of Central Macedonia. The city has become known as a major hub for economics, politics, and industry. It also has a very rich and unique culture, which attracts residents and tourists alike. Data from the Hellenic Statistical Authority puts the city's 2021 population at 1,091.424.

The city covers a surface area of 19.307 km2 (7.454 square miles). The metropolitan area sprawls over a total of 1,285.61 km2 (496.38 square miles). The population density of Thessaloniki comes to approximately 7,100 residents per square kilometer (18,000 residents per square mile).

Throughout its history, Thessaloniki has been home to many different ethnic groups besides Greeks, including Jewish, Muslim, Bulgarians, Roma, and other minor groups. There is also a large Armenian community within Thessaloniki.

Following the war, the city began to rebuild through the 1950s, 1960s and 1970s and has general seen strong population growth. The city's thriving industry and incredible culture make it an appealing place to live. The city has become known as the European Capital of Culture since the 1990s. Today, it is still very important in trade and business. Its port remains one of the largest and most important in Europe.

The city has one of the largest student populations in Greece and continues to be an attractive option for younger generations. The city's universities, Aristotle and IHU Universities are the largest in the Balkans. Thessaloniki was the 2014 European Youth Capital and for the year 2022 Thessaloniki is the first city to be named the **best Erasmus+ destination**. For these reasons, it is expected that Thessaloniki will continue to see the steady growth that has been observed throughout its history.

Thessaloniki is a popular tourist destination in Greece. In 2013, National Geographic Magazine included Thessaloniki in its top tourist destinations worldwide, while in 2014, Financial Times FDI magazine (Foreign Direct Investments) declared Thessaloniki as the best mid-sized European city of the future for human capital and lifestyle.

2.2 Historical data

The **history of the city of Thessaloniki** dates back to the ancient Macedonians. The city was founded in 315 BC by Cassander of Macedon, who named it after his wife Thessalonike, daughter of Philip II of Macedon and sister of Alexander the Great. An important metropolis by the Roman period, Thessaloniki was the second largest and wealthiest city of the Byzantine Empire. It was cohquered by the Ottomans in 1430 and remained an important seaport and multi-ethnic metropolis during the nearly five centuries of Turkish rule, and from the 16th to the 20th century was the only Jewish-majority city in Europe. It passed from the Ottaman Empire to the Kingdom of Greece on 8 November 1912. Thessaloniki exhibits Byzantine architecture, including numerous Paleochristian and Byzantine monuments, a World Heritage Site, as well as several Roman, Ottoman and Sephardic Jewish structures.

2.3 Useful links of transportation

2.3.1 Access to the campus

In order to reach to the campus you can use public transport from the city center.

The Urban Transport Organization (OASTH) (http://www.oasth.gr) covers the route from

Railway Station (Neos stathmos) to DIPAE-Sindos using Bus line No. 52.

Bus line No. 52 routes: http://m.oasth.gr/#index.php?md=1&sn=2&ml=59

2.3.2 Useful links

Public Transportation (OASTH - Thessaloniki Urban Transport Organization): The main provider of public transportation in Thessaloniki, including buses.

- Website: oasth.gr

Train Services (TrainOSE): Information about train services connecting Thessaloniki with other parts of Greece.

- Website: trainose.gr

Taxis: Information about taxi services in Thessaloniki.

- Website: thessalonikitaxis.gr

Thessaloniki International Airport Makedonia: Information about the airport of Thessaloniki

- Website: skg-airport.gr

Greek Main Airlines: Aegean Airlines (en.aegeanair.com), Sky Express (skyexpress.gr)

Hellenic Police - Thessaloniki: Information about the Hellenic Police services in Thessaloniki.

- Website: asth.police.gr

Tourism Information: If you're interested in exploring the city and its attractions.

- Website: thessaloniki.travel

AHEPA University Hospital: One of the largest hospitals in Thessaloniki, affiliated with the Aristotle University of Thessaloniki.

- Website: ahepanos.gr

Papageorgiou General Hospital: Another major hospital serving Thessaloniki and the surrounding areas.

- Website: papageorgiouhospital.gr

Municipality of Thessaloniki: Information about the city and various services provided by the municipality.

- Website: thessaloniki.gr

Emergency Numbers:

- **Police: 100**
- **Ambulance: 166**
- **Fire Department: 199**

3. THE DEPARTMENT OF MIDWIFERY

The Department of Midwifery, School of Health Scineces of the International University of Greece was established in May 2019 by Law 4610 (Government Gazette 90/Α΄/07-05-2019) “Synergies of Universities and T.E .I., access to higher education, experimental schools, General Archives of the State and other provisions". It absorbed the Department of Midwifery, of the Alexander Educational Institute of Thessaloniki

The aim of the Midwifery Department is to provide comprehensive education, both theoretical and clinical training, which will form scientifically competent midwives with structured knowledge in Midwifery Science, which is a clearly recognized, distinct and autonomous science. At a global level, Midwifery Science is an internationally recognized independent scientific discipline. At the same time, Directive 2005/36/EC of the European Parliament and the Council, of September 7, 2005, gives the distinct and autonomous character of the subject of Midwifery. Midwifery, as an independent branch of Health Sciences, is developing at a high speed in all developed countries, proving the necessity, the appeal and the recognition of the field of Midwives both on a political-social and economic level. Resolutions of the World Health Organization (WHO) and the National Assembly of the United Nations refer to the importance of the role of midwives on the world map to reduce the rates of maternal and neonatal morbidity and mortality and to ensure a better quality of care for the pregnant, mother and newborn/infant

The graduates of the newly established University Department have institutionalized Professional rights, which support their employability at national and global level (7/12/2022, Law NO. 4999, GAZETTE 225, Secondary care, medical education, salary arrangements for doctors and dentists of the National Health System and other provisions of the competence of the Ministry of Health. Article 32, and 17/12/2022, Gazette 232, PRESIDENTIAL DECREE OF THE MINISTRY OF HEALTH NO. 85, Determination of qualifications for appointment to public bodies (Qualification List - Branch List).

Figure 1. View of the Midwifery Department's building

4. THE UNDERGRADUATE STUDY PROGRAM

4.1 The aims of the Undergraduate Study Program

The aim of the Undergraduate Study Program of the Midwifery Department is to provide high quality parallel theoretical education and clinical training in modern scientific protocols and guidelines in Midwifery but also in Gynecological and Neonatal Health Care. The goal is our students to develop their skills according to the International Confederation of Midwives (ICM) standards and the professional rights of Midwives in Greece which are legislated since 1989 (article 2 of Presidential Decree 351, 14-6-1989, Official Gazette 159, Issue One) and were updated by the Law NO. 4999, art 32 GAZETTE 225, '*Secondary care, medical education, salary arrangements for doctors and dentists of the National Health System and other provisions of the competence of the Ministry of Health*', and by the Gazette 232, PRESIDENTIAL DECREE OF THE MINISTRY OF HEALTH NO. 85, '*Determination of qualifications for appointment to public bodies (Qualification List - Branch List)'.*

The Undergraduate Study Program's aim is the development of not only clinical but also multiple skills, according to the holistic model of training of health professionals, in terms of communication, counseling, health education, administration and organization of Health Units, the provision of health care in vulnerable populations etc according to the European Directives 80/154/EEC and 2005/36/EC. Skills are intertwined with the developments of technological applications, science and changes in social becoming.

The mission of our Undergraduate Study Program is to develop a competitive profile of graduates, who will be able to follow a successful scientific and professional career in Greece, Europe or other countries around the world.

The main Study Program areas include, among others:

i. in the field of Midwifery Science: Diagnosis and monitoring of pregnancy, assessment of the health of the pregnant person and the newborn, monitoring the development and health of the fetus, prenatal check-up, counseling and preparation of the family for birth and parenthood (psychoprophylactic preparation), perinatal care, delivery/ birth of cephalic and breech presentation babies, care and rehabilitation of the perineum after childbirth, care of the woman after caesarean section, completion of birth declaration, prescription of specific medicinal substances, counseling, guidance and care for breastfeeding and care during puerperium, record keeping. In the context of collective and interdisciplinary work with other scientists, the midwife is involved as an autonomous health professional in the care of high risk pregnancies and in cases of Assisted Reproduction.

ii. in the field of Neonatal Care: Clinical examination of newborns, resuscitation, nutrition, care of normal newborns and high-risk newborns during their transport and hospitalization in Intensive Care Units. Selection of necessary equipment and staffing planning of the above units.

iii. in the field of promoting women's health and Gynecological care: Gynecological examination, medical history recording, taking smear tests (Test – Pap), taking vaginal and cervical secretions for microbiological culturing, breast examination, care of patients with gynecological diseases and breast diseases.

iv. in the field of Family Planning by organizing and providing Family Planning and Fertility Education services

4.2 Awarded title and level of qualification

Upon the completion of their studies at the Midwifery Department, the graduates receive their Ptyxio (Bachelor of Science), a degree wich is equivalent to those of other Higher Education Institutions -Universities across Europe representing diplomas of level 6 of the National and European Qualifications Framework.

The scientific field of the Department is part of the internationally established scientific fields of Higher Education, as determined by the UNESCO international categorization of scientific fields in education (ISCED 2013). More specifically, the scientific field of the Department belongs to 09 Health and welfare (Broad field), 091 Health (Narrow field) and 0913 Nursing and midwifery (Detailed field).

The Department's Study Program ensures its graduates fully cover their high quality scientific training standards and are capable of assuming their role related to Midwifery care and health services for the woman, pregnant woman, child, newborn, family and breastfeeding, working either independently or in collaboration with other scientists in the private and public sector or as free lancers or if they chose to continue their studies in postgraduate and doctoral level in Greece or abroad.

4.3 Career Prospects for Graduates

What is in effect graduation from the Department of Midwifery leads to the statutory profession of Midwife (P.D. 351 14/6/89) after the granting of a professional license ‘fit to practice’ by the Prefecture which requires their registration in the Association of Scientists Midwives (Law 2593/1953). During his/her professional career, according to the above presidential decree, it is stated that he/she can serve in primary, secondary and tertiary health care, in the public or private sector or as a freelancer. He/she can also work as a teacher/professor in tertiary, secondary and post-secondary education in corresponding study programs, and in Public services, as well as work in all the countries of the European Union and in international organizations.

The training and practice of the Midwifery Profession are harmonized with the European guidelines of the EEC 80/154,80/155 (on the training of midwives in the community), which have become the law of the state with the Presidential Decree 97/31-3-86 Official Gazette 35, issue one. The above P.D. amended by P.D. 266/16-10-2003 Official Gazette 239 Issue One (on the free movement of Midwives/Midwives in the countries of the European Union), regarding the adaptation of the Greek Legislation to the provisions of the directives: 89/594 EEC, 89/595 EEC, as well as with PD.38/25-5-2010 Official Gazette 78, Issue One, on Adaptation of Greek legislation to Directive 2005/36/EC of the European Parliament and of the Council of September 7, 2005, regarding the recognition of professional qualifications. Finally, the curriculum of the Department of Midwifery is harmonized with the updated directive 2013/55/EU of the European Parliament and of the Council, of November 20, 2013, to amend directive 2005/36/EC. Therefore, our graduates can apply for further studies or work all over the European Union and other countries that accept European Union’s midwifery standards for fit to practice.

The Department of Midwifery contributes to the professional orientation of its students, maintaining on one hand a two-way relationship with hospitals and on the other hand collaborating with other academic institutions and agencies/services at home and abroad to achieve its mission.

5. INFORMATION on the CURRICULUM of STUDIES

5.1 Duration of Studies

The first cycle of studies in the Department of Midwifery, School of Health Scineces of the International Hellenic University requires attending an Undergraduate Study Program (USP), which includes courses corresponding to a minimum of 240 credits (ECTS). It typically lasts four (4) academic years and culminates in the award of a degree. In each academic year, the student chooses educational activities corresponding to 60 credits (ECTS) (Para. 2b Article 30 LAW 4009/2011)

The USP studies are conducted with the system of semester courses, which are divided into winter and spring semester with both theoretical and lab/clinical training and during the 8th semester includes clinical internship for 6 months at a tertiary hospital as well as the preparation of a Diploma Thesis (in voluntary basis).

The maximum duration of study in a first-cycle study program constists of a minimum duration of eight (8) academic semesters for the award of the degree, increased by four (4) academic semesters. After the completion of the maximum period of study, the Board of Directors of the Department issues an act of deletion (article 76, par. 1, Law 4957/2022).

Students who have not exceeded the upper limit of study may, after applying to the Department Secretariat, interrupt their studies for a period of time that does not exceed two (2) years. The right to interrupt studies may be exercised once or partially for a period of at least one (1) academic semester, but the duration of the interruption may not cumulatively exceed two (2) years, in case it is partially provided. Student status is suspended during the interruption of studies and participation in any educational process is not allowed (article 76, par. 4, Law 4957/2022).

5.2 Admission and Registration

Students are those who are registered in the Midwifery Department of the I.H.U. after succeeding in the entrance exams to higher education, by transfer or by qualifying exams in accordance with the current regulations .

The registration of newly admitted students takes place at the Department's Secretariat within the time limits defined each time by the Ministerial Decisions.

The passing candidates of the Panhellenic examinations who completed their registration through the electronic application of the Ministry of Education and Culture must carry out the identity check at the Secretariats of their Departments, submitting the following supporting documents

1. Application for registration (printed from the website of the Ministry of Education),

2. Photocopy of identity card (ID),

3. One (1) photo (ID type),

For the remaining categories of new entrants, the required supporting documents are announced on a case-by-case basis

5.3 Academic Year Calendar

The academic year starts on September 1 every year and ends on August 31 of the following year. The educational work of every academic year is organized in two semesters, the winter semester and the spring semester, each of which comprises 13 weeks of teaching and one examination period (three weeks of exams). There are courses and workshops for which students are examined with progress tests and/or assignments; in this case, students do not take part in re-sit exams held in September.

For the Department of Midwifery, the total number of semesters required to complete a course, as specified in the curriculum, is one semester.

Winter semester courses start in the last week of September and end in mid-January, followed by the first exam period of the winter semester.

Spring semester courses start in late-February and end at the end of May, followed by the first exam period of the spring semester.

Exact dates are determined by the Executive Committee. Every semester has two exam periods:

Winter semester courses are examined during the exam period January-February; re-sit exams are held in September.

Spring semester courses are examined during the exam period of June; re-sit exams are held in September.

Every semester, and before the beginning of each exam period, students have the right and obligation to evaluate their courses and instructors, aiming at the improvement of the quality of their studies.

More information is available at the website of the Quality Assurance Unit (MODIP-I.H.U.) and the website of their Faculty/School.

HOLIDAYS
Courses or exams are not held in the two months of summer holidays (July and August). Holidays also include:

Christmas Holidays: December 24 to January 7.

January 30: The Three Patron Saints of Education Day

Clean Monday

March 25. The Annunciation / National Anniversary of the 1821 Revolution against the Turkish Rule

Easter Holidays: from Holy Monday to Thomas Sunday

May 1st: Labor Day

Holy Spirit Day: Monday (after Pentecost).

October 28: National celebration

November 17: Students' uprising in the National Technical University of Athens against the junta in 1973

On the feast day of the Patron Saint of the city of Thessaloniki- October 26.

5.4 Specific Arrangements for Recognition of previous Studies

According to the Internal Regulation of I.H.U. (Government Gazette 4889/Bʹ/06.11.2020) article 23, students admitted to a Department of the International University of Greece (Qualifying exams, transfer students, etc.) may recognize courses that have been demonstrably taught and successfully examined in Department of their origin in a Greek University, as long as these courses correspond to courses of the Study Program of the Reception Department. The "full teaching" of a course of the Department of origin is ascertained/approved by the Assembly of the Department of Midwifery, after a recommendation by the Professor of the Course or by the assigned committee to the General Assemply of the Department. According to the terms and conditions set out in the Department's Internal Study Regulations, the total number of recognized courses cannot exceed 30% of the total number of courses in the Department's Study Program. The student applying for course recognition must submit to the Department Secretariat: 1) Application for course recognition/examination exemption, 2) Certificate of Analytical Grading from the Department of Origin, 3) Course Outline of the Study Program of the Department of Origin for the courses for which exemption is requested.

5.5 Course declaration - Renewal of registration

At the beginning of each semester, on dates announced on the Department's website, students must renew their registration by making a Course Declaration through the Uniportal - electronic system. Students search for and declare their current semester's courses, as well as the courses they are due. Students must issue their Declaration of Courses in a pdf file, in order to have proof that it took place. After the end of the course declaration period, no corrections can be made, nor can new declarations be submitted.

For the first-year students, the declarations of the 1st semester courses are made by the Department Secretariat, in order to avoid mistakes. After the completion of the declarations, the Secretariat accepts the declarations and the lecturers have the possibility to be informed by the Uniportal system about the number and names of the students who have been declared in their courses, and also to enter their score after the exam.

Students must renew their registration every semester. Renewal of registration takes place after the completion of registration of first-year students on dates set by the Department Secretariat. When renewing their registration, students declare their individual curriculum for the semester, i.e. the courses of the curriculum they wish to attend during the current semester. Renewal of registration takes place with the course declaration. If a student wishes to renew his/her registration without registering any course, simply submit the course registration form blank.

5.5.1 Statement of Preference for Placement in Laboratory Classes

After the students have completed the course declaration, the lectures responsible for the laboratory classes, receive the lists from the Department Secretariat. Then they announce certain open days when all the students registered for the certain Laboratory/ clinical classes need to come to the Department in order to be divided to smaller groups, according to the educational needs of each course. During that day, the division takes place by the Lecturers, who make efforts to accommodate any special requirements. The laboratory classes have mandatory attendance and only absence of 20% of the total laboratory hours is allowed. In case of any unforeseen event that may lead to more absences, the last week prior to the exam

period is allocated for extra laboratory days in order for those students to fulfill the necessary hours of training.

5.6 Academic ID- Student pass

Since 09/24/2012, undergraduate, postgraduate and doctoral students of all Universities in the country can electronically apply for the issuance of their academic identity card

Ηλεκτρονική Υπηρεσία Απόκτησης Ακαδημαϊκής Ταυτότητας - Informational Portal (minedu.gov.gr)

Electronic Service for Acquiring Academic Identity - Information Portal (minedu.gov.gr).

5.7 Teaching Aids and Resources

The educational work is supported by the corresponding coursebooks, which are provided free of charge to the students, through the Electronic Integrated Book Management Service (Eudoxus). Students, after submitting the electronic declaration of courses each semester, also make the corresponding declaration of books on the web portal of the "EUDOXUS" system (http://eudoxus.gr/), with which they declare the coursebooks they wish to receive.

5.8 Course of Study

The Study Program supports 54 courses (plus the compulsory 6-month clinical interniship during the final semester of studies) of which 43 are compulsory core courses and 11 optional compulsory courses.

The educational process of each course includes theoretical lectures, seminars, interactive teaching, laboratory/ clinical sessions and self directed learning and group assignments allowing students to interact, reflect on their experience and study further sectors that they wish according to their particular interests.

ECTS credits: Each course of the Department's Curriculum is characterized by a number of credits.

The ECTS credits, which are allocated to each course, are a measure of the workload required to complete the objectives of an Academic Program by each student

Crade Scale: Grading is expressed as a numerical scale from zero to ten (0 - 10), and five (5) is the minimum passing mark.

For the successful completion of the laboratory part of a combined course (theoretical and laboratory-based), the assessment include

1. Direct observation of practical skills (DORS examination)

2. Student’s logbook

3. Examination of short or long duration in an incident/case

4. Examination of clinical skills in simulated conditions

5. Examination in the work environment.

6. Brief clinical assessment (mini-CEX examination)

The student has to attend certain lab or clinical sessions and achieve to perform certain skills. At the end of the semester, the student needs to pass as well any oral or written exams and / or present an essay/project. The specific requiremnets for all the laboratory parts of the combined courses are well described at the detailed courses outline.

The grade of the laboratory part of a combined course results from the oral or/and written examination, the student's logbook evaluation and his/her performance during the presentation of an essay/ project.

The final grade of a theoretical course is obtained from written exams at the end of the semester that may include Multiple Choice Exams, Short Answer Questions, open-ended questions as well as, in some courses, written essays or group assignements that need to be presented in classroom among peers.

The final course grade, in case of a combined course, is obtained with a ratio of 50% of the laboratory grade and 50% of the theory grade.

5.9 Examinations

Students' performance is evaluated by written or/and oral exams at the end of each semester depending on the course and the lecturer/ professor. In the final assessment, depending on the course, an optional or compulsory assignment is calculated for the course with a percentage of participation in the final grade of 20-30%.

The method of examination and grading is the same for all students and is communicated in time by the lecturers/ professors, as is the material of the course being examined. The examination beyond the predetermined date, or in a way different from the predetermined one, is not allowed except after a written reasoned request of the student to the General Assembly of the Department.

Students with learning disabilities are a special case. In this case, and if the student presents a relevant certified certificate to the Department's Secretariat, after the prescribed written examination, he/she can be additionally examined orally.

Students after the 8th semester of studies, can be examined in courses of both the winter and spring semesters in all three examination periods (January, June and September), as long as the Governing Committee gives that possibility.

The exam schedule for each semester is announced approximately one month before the exam period on the Department's website under the responsibility of the Department President.

During the written exam, special emphasis is placed on the supervision of students to avoid copying phenomena that do not help their meritorious evaluation. The examination takes place in the presence of the lecturer/professor and the presence of supervisor(s). Students are admitted to the exam with proof of their student status (student ID/certificate from the secretariat). All students, upon request, have access to consult their writings, which enhances the transparency of the process.

For each day of the examinations, a responsible supervisor member of the faculty or the ETEP is designated in order to deal with possible problems that may arise. The actual duration of the examination is determined by the professor/ lecturer and cannot exceed two hours.

5.10 Bachelor's Diploma Thesis

The Bachelor's Diploma Thesis is prepared by the student during the 8th semester of studies in one of the scientific subjects in which he/she has immersed under the supervision and guidance of a faculty member/ or external teaching associate, after a bibliographic and empirical study of a scientific topic. The topic of the thesis is defined based on the academic subject and the research interests of each supervisor in collaboration with the student taking into account the student's research interests. The student submits his/her thesis for evaluation to a three-member committee consisting of the supervising professor and two other lecturers appointed by the Graduate Theses Committee. Then the student is called to support her. The quality of the written work and the student's ability to support the content of the research are evaluated. The Thesis is equal to 3 credits (ECTS) and considers to be an optional course. Sudents ned to declare it at the beginning of the 8th semester of studies (8th semester). Detailed instructions for preparing the thesis can be found in the Thesis Guide in the Department's website https://www.ihu.gr/tmima-maieftikis/akadimaika/diplomatiki-pps.

For the student to submit his/her Diploma Thesis for evaluation, needs to submit to the Department Secretariat a copy of it in electronic format, a copy in printed version and the Thesis Submission Form signed by the supervising Professor and the student himself/herself.

After the evaluation of the Diploma Thesis, the supervising Professor submits to the Department Secretariat the Graduate Thesis Evaluation Report, signed by the other members of the Committee, in which the evaluation grade of the thesis is indicated. Grade of the Bachelor Thesis is the average of the grades given by the three members of the examination committee

5.11 Work placement (internship)

The six-month Clinical Internship (CI) of the students of the Midwifery Department takes place during the 8th semester of studies and corresponds to 24 credits (ECTS). The CI takes place exclusively in Public Health Units. The student's internship in the hospita's departments is supervised by the CI committee of the Department, while the student's training is now distinguished by autonomy. During the CI, the student is asked to follow the work regulations of the employees of the host hospital.

The Departments in which the student needs to practice are: Labour ward, Operation theatre, Postnatal and antenatal Department, Neonatal Department, Neonatal Intensive Care Unit (MENN), Antenatal Clinic, Gynecological Department/ Clinic, Midwifery Clinic in a Community Health Unit. The training program for students in the health structures has been decided at the

Department Assembly and it is possible to be modified, depending on the circumstances and the particularities of each hospital, by the CI Committee.

Students are invited to fill out an application for CI through the Department's Secretariat to the Department's CI committee, having completed their studies in the 7th semester of studies, having successfully attended 2/3 of all the courses of the curriculum and having successfully completed the prerequisite courses for the C.I. which are: 1. Midwifery Care during Childbirth, 2. Midwifery Care of the Newborn, 3. Midwifery Care in Pregnancy, 4. Special Anatomy, on dates announced by the Department's Secretariat by decision of the CI committee.

The criteria for their placement are established by recommendation of the Department's CI committee and decision of the Department's Assembly.

For the recognition of the CI, the student must submit an application for recognition through the Department Secretariat to the CI committee, a signed certificate from the hosting Institution that certifies that the student has carried out the internship and clearly states the quality characteristics of the CI (as stated in the European Directive 2005/36/EC) as well as the completed CI logbook signed by the midwives in charge at the hosting hospital.

Interruption of the CI is allowed in case of problems that may arise and are related to the student's education, for health reasons or personal reasons after the student's request and in consultation with the CI committee. The student can continue his/her CI in another Health Unit in order to complete the prescribed program and the conditions for recognition of the internship.

The CI can also take place in European Union countries through the Erasmus program. The Department's Erasmus committee is responsible for the student's CI in this case.

Student internships can also take place through the ESPA internship program. A faculty member of the CI committee is designated by the General Assemply to be in charge of that program. Students are registered in the Central Support System for the Internship of HEI Students https://atlas.grnet.gr/ only when requested by the Host and when they carry out their internship through the ESPA program.

5.12 Degree Grade - Declaration of Graduation

In order to obtain a Degree in Midwifery, the student is required to have successfully completed all the requirements of the undergraduate study program, having accumulated a total of 240 credits. In order for the Secretariat to carry out the verification to graduate, the student must submit a Degree Application. The student becomes a graduate by the completion of his/her studies, which might be prior to the granting of his/her degree document. The date of obtaining the degree or diploma is the same for all the students of the Department, who complete their studies in the same examination period. A necessary condition for the granting of the degree is the swearing-in of the graduate in a public ceremony according to the special provisions of the Internal Regulations of the I.H.U. Before the graduation ceremony, the Secretariat may issue a Certificate of Completion of the studies. Upon completion of the conditions for obtaining the degree, the student automatically ceases to have student status, ceases to participate in the

collective administrative bodies of the Department and is no longer entitled to any kind of student benefits.

5.13 Graduate Certificate - Transcript of Records –Diploma Supplement

Undergraduate or postgraduate degrees awarded by the Foundation (degrees, diplomas, etc.) are accompanied by a Diploma Supplement, which provides information on the nature, level, general educational context, content and status of the studies, which were successfully completed by the person named in the original of the title, to which the Appendix is attached, in accordance with the ministerial decision under data Gaz5/72535/ B3/2006 (B' 1091), as applicable. In the Appendix no value judgments are made and there are no statements of equivalence or correspondence or proposals regarding the recognition of the title abroad.

The Diploma Supplement is issued automatically and without any financial burden in Greek and English. The original of the Appendix must meet the conditions of authenticity required for the awarded degree. The Annex bears the signatures of the President and the Secretary of the Department or their legal deputies, respectively, and the seal of the Foundation.

The Diploma Supplement is granted to graduates/diploma holders, who attended a Study Program to which ECTS Credits had been assigned, by decision of the competent body.

The date of issue of the supplement does not necessarily coincide with the date of award of the degree, but it can never be earlier than that. In particular, the Appendix A diploma (Greek and English) may be granted either during the graduation ceremony of the beneficiary together with his/her original degree, or in a reasonable time after this, at the discretion of the relevant Department.

5.14 Digital Skills Certificate

The Midwifery Department does not provide any digital skills certificate.

6. STAFF OF THE DEPARTMENT

6.1 The Staff of the Department

The staff of the Department of Midwifery is divided into Teaching and Educational Staff (D.E.P.), Special Technical Scientific Staff (E.DI.P.), Laboratory Teaching Staff (E.TE.P.) and Administrative Staff (A.S.) with corresponding responsibilities.
The Department of Midwifery is staffed with 9 (D.E.P.) School members and none (E.DI.P.) members or (E.TE.P.) members.
The members of theTeaching and Educational Staff belong to four academic ranks : Professors, Associate Professors, Lecturers and Clinical Lecturers, while their teaching work is supported by external temporary educational staff, since there are no members of Laboratory Teaching Staff or Special Technical Scientific Staff. The external temporary educational staff consists of Scientific Associates, Laboratory Associates and Academic Scholars.

TABLE of the EDUCATIONAL STAFF

A/A	FULL NAME	TITLE	SUBJECT AREA/ SPECIALTY
1.	Zafrakas Menelaos	Professor	Obstetrics, Gynecology, Mastology-Breast Surgery
2.	Antonakou Angeliki	Associate Professor	Midwifery Care with emphasis in childbirth and Nutrition in lactation
3.	Papasozomenou Panagiota	Associate Professor	Fetal Medicine with an emphasis on fetal anatomy and syndromes
4.	Taousani Eleftheria	Lecturer	Specialty of Midwifery
5.	Theodoridou Anatoli	Lecturer	Specialty of Midwifery
6.	Dimitropoulou Eleni	Clinical Lecturer	Specialty of Midwifery
7.	Koukou Zoi	Clinical Lecturer	Specialty of Midwifery
8.	Mpouroutzoglou Maria	Clinical Lecturer	Specialty of Midwifery with specialization in NICU
9.	Kallia Thomai	Clinical Lecturer	Specialty of Midwifery

TABLE of the Special Technical Laboratory Staff (E.TE.P.), Special Teaching Laboratory Staff (E.D.I.P.)			
A/A	**FULL NAME**	**CATEGORY**	**SUBJECT AREA/ SPECIALTY**
1.	-----	Special Teaching Laboratory Staff	
2.			
3.	-----	Special Technical Laboratory Staff	
4.			

TABLE of the ADMINISTRATIVE STAFF		
A/A	**FULL NAME**	
1)	Tsoleridou Panagiota	Head of the Secretariat
2)	Tatsou Angeliki	Sectretary
3)		
4)		

Address:
Department of Midwifery
International Hellenic University
Alexander Campus
17ο klm Thessaloniki-Sindos
ZIP Code 57400 Thessaloniki

Tel: 2310013-520,- 521 -843
FAX : 2310013-520

e-mail: info@midw.ihu.gr
URL:
https://www.ihu.gr/tmima-maieftikis/

6.2 Administration/Secretariat Office: Duties and working hours

The Department Secretariat is responsible for student and administrative matters.

Student services are provided on all working days, and during the hours of 11.00 am to 13.00 pm, at the offices of the Department Secretariat, located at the Building of Midwifery Department in Sindos Thessaloniki.

Student issues include:

- Registration Procedures
- keeping the students' records, which include their grades, registration renewals every semester, and information about scholarships,
- granting Certificates and Degrees,
- granting certificates for legal use,
- issuing paper forms required for the students' Internship,
- creating/filling in student lists, according to their course enrolment declaration
- registration cancellations of students who have two consecutive non-renewal of registration or three non-consecutive non-renewal of registration

Regarding first-year student registrations, transfers and registration of those passing the qualifying exams in the Department Midwifery of the I.H.U., the following apply:

Registration Renewals - Course Declarations are carried out through the Electronic Secretariat at the beginning of each Semester, and for a period of approximately fifteen (15) days. Each student has his/her own personal code, obtained from the Department's Secretariat, with which s/he declares courses electronically.

After the lists of successful candidates in the National Examinations are sent by the Ministry of Education and Religious Affairs, the registration deadline for new entrants is set, which is common for all higher education institutions in our the country. This deadline should not be missed, otherwise latecomers lose the right to register. Registration of new entrants takes place in September.
From November 1 to 15, relevant application forms are submitted for:
- Transfers for financial, social, health reasons, etc., as well as for the children of large families, unless otherwise specified by law.
- Enrolment of Higher Education Graduates, who succeeded in qualifying exams, held every year, at the beginning of December.

6.3 The Role of the Academic Advisor(Tutor)

The institution of the Academic Advisor (Tutor) has been implemented by the Department of Midwifery for a long time. Each year, by decision of the Department, a member of the Teaching and Educational Staff is designated an academic advisor for every first-year student for information and guidance in study matters. The academic advisor informs the students about his/her role and invites them to an introductory meeting. Students are required and encouraged to communicate regularly with their Academic Advisor,discuss educational issues and utilize his/her knowledge and experience throughout all the years of their studies.

6.4 Evaluation of the Educational Project

Annual internal evaluation

Institutions and academic units have an internal quality assurance system, in the context of which they will carry out a control and an annual internal evaluation of their new study programs, so that, through monitoring and possible corrections, the goals set are achieved, with a final resulting in their continuous improvement.
The internal evaluation is a self-evaluation process that highlights the Department's identity and aims to capture and expose in an objective way the quality of its work, the characteristics of its operation, positive and negative, and to record its goals. For the successful completion of the internal evaluation, it is crucial that it has a substantial impact and that the identified weaknesses are improved through the proposed action plans.

The internal evaluation is a regularly repeated participatory process and is carried out under the responsibility of the Quality Assurance Unit (QAU) of IHU, which is responsible for the organization and implementation of the Institution's internal quality assurance system. Responsible for the internal evaluation of the Department is the Internal Evaluation Team (IET), appointed by the Assembly of the Department. The evaluation of the undergraduate study program is carried out in the form of a questionnaire drawn up by the QAU of IHU. IET coordinates the process of completing the individual census forms of the academic staff, the census forms of the courses and the circulation of the evaluation questionnaires of the courses by the students. In addition, prepares and submits the Department's annual internal evaluation report to the Department's Assembly for discussion and approval and is subsequently submitted to the IHU's QAU. IET collaborates with QAU at all stages of the evaluation to provide necessary information and clarifications, statistical results and technical reports regarding the evaluation indicators of courses and academic staff, necessary in the processes of reforming/updating the Study Guide.

The Internal Evaluation process is supervised by the Hellenic Authority for Higher Education (HAHE).

Students have an active role completing the questionnaires in evaluating the curriculum, the academic and administrative staff's performance, the books, the equipment, the classrooms etc.

The Department's Committee of IET was appointed by the decision of the Department's Assembly and consists of Dr Antonakou Angeliki, Associate Professor, Dr. Taousani Eleftheria, Lecturer, Dr Theodoridou Anatoli Lecturer, Ms. Maria Bouroutzoglou, Clinical Lecturer and Ms. Kallia Thomai, Clinical Lecturer.

External Evaluation and Certification

The new Undergraduate Study Programs must be submitted to periodic external evaluation by expert committees appointed by HAHE, in order to certify them. The results of the external evaluation and certification are used for the continuous improvement of the Institutions, academic units and study programs. The duration of the certification is determined by HAHE. The new study program of Midwifery Department of IHU is in its forth year of operation. The Department of Midwifery as a University Department has been evaluated in the context of external evaluation in May 2023 for the first time.

Students had an active role in evaluating the curriculum, the academic and administrative staff's performance, the books, the equipment, the classrooms etc through meetings that carried out

with the expert committee appointed by HAHE exressing their views and proposals for improvement. They also had an active role during the recent evaluation process (May 2023).

The Midwifery department has been successful in a previous external evaluation process in 2011(https://www.ethaae.gr/el/diasfalisi-poiotitas/ektheseis-eksoterikis-aksiologisistmimatwn). Those comments and proposals were adopted during the design of the New curriculum of our University Department, such as the inclusion of courses related to interculturality and respect for diversity and women's rights (inclusion of the course 'Midwifery Care of Vulnerable Populations'). We also reinforced the Mayo-centric approach of the courses, even in their titles, as it had been noted as a disadvantage of the previous curriculum.

Accordingly, we plan to adopt and implement the comments and proposal from the recent external evaluation and certification of the new curriculum, with the aim to improve the quality of course content and the overall educational process through the collective cooperation of faculty members, students and administrators who support the work of the Department. External evaluation, i.e. external quality assurance, provides an opportunity to ascertain the effectiveness and quality of the new Study programme, acts as a catalyst for the improvement of political quality assurance procedures, simultaneously opening new perspectives for improvement. The results of the External Evaluation are communicated by QAU, to the Head of the department and the members of the IET Committee of the Department, who should inform all the faculty members, administrative staff and teachers about them. Students of all study cycles are also informed. A schedule will then be set for the implementation of the proposals and the improvements required in collaboration with the QAU and the Administration of the University.

7. FACILITIES

7.1 Laboratory Spaces and Equipment

Laboratories

The laboratories of the Department of Midwifery are developed on two floors. On the first floor, you can find the laboratories for Basic and Clinical Midwifery Skills, Midwifery Care, Pharmacology, and Psychosomatic Parenting Preparation. On the ground floor, there are two Anatomy Laboratories and the Neonatal Midwifery Care Laboratory.

All the aforementioned laboratories are equipped with suitable spaces and necessary equipment for the comprehensive education of students. The use of laboratories outside of scheduled hours is available to students under the supervision of Laboratory Technicians or Teaching and Research Assistants.

Clinical Practice in Health Care Facilities

The educational process of the Department, starting from the second semester of studies, also takes place in the health facilities of the 3rd and 4th Health Region (H.P.E.), primarily in the two Tertiary Maternity Hospitals in Thessaloniki, Papageorgiou General Hospital and Ippokratio General Hospital.

Papageorgiou General Hospital is located on the ringroad of the urban area of Thessaloniki, heading west towards the Evosmos area. Ippokratio General Hospital is situated within the urban area of Thessaloniki, near the city center, and it's oriented towards the east. Students' transportation is facilitated by regular bus routes of the Thessaloniki Urban Transport Organization (OASTH).

Students are trained in General Nursing Departments, General Outpatient Clinics, Midwifery and Gynecological Outpatient Clinics (both emergency and regular), Midwifery and Gynecological Wards, Neonatology Departments, and Neonatal Intensive Care Units (NICU) of the aforementioned hospitals.

Moreover, students also participate in primary public health structures, Family Planning and Aphrodisiac and Dermatological Clinics of Aphrodisiac and Dermatology Hospital of Thessaloniki (under Ippokratio General Hospital), Evosmos Urban Health Center, Thermi Health Center, Axios Gate Health Center, Thessaloniki Health Center, Acropolis Health Center, 25th of March Health Center, Toumpa Health Center and Diavata Health Center.

The students' presence in health facilities, along with the Department's academic staff and scholarship recipients, during the clinical and practical training periods contributes to the smooth operation of healthcare services. Numerous educational and scientific opportunities are provided to students beyond their education within the Department and its clinics, including various events organized jointly or with the Department's participation.

It's worth noting that the Department's students also have access to the libraries of the University Hospitals where they are trained for their clinical practice.

7.2 Teaching Classrooms

The facilities of the Department are concentrated in the Alexandria University Campus of the International Hellenic University, in the Sindos area. They encompass classrooms, computer

rooms, partially supported online infrastructures within the department's premises, libraries, and laboratories. All the department's facilities are located on the ground floor and the 1st floor of the second building of the SHS (School of Health Sciences) complex.

The Department of Midwifery is housed alongside the department of "Education and Care in Early Childhood" in the same building. The Mobility Programs Unit (Erasmus) and the SHS Library are also located in the same building, along with the Great Amphitheater of the SHS. Lecture rooms are situated on the ground floor and the 1st floor of the building. On the ground floor, there are 4 lecture rooms, 2 Anatomy Laboratories, a Neonatal Care Laboratory, a Breastffeding Supprot Laboratory, 5 rooms for the teaching staff room, the Department's Secratariat Office and the Department's Head Office.
On the first floor, there are the Basic and Clinical Midwifery Skills and Pregnancy Care Laboratories, the Psychosomatic Parent Preparation Laboratory with its auxiliary space, the Pharmacology Laboratory, a Seminar Room, a computer room, and the Archive for storing dissertations room. There are also 3 more rooms for the teaching staff.

All laboratory spaces are equipped with the necessary tools, supported by computers, projectors, while some provide internet access. Additionally, the Midwifery building, houses the new SHS Amphitheater, used for Department classes and scientific events.

Lectures also take place in the G. Economou Amphitheater, located within the SHS building, as well as in the OLYMPIA and ALEXANDROS amphitheaters situated in the Alexandria University Campus. These spaces are granted to our teaching staff for specific hours per week.

For educational needs, digital classrooms using the Zoom platform are available exclusively for the Department of Midwifery.

7.3 E-Learning

The Undergraduate Study Program of the Midwifery Department offers centralized e-learning platforms through the Moodle platforms of the International University of Greece. Specifically:
Student Registry: It includes the study program, courses, and students' grades. Certificates, detailed grades, and degrees are issued through this registry, accessible by the department's administration and students.
Classweb: This digital space stores course grades submitted by instructors, informs students about their grades, and hosts course materials. Students and department staff can access it using their personal academic accounts.
Moodle: This is the digital space for courses. It contains supporting materials for each course, such as outlines, PowerPoint slides, exercises, past papers, and references. Students and academic staff access this using their personal academic accounts.
Eudoxus: This service by the Ministry of Education manages textbooks. Students can select textbooks for each course from those recommended by instructors.
Library: The students of the Department have access to the Central Library of the Alexandria University Campus, which is well-organized and operates with extended hours for all users. Several services are available electronically on computers located within the premises of the Alexandria University Campus. The library has a website/portal and supports lending and borrowing services. It also provides an updated public catalog of open access materials. The library is connected to central electronic databases and sources, supports an asynchronous e-

learning platform for electronic courses, and includes an institutional repository. Furthermore, it is linked to central electronic databases and electronic sources, supports an asynchronous e-learning platform for electronic courses, and includes an institutional repository. Additionally, access is provided to the Heal Link web portal, offering access to the full text of international electronic journals, bibliographic databases, full-text databases, and electronic books.

Moreover, students have access to the lending library and reading room of the School of Health Sciences, located on the 1st floor of the Midwifery Department building, offering 25 study spaces. The lending library contains textbooks relevant to the department's subject for teaching, research, and student information, and it's continually improved and updated.

7.4 Institutional Research Laboratories

The Midwifery Department does not have at the moment any institutional research laboratory.

8. THE UNDERGRADUATE STUDY PROGRAM

The Midwifery's Department's Undergraduate Studies Program is presented in "summary tables with duration, courses, course classification (compulsory, core, general background, optional, special infrastructure, specialization), hours of theory, practical exercises, workshops, credits, ECTS,."

8.1 Table I. An Overview of the Undergraduate Study Program

SEMESTER									Semester.	ECTS
1st	2nd	3rd	4th	5th	6th	7th	8th		8th	
Basic Midwifery Skills	Clinical Skills in Midwifery	Midwifery Care during pregnancy	Midwifery Care during Childbirth	Midwifery care during Postpartum	Midwifery Care of Breastfeeding	Midwifery Care of High Risk Newborn	Advanced Midwifery Care in Pregnancy - labour		THIESIS	30 ECTS per Semester
General Anatomy	Social Health and Epidemiology	Principles of Surgical Care in Midwifery	Gynaecological Care	Midwifery care of Newborn	Clinical skills of Obstetrical and Gynaecological Surgery	Primary Community Midwifery Care	Clinical Internship			
Physiology	Genetics	Midwifery in pregnancy	Paediatrics-Neonatology	High Risk Pregnancy	Research in Health Sciences	Counseling-Didactics-Communication	Thesis (Elective)			
Health Promotion	Principles of internal medicine-Nosology	Gynecology	Midwifery in labour and puerperium	English terminology	Psychology during Reproductive Period	Psychosomatic Preparation for Parenthood	Surgery (Elective)			
Nutrition Principles in Midwifery	Administration of Health Care Services	Anaesthesia Analgesia and Resuscitation	Gynaecological Oncology	Ethics, Legislation, Maternal Protection	Family Planning / Reproductive Health	Midwifery Care for Vulnerable Populations				
Microbiology	Pharmacology	Prenatal Screening - Fetal Medicine	Mastology	Assisted Reproduction	Electronic fetal monitoring during pregnancy and labour(Elective)	Biostatistics (Elective)				
Embryology	Special Anatomy			Biochemistry(Elective)	Biophysics – Radiology(Elective)	Reproductive Endocrinology (Elective)				
				First Aid(Elective)		Scientific paper writing skills(Elective)				
				Basic Principles of Psychology (Elective)						

Mandatory Courses	*Elective Courses*	**Total Courses**
44	11	51

General background

Special background

Specialised general knowledge, skills development

8.2 Table II. Elective Courses

semester	General background Courses	Special Background Courses	Specialised general knowledge	Modes of choice (ex. 1 of 3 courses)
5th	Biochemistry			1/3 per semester
	First Aid			
	Principles of Psychology			
6th	Informatics		Electronic Fetal Monitoring during pregnancy and labour	1/3 per semester
	Biophysics - Radiology			
7th	Scientific Paper writing Skills			1/3 per semester
	Biostatistics	Reproductive Endocrinology		
8th	Surgery	Thesis		1/2 per semester

***Skills development Courses:** Basic Midwifery Skills, General Anatomy, Clinical Skills in Midwifery, Special Anatomy, Midwifery Care during Pregnancy, Principles of Surgical Care in Midwifery, Midwifery Care during Childbirth, Gyneacological Care, Midwifery Care during Postpartum, Midwifery Care of Newborn, Midwifery Care of Breastfeeding, Clinical Skills Of Obstetrical/Gyneacological Surgery, Midwifery Care of High Risk Newborn, Primary Community Care, Psychosomatic Preparation for Parenthood

8.3 Undergraduate Study Program per Semester

1st Semester

	CODE	COURSE	COURSE TYPE	theory	practice works	Laboratory works	Hours per week	Course total	ECTS
1	1001	Basic Midwifery Skills	SB (MC)	4		6	10	250	**10**
2	1002	General Anatomy	GB (MC)	2		1	3	150	**6**
3	1003	Physiology	GB (MC)	2			2	75	**3**
4	1004	Health Promotion	GB (MC)	2			2	50	**2**
5	1005	Nutrition Principles in Midwifery	GB (MC)	2			2	75	**3**
6	1006	Microbiology	GB (MC)	2			2	75	**3**
7	1007	Embryology	GB (MC)	2			2	75	**3**

NOTES

GB: *general background*
SB: *special background*
SD: specialised general knowledge, skills development

MC: Mandatory Courses
EC: Elective Courses
OC: OptionalCourses

2nd Semester

	CODE	COURSE	COURSE TYPE	theory	practice works	Laboratory works	Hours per week	Course total	ECTS
1	2001	Clinical Skills in Midwifery	SB (MC)	4		6	10	250	10
2	2002	Social Hygiene-Epidemiology	GB (MC)	2			2	50	2
3	2003	Genetics	GB (MC)	2			2	75	3
4	2004	Nosology – Principles of Pathology	GB (MC)	2			2	75	3
5	2005	Administration of Health Care Services	GB (MC)	2			2	75	3
6	2006	Pharmacology	GB (MC)	2			2	75	3
7	2007	Special Anatomy	SB (MC)	2		1	3	150	6

3rd Semester

	CODE	COURSE	COURSE TYPE	theory	practice works	Laboratory works	Hours per week	Course total	ECTS
1.	3001	Midwifery Care during Pregnancy	SB (MC)	4		6	10	250	10
2.	3002	Principles of Surgical Care in Midwifery	SB (MC)	2		4	6	175	7
3.	3003	Midwifery in Pregnancy	SB (MC)	2			2	100	4
4.	3004	Gynaecology	SB (MC)	4			4	125	5
5.	3005	Anesthesiology, Analgesia and Resuscitation	GB (MC)	2			2	50	2
6.	3006	Prenatal Screening - Fetal Medicine	SB (MC)	2			2	50	2

4th Semester

	CODE	COURSE	COURSE TYPE	theory	practice works	Laboratory works	Hours per week	Course total	ECTS
1.	4001	Midwifery Care during Childbirth	SB (MC)	4		6	10	250	10
2.	4002	Gynecological Care	SB (MC)	2		5	7	150	6
3.	4003	Pediatrics- Neonatology	SB (MC)	4			4	100	4
4.	4004	Midwifery during Labour - Postpartum	SB (MC)	4			4	125	5
5.	4005	Gynecological Oncology	SB (MC)	2			2	75	3
6.	4006	Mastology	SB (MC)	2			2	50	2

5th Semester

	CODE	COURSE	COURSE TYPE	theory	practice works	Laboratory works	Hours per week	Course total	ECTS
1.	50011	Midwifery Care during Postpartum	SB (MC)	2		5	7	175	7
2.	50021	Midwifery Care of Newborn	SB (MC)	2		5	7	175	7
3.	5003	High Risk Pregnancies	SB (MC)	4			4	125	5
4.	5004	English Terminology	GB (MC)	2			2	75	3
5.	5005	Deontology & Legislation in professional midwifery practice, Maternal Protection	SB (MC)	2			2	75	3
6.	5006	Assisted Reproduction	SB (MC)	2			2	75	3
		Electives							
7.	5007	Biochemistry	GB (EC)	2			2	50	2
8.	5008	First Aid	GB (EC)	2			2	50	2
9.	5009	Principles of Psychology	GB (EC)	2			2	50	2

6th Semester

	CODE	COURSE	COURSE TYPE	theory	practice works	Laboratory works	Hours per week	Course total	ECTS
1.	60011	Midwifery Care of Breastfeeding	SB (MC)	4		5	9	225	9
2.	60021	Clinical Skills of Midwifery & Gynecaogical Surgery	SB (MC)	2		5	7	175	7
3.	6003	Research in Health Sciences	SB (MC)	2			2	75	3
4.	6004	Psychology during the Reproductive Period	SB (MC)	2			2	75	3
5.	6005	Family planning - Reproductive Health **Electives**	SB (MC)	4			4	125	5
6.	6007	Electronic Fetal Monitoring during pregnancy and labour	SD (EC)	2			2	75	3
7.	6008	Informatics	GB (EC)	2			2	75	3
8.	6009	Biophysics-Radiology	GB (EC)	2			2	75	3

7th Semester

	CODE	COURSE	COURSE TYPE	theory	practice works	Laboratory works	Hours per week	Course total	ECTS
1.	7001	Midwifery Care of high-risk newborn	SD (MC)	2		5	7	175	7
2.	7002	Primary Community midwifery care	SD (MC)	4		5	9	225	9
3.	7003	Counseling Didactics-Communication	SB (MC)	2			2	75	3
4.	7004	Psychosomatic Preparation for parenthood	SD (MC)	4		2	2	125	6
5.	7005	Midwifery Care for vulnerable populations	SB (MC)	2			2	75	3
		Electives							
6.	7007	Biostatistics	GB (EC)	2			2	50	2
7.	7008	Reproductive Endocrinology	SB (EC)	2			2	50	2
8.	7009	Scientific paper writing Skills	GB (EC)	2			2	50	2

8th Semester

	CODE	COURSE	COURSE TYPE	theory	practice works	Laboratory works	Hours per week	Course total	ECTS
1.	8001	Advance Midwifery Care in Pregnancy – Labour	SD (MC)	2			2	75	3
2.	8002	Clinical Internship	SD (MC)					600	24
		Electives							
3.	8003	Thesis	SB (EC)	2			2	75	3
4.	8004	Surgery	GB (EC)	2			2	75	3

9. POSTGRADUATE STUDY PROGRAMS IN THE DEPARTMENT

There are no postgraduate study programs currently offered in the Department of Midwifery School of Health Scineces. There is provision in organizing a postgraduate study program in the near future.

10. DOCTORAL STUDIES in the DEPARTMENT

The Department of Midwifery operates a 3rd cycle of studies, i.e. Doctoral Studies Program, according to Official Gazette 5780/10-12-2021. The candidates can find all the necessary documents for their application as well as the template for submitting their doctoral thesis protocol on the Department's website. Currently there are two accepted PhD candidates in our department.

Eligibility criteria

The candidates need to fulfil these basic criteria

i) be graduates of University Departments or TEI or other educational institutions of the country/ or foreign institution that are recognized as equal.

(ii) hold a MSc diploma of a University of the country or foreign institution recognized as equal according to article 46 of Law 4485/2017.

(iii) hold a Certificate proving excellent knowledge or very good knowledge (level C2/C2 or C1/C1 respectively) of English language

Duration

The duration for obtaining the doctoral degree is at least three (3) full calendar years from the date of appointment of the Three-Member Advisory Committee. The maximum time to obtain a Ph.D diploma is up to five (5) full calendar days years commencing on the date of appointment of the Three-Member Advisory Committee from the department assembly. An extension of up to two (2) full calendar years can be granted with a reasoned proposal of the Three-Member Advisory Committee and a decision of the department's assembly.

The doctoral candidate can request suspension of one (1) full calendar year with his or her application, which is accompanied by a sufficiently reasoned recommendation of the three-member Advisory Committee and approved by the department's assembly. During the suspension, his or her status as a candidate is revoked and the rights deriving from it. Suspension time does not count towards the maximum total time for preparing the doctoral thesis.

More information can be found in the regulations for doctoral studies on the Department's website https://www.ihu.gr/tmima-maieftikis/akadimaika/didaktorika and https://www.ihu.gr/tmima-maieftikis/akadimaika/didaktorika/didaktorika-kanonismos

11. SERVICES and STUDENT WELFARE OFFICE

11.1 European Programs Office (Erasmus)

At the same building where the Midwifery department is located, you can find on the first floor the European Programs Office (Erasmus).
The Midwifery department holds active collaborations within the framework of the Erasmus program with Departments of Midwifery in different European Countries (Table 1)
The Departmnent's Erasmus Committee consists of Asc. Professor Antonakou Angeliki, Lecturer Dr Taousani Eleftheria, Clinical Lecturer Maria Bouroutzoglou.

Table 1. Active collaborations

ΧΩΡΑ	ΠΑΝΕΠΙΣΤΗΜΙΟ	ΚΩΔΙΚΟΣ
BELGIUM	Karel De Grote-Hogeschool, ANTWERPEN-Belgium	B ANTWERP 59
BELGIUM	Haute Ecole de Namur Liege-Luxembourg, Belgium	B NAMUR 15
BULGARIA	Medical University – Sofia	BG SOFIA 11
ESTONIA	Tallinn Health Care College, Estonia	EE TALLINN 12
FRANCE	Universite d' Auvgerne Clermont 1, France	F CLERMON 01
TURKEY	Akdeniz University, Turkey	TR ANTALYA 01
FINLAND	NOVIA University of Applied Sciences, Vaasa – Finland	SFVAASA 13

The Department of Midwifery also engages both in student mobility for training and for studies as well as for staff mobilities.
More information about the Department's active collaboration, can be found on the Department's website https://www.ihu.gr/tmima-maieftikis/akadimaika/erasmus-mimo and also on the official Erasmus office website https://www.ihu.gr/monades/intprogrs#erasmus+

11.2 Library

The students of the Midwifery Department have access to the lending library and the reading room of the School of Health Sciences, which is located on the 1st floor of the building where our Department is located, and holds 25 study places. The lending library includes books related to the subjects of the Department for the students' needs of studying and research. Most of the books related to Midwifery have been transferred to the lending library, while they are in constant improvement and renewal.

The students of the Department have access to the Central Library of the Alexandria Campus, which is organized and operates with extended hours for all users. Several services are offered online on computers located on the Alexandria Campus premises. It has a website/portal and supports the lending and inter-lending service, while providing an updated open access public

directory. It is interconnected with central electronic databases and electronic sources, supports an asynchronous e-course training platform, and has an institutional repository. Access to the Heal Link web portal is also provided with access to the full text of foreign language e-journals, bibliographic databases, full-text databases and e-books. More information can be found on their official website https://www.ihu.gr/vivliothiki-kentro-pliroforisis

11.3 Student Restaurant

The privately owned facilities of the Alexandria Campus cover an area of 1,600 acres, with a total building area of 35,000 sq.m. A separate place is occupied by a 900-acre farm.
The facilities of the Alexandria Campus include a student restaurant where students can have breakfast, lunch and supper. According the National Laws students can apply for funding through the official feeding application at https://sitisi.ihu.gr/ where they can also find the specific requirements/criteria.

11.4 Student Dormitory

At the Alexandria Campus there is a student dormitory that can accommodate students that apply for it. The space consists of 3 wings, in each of these there are 2 corridors. Each corridor has 18 rooms whose capacity is defined in 2 beds. There are also

A. SHARED USED AREAS

1. Entrance - reception area
2. Parking area
3. Upper and lower reading rooms
4. Uncovered areas
5. Bicycle and moped parking
7. Ping pong area
8. Entertainment Hall

B. AUXILIARY SPACES

1. Student's Association Office
2. Sinks in each wing
3. Washing machines
4. Shared W.C. with showers and sinks

The student dormitory regulates under the operating regulations you can find at https://www.ihu.gr/wp-content/uploads/2020/12/%CE%A6%CE%95%CE%9A_5113_%CE%92__19-11-2020_%CE%9A%CE%91%CE%9D%CE%9F%CE%9D%CE%99%CE%A3%CE%9C%CE%9F%CE%A3_%CE%95%CE%A3%CE%A4%CE%99%CE%91%CE%A3.pdf

11.5 Student Health Care Service

At the Alexandria Campus, there is an Infirmary (opposite the Administration building) where students who need First Aid and health care can come, every day during working days and hours (7:30-15:30). The clinic operates a voluntary blood donation which takes place twice a year and students can participate.
Students can find more information about the health care services they are eligble for at https://www.ihu.gr/foititiki-merimna

11.6 The University Gym

At Alexandria Campus there is an indoor gym that students can utilize. There is also an outdoor basketball court and gym equipment just on the courtyard of the student Dormitory.

11.7 Sports and Cultural Activities

The Midwifery Department organizes scientific activities open to public in relation to specific meaningful dates i.e. the International Day of Prematurity, the International Day of Midiwife etc. where both faculty members and students take place. More information can be found at the official department's webpage https://www.ihu.gr/tmima-maieftikis/ekdraseis/ekdiloseis

11.8 Network Operations Center (NOC)– Electronic Services

IHU's online services are supported by Network Operation Center (moodle, exam moodle, Uniportal, webmail, modip).
The academic staff and students of the Midwifery department have access to the following electronic services:

https://sitisi.ihu.gr/ Directorate of Student Welfare: Food Service
https://www.ihu.gr/vivliothiki-kentro-pliroforisis Library Directorate and Information Center
https://academicid.minedu.gov.gr/ Electronic Service for Acquiring Academic Identity (student pass)
https://www.lib.teithe.gr/ Catalog Service, Eureka Institutional Repository in which Bachelor's/Diploma theses are granted for educational, research and private use.
https://webmail.teithe.gr/ https://webmail.ihu.gr/Access to the University email for all faculty members, administrative staff and students
https://exams-minutr.the.ihu.gr/ Asynchronous Education Platform for Moodle Online Courses of the Midwifery Department
https://eudoxus.gr/ Eudoxos Integrated Management Electronic Service for textbooks
https://sso.ihu.gr/ Student portal (grades, etc.) for students and faculty members
https://praktiki.ihu.gr/crm/ Portal for faculty members and students applying for CI through ESPA funding
https://atlas.grnet.gr/company-offers.html Portal for faculty members and students applying for CI
https://modip.ihu.edu.gr/ Quality Assurance Unit, MODIP, International University of Greece
https://noc.the.ihu.gr/eduroam-2/ International roaming network for wireless internet access (WIFI), eduroam
https://www.ihu.gr/synigoros-foititi Student's advocate
https://www.ihu.gr/foititiki-merimna Directorate of Student Welfare
https://www.ihu.gr/wp-content/uploads/2020/12/%CE%A6%CE%95%CE%9A_5113_%CE%92__19-11-2020_%CE%9A%CE%91%CE%9D%CE%9F%CE%9D%CE%99%CE%A3%CE%9C%CE%9F%CE%A3_%CE%95%CE%A3%CE%A4%CE%99%CE%91%CE%A3.pdf Directorate of Student Care: Student Center Service

12. INTERNATIONAL DIMENSION and PARTNERSHIPS

The Erasmus+ Program

The Department of Midwifery aims to increase mobility in Higher Education in Europe.
The Erasmus+ program gives students opportunities to:

1. carry out part of their studies abroad for 3 to 12 months,

2. carry out their internship/practical training,

3. offer "after placement" in order to gain professional experience before obtaining their degree

Erasmus+ Studies

The Erasmus+ program gives students opportunities to carry out part of their studies abroad for 3 to 12 months.
The students receive funding to study at universities abroad without interrupting their studies thanks to the E.C.T.S. credit transfer system.

The requirements for participating in the Erasmus program for studies are the following:

- The student must be enrolled in the 2nd semester or higher
- The number of uncompleted courses of the Study Program, to cover courses of at least for one semester
- The courses he/she will attend at the host Institution must be specified in advance
- To receive at least 20 E.C.T.S. from the courses he/she will attend

Department of Midwifery has entered into a bilateral agreement for the exchange of students and teachers with 13 Universities from different Countries.

Bilateral agreement between Department of Midwifery and other universities

COUNTRY	UNIVERSITY	UNIVERSITY CODE
Belgium	Karel De Grote-Hogeschool, ANTWERPEN- Belgium	B ANTWERP 59
Belgium	Thomas More Kempen, Geel, Belgium	B GEEL 07
Belgium	Haute Ecole de Namur Liege-Luxembourg, Belgium	B NAMUR 15
Bulgaria	Medical University - Sofia	BG SOFIA 11
Cyprus	Frederick University Cyprus, Nicosia-Cyprus	CY NICOSIA 23
Cyprus	European University Cyprus, Cyprus	CY NICOSIA 24
Estonia	Tallinn Health Care College, Estonia	EE TALLINN 12
France	Universite d' Auvgerne Clermont 1, France	F CLERMON 01
Sweden	University of Gothenburg (Staff mobility only)	S GOTEBOR 01
Finland	NOVIA University of Applied Sciences, Vaasa - Finland	SF VAASA 13
Turkey	Akdeniz University, Turkey	TR ANTALYA 01
Turkey	Adnan Menderes University, Turkey	TR AYDIN 01

Erasmus+ Internship/Practical training

Specifically for the Internship through the Erasmus+ program, students should know the following:

- **(a)** the Internship can take place in any country participating in the Erasmus+ program (EU countries and non-EU countries: North Macedonia, Iceland, Liechtenstein, Norway, Serbia, Turkey and the United Kingdom),
- ❖ it is <u>not necessary to have a cooperation agreement with a university institution of the specific country,</u>
- **(b)** the student is searhinc for the institution in which to carry out the Internship with the assistance of the Erasmus+ coordinator, and
- **(c)** the whole process of searching for an institution for Internship through Erasmus+ should start at least 6 months before the planned departure period.

Erasmus+ After training

Requirements for participation in the After Placement program:

• The student must have completed all of his/her academic requirements and his/her clinical practice

• Not have submitted an application to obtain a degree

Erasmus Committee

- Angeliki Antonakou -Departmental Erasmus Coordinator
  E-mail: aantonakou@ihu.gr
- Eleftheria Taousani E-mail: tausani@ihu.gr
- Maria Bouroutzoglou E-mail: mbmidwifery@gmail.com

Department of Midwifery, School of Health Sciences

- https://www.ihu.gr/tmima-maieftikis/
- https://www.ihu.gr/monades/intprogrs

13. REFERENCE to the DEPARTMENT and UNIVERSITY REGULATIONS

- IHU'S Internal Regulation of Operation

https://www.ihu.gr/tmima-maieftikis/tmima/kanonismoi/%ce%b5%cf%83%cf%89%cf%84%ce%b5%cf%81%ce%b9%ce%ba%cf%8c%cf%82-%ce%ba%ce%b1%ce%bd%ce%bf%ce%bd%ce%b9%cf%83%ce%bc%cf%8c%cf%82-%cf%84%ce%bf%cf%85-%ce%b4%ce%b9%ce%b5%ce%b8%ce%bd%ce%bf%cf%8d%cf%82-%cf%80

- Internal Regulation of Operation for Midwifery Undergratuate Studies https://www.ihu.gr/tmima-maieftikis/tmima/kanonismoi/kanonismos-spoudon
- Guide to Undergraduate Studies https://www.ihu.gr/tmima-maieftikis/tmima/kanonismoi/odigos-ptoptychiaka
- Regulations for the Operation of the Student Complaints and Objections Management Mechanism https://www.ihu.gr/tmima-maieftikis/tmima/kanonismoi/kanonismos-paraponon
- Regulation for the Academic Advisor of Studies https://www.ihu.gr/tmima-maieftikis/tmima/kanonismoi/kanonismos-symvoulou
- Information about the Bachelor Thesis https://www.ihu.gr/tmima-maieftikis/akadimaika/diplomatiki-pps
- Information about the Clinical Internship https://www.ihu.gr/tmima-maieftikis/akadimaika/praktiki
- Information about the clinical placements https://www.ihu.gr/tmima-maieftikis/akadimaika/kliniki-askisi
- Information about the Erasmus programme https://www.ihu.gr/tmima-maieftikis/akadimaika/erasmus-mimo
- Information about the Doctoral Studies https://www.ihu.gr/tmima-maieftikis/akadimaika/didaktorika
- Information about Life long learning programmes provided by the Midwifery Department https://www.ihu.gr/tmima-maieftikis/akadimaika/diaviou
- Useful links for students and practicing midwives https://www.ihu.gr/tmima-maieftikis/akadimaika/useful-links
- Midwifery's Departmnet Quality Policy https://www.ihu.gr/tmima-maieftikis/tmima/parousiasi/politiki-poiotitas
- IHU's Quality Policy https://www.ihu.gr/politiki-poiotitas

14. APPENDIX: DETAILED COURSES OUTLINE

The outlines of the courses are listed per semester according to the HAHE's standards.

14.1 1st Semester Courses

Basic Midwifery Skills
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences			
ACADEMIC UNIT	Midwifery Department			
LEVEL OF STUDIES	UNDERGRADUATE			
COURSE CODE	**1001**	**SEMESTER**	**1st**	
COURSE TITLE	Basic Midwifery Skills			
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*			**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory) & practice works			4 hours theory	
			6 hrs lab-clinical practice	
Total			10hrs	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).				
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory) Skills Development			
PREREQUISITE COURSES:	NO			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO			
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=264			

(2) LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The purpose of the course is to enable the student to combine, understand, and apply fundamental skills in providing evidence-based midwifery care, based on the basic principles of nursing, with the aim of establishing a rational foundation for clinical practice. Upon successful completion of the course, students are expected to: 1) Be familiar with the basic concepts of the structure, organization, and functioning of various nursing-midwifery units.

2) Understand the process of designing nursing-midwifery care, so that they can plan, organize, implement, and evaluate the provided health care.
3) Apply comprehensive clinical care according to the specific needs of women. Specifically, they should have the knowledge, abilities, and skills to carry out all health care interventions they were trained for.
4) Have knowledge of basic measures to prevent hospital-acquired infections as well as basic principles of preventing occupational accidents, in order to protect both female patients and health professionals from corresponding risks.
5) Know the process for taking a patient's history and admitting a patient to a nursing-midwifery unit.
6) Perform and apply basic nursing skills (vital signs, drug administration, use of protective and sterilized equipment etc).

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

Theory:

History of Nursing.

Nursing care systems – theories.

Definition of health, illness, and disease.

Primary, Secondary, and Tertiary care concepts.

Organization, Administration, and Operation of Nursing-Midwifery units.

Interdisciplinary collaboration, the role of midwives in the scientific team.

Apply holistic approach principles in women's nursing-midwifery care.

Patient admission to the hospital.

Patient's medical history - Clinical examination methodology.

Nursing care based on the nursing process - (Assessment, Nursing diagnosis, Planning and

Nursing care, Evaluation).

Psychosomatic approach to patient care – Safety.

Preoperative and postoperative care.

Fluid, electrolyte, and acid-base imbalances

Basic principles of vital signs assessment.

Principles of medication administration - administration methods (oral, IM, IV, etc.)

Blood sampling - laboratory tests.

Blood groups - Principles of blood transfusion and blood products.

Surgical trauma - wound care.

Pressure ulcers.

Insertion of a nasogastric tube.

Introduction in Electrocardiography (ECG).

Basic principles and methods of oxygen administration.

Personal hygiene of the patient.

Care for ambulatory and bedridden patients. Patient transfer and mobilization techniques.

Simple & Surgical bed care.

Basic principles of hospital infections - Infectious diseases.

Principles of disinfection - sterilization - asepsis.

Medical and surgical asepsis.

Handwashing technique.

Lab:

Organize patients' interview – Patient medical history by applying holistic approach principles in women's nursing-midwifery care.

Prepare a safe environment for the woman (bed preparation, bedridden or non-bedridden patient).

Care of the Levine catheter -Insertion of a Levine catheter in newborn

Manage general wounds and surgical incision wounds

Apply hand hygiene.

Use personal protective equipment (mask, gown).

Put on and remove sterilized gloves.

Implement infection prevention and transmission precautions.

Provide care and protective measures for patients with infectious diseases.

Provide preoperative and postoperative care.

Suture minor wounds if necessary.

Take blood samples for laboratory tests.

Safely administer medication.

Safely administer blood and its derivatives.

Prepare sterilization of instruments and sanitary equipment.

Take sample and evaluate laboratory tests to determine glucose, PH, urine etc

Document necessary documents, charts, registers, histories, and records using modern technology.

Safely administer patient's medication (e.g., parenteral administration) & prepare and perform intravenous fluid infusion.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams, Short Answer Questions Written assignments to student groups and oral presentation during classes (voluntary basis) The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture.

Activity	***Semester workload***
Lectures	52
Written assignments & presentations	60
Practice works – Clinical Practice at the Skills Lab (Mandatory student presence)	78
Self-directed learning Independent Study	60
Course total (25 hours workload per ECTS credit: 25 X 10= 250hours)	250

(5) ATTACHED BIBLIOGRAPHY

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Related Scientific Journals:

- Midwifery

• British Journal of Midwifery

• The Lancet

• Journal of Obstetric, Gynecologic & Neonatal Nursing

• Nursing for Women's Health

• Nursing Research & Practice

• Health Science Journal

• Women's health Issues

• Journal of women's health

General Anatomy
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**1002**	**SEMESTER**	**1st**
COURSE TITLE	**General Anatomy**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)-practice works	2 hours theory & 1 hour lab	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background (Mandatory) – (Skills development)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=266 https://exams-minutr.the.ihu.gr/course/view.php?id=267

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Acquisition of the necessary basic knowledge of both Descriptive and Applied Anatomy
Basic concepts of the structure of the human body, ie composition, shape, size, form and location of tissues and organs, as well as the topographical and functional relationship between them. This aims in in depth knowledge, so that the student can expand it and combine the knowledge of anatomy with the symptoms and signs of living healthy and sick person.
Therefore, the learning outcomes are:
-Knowledge: Upon successful completion of the course, the student has assimilated extensive information about the anatomy and histology of the human body.
- Skills: After successfully completing the course, the student has the ability to utilize and apply his/her knowledge:
1) for the best possible understanding of courses that require extensive knowledge of anatomy

(pathology, surgery, etc.)
2) for the best possible training of him/her in the clinics.
- Competence: By assimilating extensive knowledge about the anatomy of the human body, the student becomes demonstrably able to use his/her knowledge and skills in his/her education and at work his/her as a health professional in Midwifery practice.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Working independently
Team work
Criticism and self-criticism

(3) SYLLABUS

Descriptive anatomy of

1. Tissues (Epithelial, Tissue, muscular nervous)
2. Respiratory system
3. Circulatory system
4. Lymphatic system
5. Digestive system
6. Urinary system

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Communication via e-mail (email) • Online platform moodle • Use of personal computer and video projector – presentations from powerpoint, Word, pdf,
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	26
study and analysis of bibliography	40
interactive teaching	31
essay writing	40
Lab practice	13
Course total (25 hours workload per ECTS credit: 25 X 6 = 150hours)	150

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions,*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams, Short Answer Questions

open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Assingments presentation and team projects

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

-Καραπάντζος Ηλίας, Καραπάντζου Χρυσάνθη. Ανατομική του Ανθρώπου 2η έκδοση/2018 (Εκδότης): BROKEN HILL PUBLISHERS LTD
- Moore K.L. Κλινική Ανατομία 2η έκδοση/2012 (Εκδότης): BROKEN HILL PUBLISHERS LTD

Related scientific journals:

International Society of Developmental Biologists.
American Association of Anatomists
Anatomical science international

HUMAN PHYSIOLOGY
COURSE OUTLINE

(1) GENERAL

SCHOOL	**SCHOOL OF HEALTH SCIENCES**		
ACADEMIC UNIT	**MIDWIFERY DEPARTMENT**		
LEVEL OF STUDIES	**UNDERGRADUATE**		
COURSE CODE	**1003**	**SEMESTER**	**1st**
COURSE TITLE	**HUMAN PHYSIOLOGY**		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		**WEEKLY TEACHING HOURS**	**CREDITS**
Theory		2	3
COURSE TYPE *general background, special background, specialised general knowledge, skills development*		General background (Mandatory)	
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://uniportal.ihu.gr/teacher/course/view/5A53EBB8-BFAF-43ED-9B87-F503BE8C52FC?p=B233F915-C70A-4195-AE70-F699CE2C58B7943091D2-DFDD-45FE-B9D3-C9AA1E61328B#courseClassData		

(2) LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Upon completion of the course, students are expected to have acquired:

1. Knowledge

- General principles of substance exchange
- Physiological functions and homeostatic mechanisms of body systems (nervous, circulatory, respiratory, digestive, reproductive, urinary, endocrine)
- Possible physiological disturbances at the levels of cell, tissue, organ and system and their association with various diseases

2. Skills

- The physiological functions and homeostatic mechanisms of the human body systems.

- The relationship and complex interactions between organs and body organ systems
- The clinical connection of the knowledge of physiology with clinical medical practice and the understanding of the pathophysiology of common medical diseases
- To process complex problems related to pathophysiological conditions.

3. Competence

- Ability to understand topics related to specific topics of Human Pathophysiology
- Ability to search scientific literature on Physiology topics in organized databases such as PubMed, Scopus
- Ability to generate new research ideas and collaborate with team members.
- Scientific presentation skills.
- Application of academic knowledge in clinical practice

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	……
Production of new research ideas	Others…
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Working independently
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Production of free, creative and inductive thinking

(3) SYLLABUS

- Basic principles of the functions of the human body,
- Homeostasis of human body, cell communication
- General and Cell physiology
- Physiology of human body systems (Respiratory system, Circulatory system, Blood and its functions, Lymphatic system, Urinary system Organization and functions of Central and Peripheral Nervous system, Neurophysiology. - Skeletal Muscle system. Endocrine system function-role of hormones Digestive system. Metabolism. Sensory system function (visual, auditory)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class. Use of the moodle e-learning platform in order to upload scientific articles, instructions, lectures, useful links, questionnaires, information for attending conferences and seminars related to the course, etc.

<table>
<tr>
<td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td>
<td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>Written assignments & presentations</td><td>15</td></tr>
<tr><td>Study and analysis of bibliography</td><td>10</td></tr>
<tr><td>Self-directed learning Independent Study</td><td>15</td></tr>
<tr><td>Interactive teaching</td><td>9</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)</td><td>75</td></tr>
</table>
</td>
</tr>
<tr>
<td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td>
<td>Written final exam may include:
- Multiple Choice questionnaire
- Short answer questions</td>
</tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

1. Βιβλίο [77107020]: Φυσιολογία του Ανθρώπου, Silverthorn Dee Unglaub
2. Βιβλίο [98787388]: Φυσιολογία, Linda S. Costanzo
3. Βιβλίο [59392713]: Φυσιολογία του ανθρώπου (2η έκδοση), Βαρσαμίδης Κωνσταντίνος
4. Βιβλίο [112692571]: Φυσιολογία ανθρωπίνου σώματος, 2η έκδοση, Αλμπάνη Μαρία, Βενετίκου Μαρία, Παπαλιάγκας Βασίλειος, Σπάνδου Ευαγγελία, Επιμ. Αλμπάνη Μαρία

Health Promotion
Course Outline

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**1004**	**SEMESTER**	**1st**
COURSE TITLE	Health Promotion		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hrs	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is for the students to realize the value and contribution of health education in strengthening the health of the individuals through positive behaviors. Students should also be trained in the importance of attitudes and/or behaviors related to general and reproductive health.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……
Others…
…….

Autonomous work
Teamwork
Work in an international environment
Work in an interdisciplinary environment
Promotion of free, creative and inductive thinking
Monitoring and encourage participation of students in health education programs in the school environment, in health centers, prevention centers, in the community etc. and transferring the impressions to the classroom for discussion.
Assignment by groups in order to analyse and present of scientific papers, tools, manuals from standard health education programs.

(3) SYLLABUS

1. Clarification of the term and objectives of health education as an important criterion for the support and dissemination of behaviours of prevention, promotion, improvement, maintenance or restoration of health. Health Education and Public Health.

2. Health Education in the biopsychosocial model for health, in the service of health promotion and prevention.

3. Historical review

4. Awareness and empowerment in health education, beyond health education. Description of the areas of implementation of health education programs in primary health care, in the hospital, in the school environment and in the community, in which the midwife/obstetrician can, based on professional rights, become a health education manager.

5. Creation of health education programs adapted to the needs of the individual or the target group.

6. Application of health education programs to vulnerable social groups, application of health education programs to the general population, differences.

7. Evaluation of programs and diffusion of innovations in health education. Topic of health education programs.

8. The topics of health education are many for midwives, such as nutrition, physical exercise, addictions (smoking, alcohol, psychotropic substances) and in relation to fertility and eugenics, first aid, accident prevention, mental health, quality of life, primary and secondary prevention, sexual and reproductive health.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity,*	

Activity	***Semester workload***
Lectures	26
Interactive teaching	4
Independent Study	5
Study and analysis of bibliography	10

etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Written assignments & presentations	5
	Course total (25 hours workload per ECTS credit: 25 X 2 = 50 hours)	50
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language: Greek – English Written assignment & oral presentation Case study analysis Problem solving Final exams with Multiple choice test, Essay Development Questions, and Short Answer Questions	

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Beaglehole R., (2004) Public health in the new era: improving health through collective action. [Electronic version], Lancet, 363, No 9426.
Δημολιάτης Γ., Κυριόπουλος Γ., Λάγγας Δ., Φιλαλήθης Τ., (2002), Η δημόσια υγεία στην Ελλάδα, (Α Έκδοση). Αθήνα, ΘΕΜΕΛΙΟ
Κουρέα – Κρεμαστινού, Τζ. (2005), Σημειώσεις για το μάθημα «Δημόσια Υγεία», Αθήνα: τομέας Δημόσιας & Διοικητικής Υγιεινής, Εθνική Σχολή Δημόσιας Υγείας
Τούντας Γ.(2001), Κοινωνία και Υγεία,(Β Έκδοση). Αθήνα: Εκδόσεις Οδυσσέας
McKenzie J, Smeltzer J.(2001), Planning, Implementing and evaluating health promotion programs /a primer, (third edition). USA: Allyn & Bacon

Related scientific Journals:

Lancet Glob Health
Applied health economics and health policy.
An international journal of public participation in health care and health policy.
International journal of health policy and management

Nutrition Principles in Midwifery
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**1005**	**SEMESTER**	**1st**
COURSE TITLE	Nutrition Principles in Midwifery		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory) & practice works	2 hours theory	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=270

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of the course, students are expected to be able to:

1) Recognize the categories of nutrients and food groups.
2) Identify the dietary needs of individuals at each stage of development and creating a dietary plan based on recommended daily nutrient intake.
3) Provide nutritional counselling to pregnant women and postpartum mothers according to their increased dietary requirements.
4) Provide advice regarding maternal breastfeeding, primarily concerning the composition and benefits of breast milk.
5) Search modern databases, electronic sources, and scientific libraries for research data in order to compile and write papers on human nutrition-related issues.
6) Work in teams, collaborate with fellow students, demonstrate team spirit to complete the writing and presentation of papers related to human nutrition issues.
7) Evaluate their own performance and shortcomings (self-assessment), so that together with the instructor, they can develop an education plan that meets their needs.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The purpose of the course is to present and deeply analyze the principles of nutrition for meeting individual needs at all stages of life (infancy, childhood-adolescence, adulthood, pregnancy, lactation). Special emphasis is placed on the nutrition of women during pregnancy and childbirth. Throughout the lessons, students will be introduced to the nutritional advantages of maternal milk for the first time, while there will be a general reference to the specific dietary requirements of infants and children. During the course, critical analysis of published original works and reviews from the international scientific literature will be conducted.

1. Introduction to the concept of nutrition
2. Energy requirements - expenditure & Carbohydrates
3. Dietary fiber & Lipids
4. Proteins
5. Vitamins
6. Water- Inorganic elements- Trace elements
7. Nutrition & Fertility - Preconception Care
8. Nutrition & Microbiome
9. Nutritional needs during pregnancy
10. Nutritional needs during the neonatal period
11. Breastfeeding
12. Nutritional Disorders in Pregnancy
13. Special Populations

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	26
Written assignments & presentations	15
Study and analysis of bibliography	10
Self-directed learning Independent Study	15
Interactive teaching	9
Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)	75

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams, Short Answer Questions Written assignments to student groups and oral presentation during classes (voluntary basis) The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture.

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1. Brown J. «Nutrition in the life cycle» 5η ed. Medical ed. Lagos 2014
2. Zampelas A. «Nutrition in the stages of life», Medical ed. Paschalidis, Athens, 2017
3. Modern Nutrition in Health and Disease. Shils ME, Olson JA, Shike M, Ross AC. Published by Lippicot Williams and Wilkins, 9th ed. 1999
4. The Harvard Medical School guide to Healthy Eating during Pregnancy. Walker A & Humphries C. published by McGraw Hill, 2006
5. Optimum Nutrition before, During and after pregnancy. Holford P & Lawson S. published by Judy Piatkus, 2004
6. US Department of Agriculture. Dietary guidelines for Americans: 2020-2025. US Department of Health and Human Services 2020. Available at: https://www.dietaryguidelines.gov/sites/default/files/2020-12/Dietary_Guidelines_for_Americans_2020-2025.pdf (Accessed on June 28, 2022)
7. Meek JY, Noble L, Section on Breastfeeding. Policy Statement: Breastfeeding and the Use of Human Milk. Pediatrics 2022; 150.
8. US Department of Agriculture systematic review: What is the relationship between omega-3 fatty acids from supplements consumed before and during pregnancy and lactation and developmental milestones, including neurocognitive development, in the child? Available at:

https://nesr.usda.gov/2020-dietary-guidelines-advisory-committee-systematic-reviews/pregnancy-and-lactation-subcommittee/omega-3-pregnancy-lactation-neurocognitive-development (Accessed on June 28, 2022)

Related Scientific Journals:

European Journal of Nutrition
International Journal of Behavioral Nutrition and Physical Activity
Advances in Nutrition
American Journal of Nutrition
American Journal of Clinical Nutrition
Clinical Nutrition
Journal of the Academy of Nutrition and Dietetics
Maternal and Child Nutrition
Nutrients
European journal of midwifery
Midwifery
Women's Health Issues
British journal of Midwifery
Journal of Midwifery & Women's Health
Journal of Midwifery and Reproductive Health
Evidence Based Midwifery
Women's Health Reports
Journal of Research Development in Nursing and Midwifery
BMC Health Serv Res
BMC Pregnancy and Childbirth
Journal of Women's Health Care

MICROBIOLOGY
COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES		
ACADEMIC UNIT	MIDWIFERY DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**1006**	**SEMESTER**	**1rst**
COURSE TITLE	MICROBIOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2hrs	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim and purpose of the course is to introduce students to the basic knowledge and principles of microbiology and to offer them the opportunity to study the main pathogenic microorganisms, especially microbes and infections of the genital and urinary parts. Upon successful completion of the course, students will be able to:

- Know the main infectious agents that affect the different systems, especially the genital.

- Recognize the signs and symptoms of infections.

- Explain the consequences of infections in humans.

- Apply recommend protection and precautionary measures against pathogenic microorganisms to minimize the generation and transmission of

- To manage infection control issues involving the woman and the newborn, health care

personnel and/or the hospital environment.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

(3) SYLLABUS

- Basic principles of Microbiology.

- Microbes and infections.

- Basic biochemistry of microbiomes.

- The role of microscope in microbiology

- Classification of microorganisms.

- Immunity and its disorders.

- Basic principles and mechanisms of pathogenesis of infections.

- Study of clinical problems.

- Antimicrobial drugs.

- Urinary and genital infections.

- Sexually transmitted diseases - Preventive measures.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational*	

Activity	***Semester workload***
Lectures	26
Written assignments & presentations	15
Study and analysis of bibliography	10
Self-directed learning Independent Study	15

visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Interactive teaching	9
	Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)	75
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written exam with multiple choice topics, short answer, topic development Oral presentation of a topic in the field of microbiology	

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1. General Microbiology. Kalkani-Bousiakou E. ELLIN Publications, 2006, Athens.
2. Medical Microbiology I - Bacteriology. Pongas N. Odysseus Publications.
3. General Microbiology. Bezirtzoglou E. Parisianos Publications, 2005, Athens.
4. Introduction to clinical microbiology and infectious diseases. Dimitrakopoulos G. Dimitrios G. Dimitriopoulos, G. Paschalidis Publications, Athens, Greece.
5. Introduction to Microbiology, Volume I, II. Gerard J. Tortora, Berdell R. Funke, Christine L. Case, Paschalidis Publications, 2009, Athens.

EMBRYOLOGY
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**1007**	**SEMESTER**	**1rst**
COURSE TITLE	**EMBRYOLOGY**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hrs	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/

(2) LEARNING OUTCOMES

Learning outcomes

- The purpose of the course is for students to acquire all the necessary knowledge about the genetic basis of reproduction, heredity and the laws that govern it, anomalies and syndromes, the prevention and recognition of genetic diseases, as well as the diagnostic methodology in clinical embryology, so that with sufficient knowledge they can have an active role in genetic counseling.
- Upon successful completion of the course students will be able to:
- -understand, describe and identify the basic cellular structures of the human body.
- -understand and describe with appropriate terminology all the systems of the human body, as well as their basic functions.
- - understand, describe and identify the early fetal period, and all the major structures of the fetus, which are formed in this particular period of fetal development.

-to combine knowledge in the clinical diagnostic approach to pathological conditions and to understand the mechanisms of causing diseases.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking*

(3) SYLLABUS

1.	INTRODUCTION
2.	MORPHOLOGY
3.	BASIC FUNCTIONS OF HUMAN BODY
4.	CONGENITAL SYSTEM-FEMALE
5.	HISTOLOGY-BASIC KNOWLEDGE
6.	CITOLOGY
7.	CELLS-TISSUES-HUMAN BODY
8.	EMBRYOLOGY(1MONTH-2MONTH-2MONTH)
9.	EMBRYOLOGY(4MONTH-5MONTH-6MONTH)
10.	EMBRYOLOGY(7MONTH-8MONTH-9MONTH)
11.	IMPORTANCE OF THE STUDY OF EMBRYOLOGY
12.	EVOLUTION
13.	DIAGNOSTIC TOOLS

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	26
Written assignments & presentations	15
Study and analysis of bibliography	10
Self-directed learning Independent Study	15
Interactive teaching	9
Course total (25 hours workload per ECTS credit: 25 X 3 = 75 hours)	75

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple*	Evaluation Language: Greek Assessment with written or oral exams.

choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture.

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

MOORE HUMAN EMBRYOLOGY

BRUCE AND CARLSON HUMAN EMBRYOLOGY

THOMPSON MEDICAL GENETICS

Alexandos Savvas Textbook of Human Anatomy

Georgios Paraskevas Textbook of Human Anatomy

MOORE TEXTBOOK OF HUMAN EMBRYOLOGY

Vascular Anatomy & Pathology of Brain, Neck, & Spine neuroangio.org

Atlas of Skull Base Surgery and Neurotology http://med.stanford.edu/sm/ohns-skull- base-surgery-atlas/

1001 Hernesniemi Videos https://surgicalneurologyint.com/1001-hernesniemi-videos/

Median Nerve Compression https://aibolita.com/.../51933-nerve-compression...

Peripheral Nerve Surgery - Prof. Susan Mackinnon https://surgicaleducation.wustl.edu/.../surgical-procedures/

Arterial vascular territories https://radiopaedia.org/.../brain-arterial-vascular...

Neuro-imaging - Dr. Mohammad Aboul-Wafa https://www.youtube.com/channel/UC7Q1u119Icbaqvh8ogVzVHQ

Neuro-anatomy - Prof. Amr Safwat https://youtube.com/@amrsafwat8287

Related Scientific Journals:

Advances in medical education and practice,

Development biology,

International journal of molecular sciences,

Human Embryology,

Medical Embryology

14.2 2nd Semester Courses

Clinical Skills in Midwifery Care
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**2001**	**SEMESTER**	**2nd**
COURSE TITLE	Clinical Skills in Midwifery Care		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory) & practice works	4 hrs	
Lab & clinical practice	6 hrs	
Total	10	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background (Mandatory)- (Skills development)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=273

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is for the students to acquire scientific knowledge and skills necessary to provide nursing care to female patients with pathological conditions of various systems, surgical and neoplastic diseases, as well as to emphasize the importance of screening. Also, to provide midwifery care to pregnant women in the early stages of a low-risk pregnancy.
Upon successful completion of the course, the students will be able to:

- Possess knowledge related to pathological and surgical conditions.
- Apply basic nursing techniques and specialized skills in holistic care of patients with pathological and surgical diseases, as well as women undergoing gynaecological interventions.
- Evaluate the clinical findings of patients' general condition, as well as the results of their haematological and laboratory examinations.
- Organize, apply, and evaluate nursing care.

- Evaluate the clinical status of the patient based on clinical presentation and vital signs.
- Collaborate with other healthcare professionals for the best possible patient care.
- Understand the importance of screening for women of reproductive age.
- Perform Pap tests, vaginal fluid cultures, breast palpation, etc.
- Monitor a low-risk pregnancy in the first trimester of pregnancy (gestational age, prenatal testing, Leopold maneuvers).

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

Theory:

1. Historical overview / Midwifery Profession - Roles and Responsibilities
2. Nursing/Midwifery Process
3. Surgical Trauma - ECG
4. Nursing Care for Women with Respiratory Diseases - Gastrointestinal Diseases
5. Nursing Care for Women with Oncological Conditions - Breast Cancer
6. Nursing Care for Women with Endocrine Disorders
7. Paediatric Nursing - Vaccinations
8. Nursing Care for Women with Infectious Diseases / Covid-19 & Pregnancy
9. Anatomy / Physiology of Conception - Pregnancy Diagnosis
10. Antenatal Care / Communication (taking history, Leopold maneuvers, fetal heart rate auscultation, vital signs evaluation, laboratory tests)
11. Vaginal Examination / Gynaecological Examination
12. Pap Smear Test / Vaginal Fluid Cultures / Breast Self-exam

Lab-Clinical practice:

1. Organize the interview for obtaining a medical history
2. Apply holistic approach principles in women's nursing care

3. Prepare a safe environment for women

4. Insert urinary catheter

5. Insert a Levine catheter according to medical guidelines

6. Manage general wounds and surgical incisions

7. Perform hand hygiene

8. Use personal protective equipment (mask, gown)

9. Put on and remove sterilized gloves

10. Implement infection prevention and transmission control measures

11. Suture minor wounds when necessary

12. Collect blood for laboratory tests

13. Prepare instrument sterilization

14. Collect and evaluate laboratory tests for glucose, pH, urine etc during pregnancy assessment and follow-up

15. Organize a comprehensive midwifery care plan for pregnant, labouring, and women during postpartum

17. Develop midwifery care plan for pregnant women and their families

16. Document necessary records, charts, registers, histories, and files using modern technology

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>In the classroom, face to face.</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Basic software (windows, word, power point, the web, etc.).
Support of learning process through the electronic platform / e-class</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>80</td></tr>
<tr><td>Clinical Exercise</td><td>78</td></tr>
<tr><td>Laboratory Exercise</td><td>26</td></tr>
<tr><td>Written assignments & presentations</td><td>20</td></tr>
<tr><td>Interactive teaching</td><td>46</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)</td><td>250</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Evaluation Language: Greek
Assessment with Written Multiple-Choice Exams, Short Answer Questions
Written assignments to student groups and oral presentation during classes (voluntary basis)

The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

Βιβλίο [98787331]: Δεξιότητες στη Μαιευτική Φροντίδα, R.Jonson,W.Taylor

Βιβλίο [32998059]: Παθολογική-Χειρουργική Νοσηλευτική Κριτική Σκέψη κατά τη Φροντίδα του Ασθενούς, Lemone, Burke, Bauldoff

Βιβλίο [13256960]: Παθολογική Χειρουργική Νοσηλευτική ΙΙ, Osborn K.S., Wraa C.E., Watson A.

1. Αντσακλής Μαιευτική &Γυναικολογία .Εκδόσεις Παριζιάνου. 2011

2. Ιατράκης Γεώργιος Μ. Δεξιότητες στη Μαιευτική Φροντίδα, R.Jonson,W.Taylor

3. Lowdermilk, Perry, Cashion.Nursing of Motherhood 8th edition, Lagos edition2013

4. Midwifery Clinical Algorithms, Norwitz Errol R. , Belfort Michael A. , Saade George R. , Miller Hugh , Iatrakis M. Edition

5. Pathological – Surgical Nursing -critical thinking during Patients Care., Lemone, Burke, Bauldoff Pathological II, Osborn K.S., Wraa C.E., Watson A.

6. Noelyn Perriman, Deborah Lee Davis, Sally Ferguson What women value in the midwifery continuity of care model: A systematic review with meta-synthesis Midwifery Volume 62, July 2018 https://doi.org/10.1016/j.midw.2018.04.011

7. Lydon-Rochelle M, Albers L, Gorwoda J, Craig E, Qualls C. Accuracy of Leopold maneuvers in screening for malpresentation: a prospective study. Birth. 1993 Sep;20(3):132-5. [PubMed]

8. Bouariu A, Panaitescu AM, Nicolaides KH.First Trimester Prediction of Adverse Pregnancy Outcomes—Identifying Pregnancies at Risk from as Early as 11–13 Weeks Medicina (Kaunas). 2022 Mar; 58(3): 332. Published online 2022 Feb 22. doi: 10.3390/medicina58030332

Related Scientific Journals:

- British Journal of Midwifery
- Journal of Obstetric, Gynecologic & Neonatal Nursing
- Nursing for Women's Health
- Nursing Research & Practice
- Health Science Journal
- Women's health Issues
- Journal of women's health

Social Health and Epidemiology
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**2002**	**SEMESTER**	**2rst**
COURSE TITLE	Social Health and Epidemiology		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2hrs	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is for the students to acquire basic knowledge in epidemiology, so that they are able to study the natural history and epidemiological evolution of diseases related to gynecology, obstetrics, neonatology, and in general, women's health and the health of the newborn/infant. Also, the importance and ways of taking prophylactic measures to protect the health of themselves and the people they will practice obstetrical care in-hospital and out-of-hospital.
To understand morbidity and mortality indicators, health indicators
To understand the characteristics of a person on which the frequency of diseases depends
Interpret data from epidemiological studies.
To implement preventive measures in primary health care

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism

Adapting to new situations *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *…….*

Search, analysis and synthesis of data and information, using the necessary technologies
Autonomous work
Teamwork
Work in an international environment
Work in an interdisciplinary environment
Promotion of free, creative and inductive thinking

(3) SYLLABUS course content

• Factors affecting health, measuring global health.

• Epidemiological indicators: Life expectancy, fertility indicators, maternal, perinatal, infant mortality, morbidity, disability.

• Description of the trends of the indicators in Greece and other countries.

• Major causes of morbidity and mortality.

• Lifestyle and morbidity (e.g. poor diet & stress, ⇒ hypertension ⇒ pre-eclampsia, poor diet ⇒ diabetes mellitus ⇒ increased perinatal mortality).

• Health expenses.

• Public Health Determinants/Responsibilities:

1. Monitoring the health of the population

2. Protection of the environment

3. Promotion of healthy behavior

4. Prevention of epidemics

5. Disaster response

6. Seek evidence-based solutions

7. Mobilization of society, community networking

8. Provision of quality, efficient, accessible health services

9. Public health planning and policy as an absolute political priority

• Public Health in individual sectors: Public and Environmental Health, Occupational hygiene, Food control sector etc.

• Prevention-Primary, Secondary (vaccinations) and Tertiary- preventive medicine.

• Screening. Description, characteristics, application to the general population for the early diagnosis of diseases. Problems (Special emphasis on breast, cervical cancer screening).

• Public Health in Primary Health Care (W.H.O 39 goals)

• Epidemiological surveillance of infectious diseases:

1. Record the incidence of the disease and estimate the cost to the community

2. Evaluation of the importance of its prevention.

3. Early detection and treatment of epidemics - epidemiological vigilance,

4. Evaluation of prevention programs with indicators,

5. Presentation of the surveillance systems: system of compulsorily declared diseases, work registration system, Primary Care network.

6. Disposition of results. Formulating a strategy in Public Health through the analysis of epidemiological surveillance data.

• Major Public Health risk factors in the population:

• Intervention strategies

• Hospital infections

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written exam with multiple choice, short answer, topic development topics Presentation of work Exercises

Activity	***Semester workload***
Lectures	26
team works	10
Independent Study	14
Course total (50 hours workload per ECTS credit: 25 X 2 = 50 hours)	50

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

1.Epidemiology and public health, Friis Robert H., Sellers Thomas A 2008

2.Preventive medicine and health education, Kaklamani Evangelia, Fragouli - Koumantaki Yvonne 1991

3.Handbook of epidemiology, Petrou A. Galani, Louka D. Sparou, 2010

4. Book [22770349]: CLINICAL & EPIDEMIOLOGICAL RESEARCH, P. GALANIS-L. SPAROS, 2012

5. Book [12537351]: General and Clinical Epidemiology, D. TRICHOPOULOS, P.D. LAGIOU, 2011

6.Book [112690841]: Gordis Epidemiology 3rd Greek/6th English, Celentano D.D., Szklo M,2022

Related scientific journals:

American journal of public health

Journal public health policy

Public health nutrition

www.epidmiology.com

Genetics
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**2003**	**SEMESTER**	**2nd**
COURSE TITLE	Genetics		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hours	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=276

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The teaching objective of the course is to enable students to understand the general principles of Genetics, reproduction and heredity, genetic diversity and mutations, to understand the mechanisms underlying the central doctrine of Molecular Biology, as well as diseases and conditions related to the human genome.
The course aims to enable students to:
• recognize and understand the basic principles and scientific terminology governing the science of Genetics
• understand the basic principles governing the flow of genetic information in the light of the central doctrine of molecular biology (DNA replication-transcription-translation).
• understand the chromosomal basis of inheritance and the conservation of genetic information through mitotic and meiotic cell division
• recognize, appreciate and distinguish the role of factors that create genetic diversity in organisms that reproduce amphigogenically
• know the rules of inheritance and be able to apply them to solve problems
• know and distinguish the mechanisms of mutagenesis and their role in the occurrence of diseases of genetic etiology

• know and distinguish the etiopathology of various diseases and syndromes of genetic aetiology
General Competences *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?* *Search for, analysis and synthesis of data and information, with the use of the necessary technology* *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas* *Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *…….*
Search for, analysis and synthesis of data and information, with the use of the necessary technology *Working independently* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment*

(3) SYLLABUS

The basic principles that govern Genetics and the mechanisms that contribute to genetic diversity are the main subject of the course.

The teaching material of the course includes:

- Historical development of Genetics
- Chromosomal basis of heredity
- DNA, Nucleus & DNA Replication-Repair Mechanisms
- Gene expression_Transcription-Translation
- Cell Division (Mitosis-Reduction)
- The reproductive system
- Structure and function of chromosomes and genes
- Modern technology in the diagnosis of diseases
- Clinical Cytogenetics – Karyotype
- Types and basic principles of inheritance
- Genetic diversity and mutations – Mutagenesis
- Genetic origin of characteristic diseases
- Genetic guidance and prenatal diagnosis

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Communication via e-mail (email) • Online platform moodle • Use of personal computer and video projector – presentations from powerpoint, Word, pdf,
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational*	

Activity	*Semester workload*
Lectures	26
study and analysis of bibliography	24
Autonomy studying	25
Course total (25 hours workload per ECTS credit:	75

visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	25 X 3 = 75hours)
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, , written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams, Short Answer Questions, problem solving

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1. Βιβλίο: Βασικές Αρχές Γενετικής Ανάλυσης, Griffith Anthony, Wessler Susan, Carol Sean, Doebley John., Broken Hill Publishers Ltd, 1 η /2019.
2. Βιβλίο Thompson & Thompson ιατρική γενετική, NUSSBAUM R., McINNES R.R., WILLARD H.F., Broken Hill Publishers Ltd 8η έκδ./2011.
3. Διαλέξεις της Α. Παπουτσή υπό μορφή powerpoint αναρτημένες στην ηλεκτρονική πλατφόρμα εκμάθησης Moodle-Pileas του ΔΙΠΑΕ (τέως ΑΤΕΙΘ)

Related scientific journals:

1. Vavilov Journal of Genetics and Breeding
2. Biological Journal of the Linnean Society
3. European journal of Human Genetics

Principles of Internal Medicine-Nosology
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**2004**	**SEMESTER**	**2nd**
COURSE TITLE	Principles of Internal Medicine-Nosology		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2hrs	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is for students to recognize pathological entities through clinical symptomatology and to know their basic causes, diagnosis and treatment as well as clinical examination methods.
The aim is to improve nursing care after the diagnosis of medical conditions.
After completing the course students will be able to know the causes of medical conditions
To describe the characteristics of diseases
Preventive measures to avoid risk factors.
To explain the connection of living conditions with the appearance of the disease
To make differential diagnosis.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *…….*
Search for, analysis and synthesis of data and information, with the use of the necessary technology.	

(3) SYLLABUS

1. Introduction to the Pathology course

2. infections-general

3. Infections – dermatology

4. infections in childhood

5. respiratory diseases A

6. respiratory diseases B

7. Gastrointestinal diseases A

8. gastrointestinal diseases B

9. cardiovascular diseases A

10. cardiovascular diseases B

11. urinary tract dideases A

12. urinary tract diseases B

13. diabetes type 1,2, pregnancy

14. differences between internist and gp

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.*	

Activity	***Semester workload***
Lectures	26
Written assignments & presentations	15
Study and analysis of bibliography	10
Self-directed learning Independent Study	15
Interactive teaching	9

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS		
	Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)	75
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams. The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture.	

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

MARSHALL S. RUNGE, M. ANDREW GREGANTI, FRANK H. NETTER, «Παθολογία» 2 τόμοι, Εκδόσεις Πασχαλίδης, 2006
CECLL «Βασική Παθολογία», 2 τόμοι Εκδόσεις Λίτσας 2000
HARRISON « Εσωτερική Παθολογία», Τόμοι Α, Β,Γ14η έκδοση Γ. Παρισιάνος
Α.Π. ΠΑΓΚΑΛΤΣΟΣ, « Στοιχεία Παθολογίας» Εκδόσεις Μ.Δημόπουλου, 2002

Related Journal:

British Research journal of Microbiology
European Academy of Microbiology

Administration of Health Care Services
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**2005**	**SEMESTER**	**2nd**
COURSE TITLE	Administration of Health Care Services		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hours	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=278

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of the course, students are expected to be able to:

1) Be aware of the basic principles of Organization, Communication, and Administration of health care services.
2) Recognize the value of teamwork.
3) Realize the importance of human resource planning and recruitment, staff motivation, empowerment, and evaluation.
4) Understand the role and duties of a leader and the peculiarities in health service management.
5) Comprehend the necessity of planning, programming, and redesigning health units using information technologies.
6) Understand the fundamental role of organizational strategy, its types, and content as prerequisites for implementing quality mechanisms.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and *Project planning and management*

information, with the use of the necessary technology	*Respect for difference and multiculturalism*
Adapting to new situations	*Respect for the natural environment*
Decision-making	*Showing social, professional and ethical responsibility and*
Working independently	*sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

A. MIDWIFERY ORGANIZATION

1. Concept and Purpose of Administration

2. Fundamental Administrative Activities

3. Structure, Personnel, Collaboration, Professional Development Incentives

4. Management Relations with Employees

B. HEALTHCARE PROVISION

1. Care Units

2. Healthcare Facilities

3. Nursing Service

   1. Purpose

   2. Administration

   3. Organization

   4. Coordination

   5. Functioning

   6. Nursing Practices

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice,*	

Activity	***Semester workload***
Lectures	26

fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Written assignments & presentations	15
	Independent Study	15
	Study and analysis of bibliography	10
	Interactive teaching	9
	Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)	75
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams, Short Answer Questions Written assignments to student groups and oral presentation during classes (voluntary basis) The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture	

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1. Βιβλίο [13256325]: Νοσηλευτική διοίκηση και ηγεσία, Swansburg Russell C.,Swansburg Richard J.
2. Βιβλίο [16353]: Διοίκηση Νοσηλευτικών Υπηρεσιών, Μερκούρης Αναστάσιος Β.
3. Βιβλίο [42001]: Η τέχνη της διοίκησης των νοσοκομείων, Α. ΚΟΝΤΑΡΑΤΟΣ
4. Nancy H. Shanks and Sharon Bell Buchbinder.(2016). Introduction to Health Care Management, ones and Bartlett Publishers, Inc; 3rd Revised edition edition.
5. Peter C. Olden. (2014) Management of Healthcare Organizations: An Introduction, Health Administration Pr; 2 editions
6.Swansburg R.C., Swansburg R.J. (2010). Nursing Aministration & Leadership, BrokenHill Publishers LTD, Nicosia, Cyprus.
7. Theodorou M., Sarris M., Soulis S., (2001) Health Systems, Papazisi A. ed.
8. Bessie Marquis, Carol Huston (2010) Nursing Administration & Leadership, Theory & Application in Nursing services. Lagos D. editions
9. Koulouri A. (2020). Investigating healthcare professionals' views regarding the quality of provided healthcare services. Hellenic Journal of Nursing Science 13(4): 38-50, https://doi.org/10.24283/hjns.202044
10. Adcock JE, Sidebotham M, Gamble J. What do midwifery leaders need in order to be effective in contributing to the reform of maternity services? Women Birth. 2022 Mar;35(2):e142-e152. doi: 10.1016/j.wombi.2021.04.008. Epub 2021 Apr 28. PMID: 33931350
11. Vermeulen J, Luyben A, O'Connell R, Gillen P, Escuriet R, Fleming V. Failure or progress?: The current state of the professionalisation of midwifery in Europe. Eur J Midwifery. 2019 Dec 17;3:22. doi: 10.18332/ejm/115038. eCollection 2019. PMID: 33537601

Related Scientific Journals:

1. Health Care Management Science
2. Journal of Health Organization and Management
3. International Journal of Healthcare Management
4. Journal of Healthcare Management
5. Health Services Management Research: SAGE Journals

PHARMACOLOGY
COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**2006**	**SEMESTER**	**2nd**
COURSE TITLE	PHARMACOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2hrs	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=279

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is students to acquire all the necessary knowledge regarding the prescription, use, action and side effects of the drugs used in the practice of their profession, and to be taught at the same time pharmaceutical families with great therapeutic social interest, so that to be completely efficient professionally and also to have a wider global knowledge of Pharmacology.

More specifically, after the end of the course, students will be able to:

• To have knowledge about the safe administration of drugs in obstetric and other gynaecological conditions

• Administer appropriate pharmaceutical preparations under their own responsibility in accordance with current legislation to resolve obstetrical/gynaecological issues

• Guide with arguments the administration of drugs in pathological conditions of their field of expertise.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

- *Autonomous Work*
- *Application of knowledge in practice*
- *Teamwork*
- *Generation of new research ideas*
- *Promotion of free, creative and inductive thinking*
- *Search, analysis and synthesis of data and information*
- *Work in an interdisciplinary environment*

(3) SYLLABUS

Theoretical part:

Introductory concepts in pharmacology, Prescribing, Pharmacodynamics-receptors, quantitative relationships, Pharmacokinetics: Absorption of drugs, distribution of drugs in the body, removal-excretion and metabolism, Forms of drugs and Methods of administration of drugs by obstetric/gynecological circumstance (perinatal postpartum infections, mastitis) in pregnant and nursing mothers

Practical part:

Literature review in scientific databases (PubMed)

Exercises to check understanding of the theoretical material in practice – simulation of pharmaceutical counseling of a pregnant, pregnant, lactating or nursing mother.

Teaching program

Lecture 1:

Introduction to Pharmacology. Special preparations. Prescribing medicines (handwritten and electronic prescribing), Inclusion in the system of electronic prescribing equipment – Medicines prescribed by the midwife -Legislative framework. Use of non-prescription drugs in pregnancy and lactation.

Lecture 2:

General principles of drug action. Absorption of drugs, distribution of drugs in the body, removal-excretion and metabolism of drugs. Pharmacokinetics. Pharmacodynamics-receptors, quantitative relationships (response curves in relation to drug concentration, minimum-average-maximum effective dose).

Lecture 3:

Pharmaceutical administration of spasmolytic drugs during pregnancy and lactation. Indications, contraindications, side effects, interactions with other drugs, dosage, method of administration. Uterospasmodic, oxytocic drugs and estrogens.

Lecture 4:

Analgesia and anesthesia during normal labor and caesarean section. Use of hormones (prostaglandins), dosage and method of administration. Pharmacologic treatment of postpartum hemorrhage. Pharmaceutical preparations of hormones - thrombosis. Thromboembolism during pregnancy and anticoagulants. Hematopoietic system disorders and treatment.

Lecture 5:

Pharmacological administration of opioids during pregnancy and lactation. Indications, contraindications, side effects, interactions with other drugs, dosage, method of administration. Pharmaceutical treatment of vaginal and vulva infections. Treatment of disorders of the genitourinary system. Local anesthetic drugs.

Lecture 6:

Drug treatment in perinatal infections-Premature rupture of membranes/treatment of chorioamnionitis. Pharmaceutical treatment of polycystic ovary syndrome. Pharmaceutical treatment of endometriosis and fibroids. Postpartum infection. Drug treatment of endometritis.

Lecture 7:

Medicinal induction of ovulation (conditions and contraindications).-assisted reproduction. Medical termination of pregnancy - dosage, method and time of administration. Pharmaceutical prevention of alloimmunization in risk situations during pregnancy.

Lecture 8:

Chemotherapeutic medicinal preparations. General-Pharmaceutical Treatment: Cervical and ovarian cancer in pregnancy. Breast cancer. Mastitis. Clinical picture-Differential diagnosis. Pharmaceutical treatment.

Lecture 9:

Hypertensive disease - Gestational diabetes mellitus and pharmaceutical preparations. Hyperemesis gravidarum and gastrointestinal control – Drugs for nervous system disorders. Epilepsy during pregnancy - Psychopharmacology (Hypnotics, Anxiolytics, Antidepressants in pregnancy and labour)

Lecture 10:

Vitamins and trace elements in pregnancy and lactation. Indications, contraindications, side effects, interactions, issues in the administration and dosage of pharmaceutical preparations. Use of medicinal plants in obstetrics and gynaecology

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>In the classroom, face to face.</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Basic software (windows, word, power point, the web, etc.).
Support of learning process through the electronic platform / e-class</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>practice works</td><td>24</td></tr>
<tr><td>Independent Study</td><td>25</td></tr>
<tr><td>Course total</td><td>75</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>1. Written exam at the end of the semester (developmental questions)
2. Weekly homework in the form of an authentic assessment
3. Using Multiple Bibliography using a database
4. Feedback throughout the semester
5. Ensuring transparency in the evaluation of student performance

The course evaluation includes:
Final written exam (90%) - Weekly assignments-participation (10%).
Every student can see their writing and get explanations of any questions they may have about their grading. The same goes for tasks.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

- Βενετίκου Μ, Ιατράκης Γ, Καρίκας Α. (2014). *Επίκαιρα Θέματα Φαρμακολογίας*. Αθήνα, Εκδόσεις Ζεβελεκάκη.
- Goodman & Gilman's, Η Φαρμακολογική Βάση της Θεραπευτικής, Brunton L. Εκδόσεις Broken Hill Publishers LTD, 2η έκδοση/2015
- Ιατράκης Γ, Βενετίκου Μ, Καρίκας Α.(2017). *Φαρμακολογία στη Μαιευτική και Γυναικολογία*. Αθήνα, *Εκδόσεις Ζεβελεκάκη.*
- Humphry P. Rang, Maureen M. Dale, James M. Ritter, Rod Flower and Graeme Henderson (2018). *Pharmacology, 8th Edition*. Αθήνα, *Εκδόσεις Παρισιάνου.*
- Brunton LL. Goodman and Gilman's (2011). *The Pharmacological Basis of Therapeutics*, *McGraw-Hill Companies.*
- Briggs G, Freeman R, Towers C, Forinash A. (2017). *Drugs in Pregnancy andLactation,11th Edition. Wolters Kluwer .*
- Nakubulwa S, Kaye DK, Bwanga F, Tumwesigye NM, Nakku-Joloba E, Mirembe F. *(2017)* Effect of suppressive acyclovir administered to HSV-2 positive mothers from week 28 to 36 weeks of pregnancy on adverse obstetric outcomes: a double-blind randomised placebo-controlled trial*. Reprod Health, 14:31.*
- O'Connell CM, Ferone ME. (2016). Chlamydia trachomatis Genital Infections. *Microb Cell, 3:390-403.*
- Zhai XH, Zhang P, Wu FX, Wang AC, Liu PS. (2017) GnRH antagonist for patients with polycystic ovary syndrome undergoing controlled ovarian hyperstimulation for in vitro fertilization and embryo transfer in fresh cycles*. Exp Ther Med, 13:3097-102*
- Blumberg D, Sridhar A, Lakshminrusimha S, Higgins RD, Saade G. COVID-19 Vaccine Considerations during Pregnancy and Lactation. Am J Perinatol. 2021 May;38(6):523-528. doi: 10.1055/s-0041-1726390. Epub 2021 May 1. PMID: 33932943.
- Dathe K, Schaefer C. The Use of Medication in Pregnancy. Dtsch Arztebl Int. 2019 Nov 15;116(46):783-790. doi: 10.3238/arztebl.2019.0783. PMID: 31920194; PMCID: PMC6935972.

Proposed Scientific Journals:

Nature Reviews Drug Discovery, Trends in Pharmacological Sciences, Pharmacological and Therapeutics, Journal of Midwifery & Women's Health

SPECIAL ANATOMY
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**2007**	**SEMESTER**	**2nd**
COURSE TITLE	**SPECIAL ANATOMY**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory) & practice works	2 hours theory	
	4 hrs lab	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	6 hrs	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory) - (Skills development)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/

(2) LEARNING OUTCOMES

Learning outcomes

The purpose of the course is for students to acquire all the necessary knowledge about the genetic basis of anatomy.
Upon successful completion of the course students will be able to:
-understand, describe and identify the basic cellular structures of the human body.
-understand and describe with appropriate terminology all the systems of the human body, as well as their basic functions.
-to combine knowledge in the clinical diagnostic approach to pathological conditions and to understand the mechanisms of causing diseases.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Criticism and self-criticism

Production of free, creative and inductive thinking
Decision-making
Working independently

(3) SYLLABUS

1. INTRODUCTION
2. MORPHOLOGY OF HUMAN BODY
3. BASIC FUNCTIONS OF HUMAN BODY
4. CONGENITAL SYSTEM-FEMALE
5. CONGENITAL SYSTEM-MALE
6. FEMALE SPINE
7. NERVOUS SYSTEM
8. FEMALE SPINE
9. FEMALE PELVIS
10. SENSORIES
11. ENDOCRINOLOGY
12. FEMALE ENDOCRINOLOGY
13. DEFENCE OF HUMAN ORGANISM

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	See table below
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with written or oral exams. The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analyzed during the first lecture.

Activity	***Semester workload***
Lectures	26
practice works	26
Independent Study	73
Course total (25 hours workload per ECTS credit: 25 X 5 = 125 hours)	125

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

GRAYS ANATOMY
Rohen Johannes W.et all
HUMAN ANATOMY ATLAS
Alexandos Savvas Textbook of Human Anatomy
Georgios Paraskevas Textbook of Human Anatomy
MOORE TEXTBOOK OF HUMAN EMBRYOLOGY
Vascular Anatomy & Pathology of Brain, Neck, & Spine neuroangio.org
Atlas of Skull Base Surgery and Neurotology http://med.stanford.edu/sm/ohns-skull-base-surgery-atlas/
1001 Hernesniemi Videos https://surgicalneurologyint.com/1001-hernesniemi-videos/
Median Nerve Compression https://aibolita.com/.../51933-nerve-compression...
Peripheral Nerve Surgery - Prof. Susan Mackinnon https://surgicaleducation.wustl.edu/.../surgical-procedures/
Arterial vascular territories https://radiopaedia.org/.../brain-arterial-vascular...
Neuro-imaging - Dr. Mohammad Aboul-Wafa
https://www.youtube.com/channel/UC7Q1u119IcbaqvhBogVzVHQ
Neuro-anatomy - Prof. Amr Safwat https://youtube.com/@amrsafwat8287

Related Journals:

Advances in medical education and practice
Development biology
International journal of molecular sciences
Human Embryology
Medical Embryology

14.3 3rd Semester Courses

Midwifery Care during Pregnancy
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**3001**	**SEMESTER**	**3rd**
COURSE TITLE	Midwifery Care during Pregnancy		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory) & practice works		4 hours theory & 6 hours Lab & clinical placement	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		10hrs	10
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background (Mandatory) – (Skills development)		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=282 https://exams-minutr.the.ihu.gr/course/view.php?id=283		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of the course, the student is expected to be competent:

1. to describe the various methods of pregnancy diagnosis tests
2. to explain the expected anatomical and physiological adaptations of each body system in pregnancy.
3. to compare the normal values of laboratory tests in adults with the values of laboratory tests during pregnancy (prenatal check-up).
4. to recognize and be able to describe the fertilization-implantation process as well as the complications that may occur
5. to welcome the pregnant woman and record the medical history
6. to outline the criteria of the midwifery care provided to assess the health status of the mother and the fetus during pregnancy

7. to analyse the education that the pregnant woman needs in order to understand the physical discomforts related to pregnancy and to recognize the signs and symptoms of possible complications as well as to separate the hypothetical from the possible and positive signs of pregnancy
8. to determine the expected date of delivery according to the last menstrual period
9. to recognize by abdominal palpation (Leopold manipulations) the gestational age, fetal position and station
10. to identify the auscultation points of the fetal heartbeats by mechanical and non-mechanical means.
11. to evaluate the findings of the CTG
12. to recognize the pharmacodynamics of drug administration during pregnancy
13. to distinguish any pathological findings in laboratory and clinical examinations
14. to provide high-level midwifery care to pregnant women with uncomplicated pregnancies but also in cases of Diabetes Mellitus, Hypertension-Preeclampsia, etc. according to their needs with respect for their diversity, culture and beliefs
15. to provide high-level midwifery care to pregnant women with pregnancy complications (miscarriage, infections, etc.)
16. to provide basic breastfeeding counselling

Especially for the laboratory/ clinical part of the course:

The expected learning outcomes are:

Upon completion of the course, the student is expected to be able to:

1. to organize and provide the medication prescribed following medical instructions
2. prepare and administer parenteral solutions (oral, rectal, vaginal),
3. to be able to accurately perform subcutaneous, intramuscular, intradermal, intravenous injections.
4. to perform blood sampling for laboratory tests.
5. to carry out Smear test for early diagnosis of genital cancer (Pap test) and vaginal discharge for microbiological examination.
6. to receive and record the medical history.
7. to perform CTG or intermittent auscultation during pregnancy & evaluate CTG findings
8. to understand and fill in the necessary documents, charts, registers, histories, and records utilising modern technology.
9. to provide counselling to the pregnant woman and encourage her in making decisions.
10. to take measures to prevent and suppress nosocomial infections.
11. to assess and measure vital signs.
12. to apply venipuncture to the woman when necessary.
13. to perform electrocardiogram
14. to recognize the early signs of labour
15. to provide basic counselling for breastfeeding and feeding the newborn.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an interdisciplinary environment
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The purpose of the course is the in-depth analysis of the main principles of Midwifery science in relation to the quality provision of care during low-risk pregnancy, as well as the early detection of any symptoms of pathology and the corresponding referral to the appropriate scientist. During the teaching, a critical analysis of published original works and reviews of the international scientific literature will be done. Through the laboratory/clinical part of the course, students are asked to assimilate knowledge and develop the techniques and critical thinking skills required to apply this knowledge in midwifery practice.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	52
study and analysis of bibliography	40
interactive teaching	60
Clinical placement	78
Self-directed learning	20
Course total (25 hours workload per ECTS credit: 25 X 10 = 250hours)	250

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple Choice Exams, Short Answer Questions Especially for the laboratory/clinical part, the assessment will include 1. Direct observation of practical skills (DORS examination) 2. Student's logbook 3. Examination of short or long duration in an incident/case 4. Examination of clinical skills in simulated conditions 5. Examination in the work environment. 6. Brief clinical assessment (mini-CEX examination) The evaluation criteria are accessible to the students and are thoroughly analysed in the first lecture and in their first visit to the hospital.

(5)ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1. Αντωνάκου Α & Παπουτσής Δ. Μαιευτική Φροντίδα στην Κύηση εκδ. Broken Hill 2019
2. R.Jonson & W.Taylor. Δεξιότητες στη Μαιευτική Φροντίδα. 4η εκδ Εκδ Λαγός 2021
3. Patricia Wieland Ladewig, Marcia London, Michelle Davidson. Σύγχρονη Μαιευτική Φροντίδα Μητέρας και Νεογνού. 9η εκδ Εκδ Λαγός 2021
4. Jayne Marshall, Maureen Raynor. Myles Textbook Μαιευτική Φροντίδα επιμ Αντωνάκου Αγγ. 16η εκδ/1η ελληνική Εκδ Λαγός 2020
5. Macdonald Sue, Johnson Gail. Maye's Περιγεννητική Μαιευτική Φροντίδα. 1η εκδ Εκδ BROKEN HILL PUBLISHERS LTD 2021
6. Επιστημ. Εταιρεία Μαιών Ελλάδας «Μαίευση». «Τεκμηριωμένη Φροντίδα στο Φυσιολογικό Τοκετό» 2011

Related scientific journals:

European journal of midwifery
Midwifery
British journal of Midwifery
Midirs digest
Journal of Midwifery & Women's Health
Lancet
Journal of Midwifery and Reproductive Health
Women, Midwives and Midwifery

Principles of Surgical Care in Midwifery
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**3002**	**SEMESTER**	**3rd**
COURSE TITLE	Principles of Surgical Care in Midwifery		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory) & practice works	2 hrs theory	
	4 hrs clinical practice work	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	6hrs	7

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory)- (skills development)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

- Recognize physiology and nursing practice issues related to fluids and electrolytes, acid-base balance, infectious diseases, hypertension
  •identify the types of patients at risk of surgical complications and why they are at risk
  • explain and provide the required preparation of patients for surgery on a physical, emotional and psychosocial level
  • to plan and implement the education of the patient and his family, regarding postoperative complications
  • compare the roles of the toolmaker and the movement nurse.
  • To distinguish between the roles in the surgical team
  • Prioritize nursing interventions for patient safety in the operating room
  • know and use aseptic techniques
  • to know the principles of asepsis and antisepsis (terminology, pathogenic microorganisms, disinfection, disinfectants)
  • apply general sterilization principles and sterilization methods
  • Prioritize nursing diagnoses and interventions for the patient in the postoperative care

unit
• To analyze the evaluation, prevention and nursing management of the most common postoperative problems
• To evaluate the general lines of nursing practice in the administration of drugs, parenteral administration of solutions, uses of various types of catheters and devices
• provide surgical trauma care

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	……
Production of new research ideas	*Others…*
	…….

Search, analysis and synthesis of data and information, using the necessary technologies
Autonomous work
Teamwork
Work in an international environment
Work in an interdisciplinary environment
Promotion of free, creative and inductive thinking

(3) SYLLABUS

1. Midwifery care in surgical patient
2. Midwifery care in diseases of the urinary system and other systems
3. Preoperative and postoperative care of adults
4. Pre-operative and post-operative care of infants and children
5. Modern applications and new knowledge
6. preoperative and postoperative care
7. postoperative complications
8. patient outcome reviewer
9. Principles of blood transfusion transfusion procedures
10. surgical instruments

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class

TEACHING METHODS

The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	*Semester workload*
Lectures	26
Practice clinical works	65
Literature study & analysis	21
Writing paper / assignments,	23
Clinical placement	40
Course total (25 hours workload per ECTS credit: 25 X 7= 175 hours)	175

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Multiple Choice Test, Short Answer Questions, Development Questions, Problem Solving, Written Assignment, Clinical Patient Examination

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1.Pathological-Surgical Nursing Critical Thinking in Patient Care, Lemone, Burke, Bauldoff

2. Pathologic Surgical Nursing, Dewit Susan C.

3.Pathological Surgical Nursing II, Osborn K.S., Wraa C.E., Watson A.

4. Current Modern Surgical Diagnosis and Treatment, Way L.W., Doherty G.M.

5. Surgery, Tsirliagos Efstathios Anestis

6. Perioperative care, Androulakis G., 2001

7. Perioperative Nursing, Shields L., Werder H., 2015

8. Perioperative Nursing Care in Obstetrics and Gynecology, Niki Perivolari Antonopoulou, 2010

Related Scientific journals:

Step of Asclepius

Nursing

Greek Journal of Nursing Science

Nursing and Research

Perioperative Nursing

Health and Research Journal

Health Science Journal

International Journal of Caring Sciences

Interdisciplinary Health Care

MIDWIFERY IN PREGNANCY
COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES		
ACADEMIC UNIT	MIDWIFERY DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**3003**	**SEMESTER**	**1rst**
COURSE TITLE	MIDWIFERY IN PREGNANCY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2hrs	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://moodle.teithe.gr/course

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is to enable students to assimilate the knowledge regarding the basic principles of physiology of pregnancy, to be able to respond with his/her knowledge to clinical practice in departments such as the delivery suite and the antenatal clinics.
Upon successful completion of the course, students will be able to:
1. Have knowledge regarding the physiology of pregnancy
2. Recognize signs that deviate from normal
3. Treat common physical problems of pregnancy e.g. hyperemesis, moderate anaemia
4. Recommend prenatal testing
5. Be able to distinguish pathological conditions of pregnancy
6. Take a complete health history
7. Collaborate with other institutions and health professionals

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *……*
Autonomous work *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Promoting free, creative, critical and inductive thinking*	

(3) SYLLABUS

Repetition of basic principles of female pelvic anatomy

Fertilization - Stages of embryo development

Gestational Physiology - Diagnosis of pathology - Laboratory investigation

Signs - Symptoms of pregnancy

Obstetric/Health History

Counselling for Prenatal Screening & Ultrasonography during pregnancy

Pregnancy monitoring / Clinical examination (presenting part, position, shape, fetal posture, cervical characteristics)

Infections in early pregnancy

Pregnancy at the extremes of reproductive age

Termination of Pregnancy

Postpartum contraception

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning*	

Activity	***Semester workload***
Lectures	26
Autonomous work	24
Independent Study	50
Course total (25 hours workload per ECTS credit: 25 X 5 = 100 hours)	100

activity are given as well as the hours of non-directed study according to the principles of the ECTS	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written exam with multiple choice topics, short answer, topic development Presentation of assignments

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

ΔΑΠΟΝΤΕ, Α.Ι. (2018). Μαιευτική και Γυναικολογία. Ιατρικές εκδόσεις Κωνσταντάρας: Αθήνα

Ιατράκης Γ. (2021). Επιλεγμένα Θέματα Μαιευτικής. 3η Έκδοση. Εκδόσεις Ζεβελεκάκη: Αθήνα

F. Gary Cunningham, Kenneth J. Leveno, Steven L. Bloom, Jodi S. Dashe, Barbara L. Hoffman, Brian M. Casey, Catherine Y. Spong. William's Μαιευτική. Έκδοση 1η Ελληνική 2022 (Μετάφραση 25ης Αγγλικής). Εκδόσεις Broken Hill

Related Scientific Journals:

BMJ: British Medical Journal

Journal of obstetrics ang gynaecology

Journal of Ovarian research

International journal of obstetrics and gynaecology

European Journal of Midwifery

American Journal of Obstetrics and Gynaecology

European Journal of Obstetrics & Gynaecology and Reproductive Biology

Gynaecology
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**3004**	**SEMESTER**	**3rd**
COURSE TITLE	Gynaecology		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	4 hours	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=287

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aims and purpose of the course is for students to acquire the basic and necessary knowledge about the anatomy, physiology and endocrinology of the human female reproductive system, menstrual disorders, endometriosis, chronic pelvic pain, benign diseases of each organ and inflammations of the female genital system, urogynecology, endoscopies in gynecology, the basic principles of family planning, including sexual behavior and contraception, and finally ectopic pregnancy and the complications of early pregnancy.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues

Team work *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *……*

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Showing social, professional and ethical responsibility and sensitivity to gender issues
Respect for difference and multiculturalism
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

Knowledge of Anatomy

• Gynaecological History and Gynaecological Examination

• Menstrual disorders: Amenorrhea, dysfunctional uterine bleeding, premenstrual syndrome.

• Endometriosis

• Chronic pelvic pain

• Benign diseases of the vulva

• Vaginal pain

• Benign diseases of the vagina

• Benign diseases of the cervix • Uterine fibroids

• Other benign diseases of the body of the uterus

• Endometrial hyperplasia

• Benign ovarian tumors

• Benign diseases of the fallopian tubes

• Inflammations of the female genitalia: Vaginitis, Cervical inflammations, Pelvic inflammatory disease

• Urogynaecology: Pelvic floor dysfunction, Urinary incontinence

• Endoscopies in Gynaecology: Laparoscopy and Hysteroscopy

• Family Planning: Basics, Sexual Behavior,

• Demographic evolution, Contraception, Artificial termination of pregnancy

• Ectopic pregnancy and complications of early pregnancy

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	• Online platform moodle • Use of personal computer and video projector – presentations from powerpoint, Word, pdf,

Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	52
study and analysis of bibliography	20
interactive teaching	18
essay writing	25
Problem based learning	10
Course total (25 hours workload per ECTS credit: 25 X 5 = 125hours)	125

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams, Short Answer Questions Oral evaluation offered Offered public presentation Evaluation of student participation in interactive educational processes • Problem Solving Evaluation Criteria • Model answers from the textbooks and teaching notes of the course • Standard format for writing and presenting scientific papers

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Roger P Smith (ed) Netter's Obstetrics and Gynecology, Μ. Ζαφράκας (εκδ.) Netter's Μαιευτική και Γυναικολογία, Broken Hill Publishers, 2019.
• BA Magowan, P Owen, A Thomson (eds) Clinical Obstetrics and Gynaecology, ΒΑ Λυμπέρης, ΓΧ Γαλάζιος, Μ. Ζαφράκας, Π. Παπασωζομένου (εκδ.) Κλινική Μαιευτική και Γυναικολογία, Επιστημονικές Εκδόσεις Παρισιάνου ΑΕ, 2019.
• JM Dixon (ed) Breast Surgery, Μ.Ζαφράκας

Related scientific journals:

• American Journal of Obstetrics and Gynecology
• European Journal of Obstetrics, Gynaecology and Reproductive Medicine • Archives in Gynecology and Obstetrics
• Obstetrics and Gynecology

ANAESTHESIA ANALGESIA AND RESUSCITATION
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**3005**	**SEMESTER**	**3rd**
COURSE TITLE	Anaesthesia, Analgesia and Resuscitation		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2hrs	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/

(2) LEARNING OUTCOMES

Learning outcomes

The goal of students is to accomplish the general principles of Anaesthesiology, pharmacology, the anaesthetic techniques and the capacity of anaesthetic assessment to patients undergoing general, gynaecological and obstetric operations. They must be prepared to prevent perioperative complications.

General Competences

Students at the end of the course will have accomplish the knowledge of:

1. General principles of Anaesthesiology
   Inhalational anaesthetic agents. Intravenous anaesthetic agents. Complications
2. Airway management
3. Cardiopulmonary resuscitation
4. Insertion of central or peripheral venus catheters
5. The Post Anaesthesia Care Unit/ The Intensive Care Unit
6. Assessment of the emergency room

(3) SYLLABUS

1. Physiology of respiratory system
2. Physiology of circulatory system
3. Preoperative assessment of the patient
4. Airway management
5. Cardiopulmonary resuscitation
6. Pharmacology of central nervous system
7. Intravenous agents, Inhalational agents, neuromuscular blockade
8. Anaesthesia techniques. Monitoring
9. Complications during anaesthesia
10. Fluid, electrolyte and acid-base balance
11. Intraoperative blood transfusion
12. Intraoperative shock

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Multiple choice questionnaires Short-answer questions Open-ended questions Public presentation of thesis

Activity	***Semester workload***
Lectures	26
Interactive teaching	4
Independent Study	5
Study and analysis of bibliography	10
Written assignments & presentations	5
Course total (25 hours workload per ECTS credit: 25 X 2 = 50 hours)	50

(5) ATTACHED BIBLIOGRAPHY

1. Miller's Anaesthesia I, MillerR.D.
2. Understanding Anaesthesia, Simpson Peter, Popat Mansukh

Prenatal Screening – Fetal Medicine
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**3006**	**SEMESTER**	**3rd**
COURSE TITLE	Prenatal Screening – Fetal Medicine		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hrs	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is for students to acquire all the necessary knowledge in the rapidly evolving field of fetal medicine, prenatal screening, and fetal medicine ethics. Students gain knowledge about the role of ultrasound in the diagnosis and management of fetal and maternal pathologies. This course focuses on educating students about the legal framework and ethics in fetal medicine, as well as the functioning of fetal medicine units. Students also learn about the anatomy and pathology of the fetus, as well as modern methods for managing fetal and maternal pathologies in collaboration with other medical specialties such as radiology, endocrinology, cardiology, pathology, etc. The course aims to instill in students the importance of continuous learning and knowledge renewal.

- Learning objectives and expected learning outcomes include:

1. Learning about chromosomal abnormalities and congenital anomalies in fetuses.
2. Learning population-based screening and diagnostic methods.
3. Delving into genetics, embryology, and prenatal counseling and connecting them to the application of prenatal screening methods before conception and during pregnancy.
4. Learning modern methods for diagnosing and managing fetal pathologies in collaboration with other medical specialties.

5. Understanding the role of specialized Obstetricians in fetal medicine and prenatal care.
6. Understanding the role of midwives in staffing fetal medicine and prenatal care units.
7. Understanding the legal framework of fetal medicine, knowing and respecting ethical principles in the clinical practice of fetal medicine.
8. Participation in multidisciplinary meetings.
(Please note that this translation may need to be adapted to fit specific educational or institutional contexts)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

Modern ultrasound technology and ultrasound safety

Ultrasound physics

Prenatal check-up (definition, methods, degree of reliability of each method) Ultrasound at the beginning of pregnancy (ectopic pregnancy, mole, twins, etc.) 3rd trimester ultrasound (doppler, basic principles and applications) 1st trimester ultrasound Cervical transparency 2nd trimester ultrasound B level NIPDT vs Amniocentesis/umbilical cord puncture Biophysical profile - CTG 3D, 4D ultrasound

Counseling for termination of pregnancy

Announcement of prenatal results

Prenatal screening for various diseases, e.g. Gestational diabetes, Preeclampsia

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	***Semester workload***
Lectures with the use of supervisory teaching tools (slide show, video show)	26

workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Literature study & analysis Provision of reading material - outline – bibliography (at the beginning of the course)	4
	Interactive teaching	
	Writing and presenting group assignments	10
	Rroposals, discussions, applicability assessment of prenatal screening methods in daily practice, development of application models	10
	Guided self-learning, preparation of assignments in subject areas of the course (at home or in the library, individually or in groups)	
	Internet use	
	Course total (25 hours workload per ECTS credit: 25 X 2= 50 hours)	50
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek The evaluation criteria are explicitly defined and thoroughly analyzed in the first lecture. They concern intermediate assessment with assignment and final assessment with written exams. Mid-semester mid-semester assessment with assignment (group work with a group powerpoint presentation that takes place during the course). Corresponds to 20% of the final grade of the course) Written exams at the end of the semester with Multiple Choice questions, Short Answer Questions, Short Development Questions). It corresponds to 80 % of the final grade of the course.	

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Netter's Μαιευτική και Γυναικολογία 2η έκδοση, Smith P. Roger, Netter H. Frank
Κλινική Υπερηχογραφία στη Μαιευτική και Γυναικολογία Συγγραφέας: Ασημακόπουλος, ΕυστράτιοςΕκδόσεις: University Studio Press 2022

Related Scientific Journals:

The Journal of Fetal Medicine,
Current Genomics,
The Journal of Maternal-Fetal & Neonatal Medicine,
Journal of Clinical Ultrasound,
Fetal Diagnosis and Therapy, ultrasound in Obstetrics & Gynaecology ISUOG

14.4 4th Semester Courses

Midwifery Care during Childbirth
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**4001**	**SEMESTER**	**4TH**
COURSE TITLE	Midwifery Care during Childbirth		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory) & practice works		4 hours theory	
		6 hours Lab clinical practice	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		10 hrs	10
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background (Mandatory) - (Skills development)		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=290 https://exams-minutr.the.ihu.gr/course/view.php?id=291		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of the course, the student is expected to be competent:

1. to describe and understand the mechanism of initiation of normal labour and to identify the factors that influence its initiation and development.
2. to monitor and evaluate the normal course of labour with clinical monitoring and with the use of technological means (e.g. cardiotocograph, Doppler, sonicaid, etc.).
3. to promptly recognize and diagnose any pathology of normal childbirth (e.g. dystocia, fetal heart rhythm abnormalities, etc.)
4. to deal promptly and effectively with any emergencies that may arise during labour/ birth, organizing the midwifery/ interprofessional team in this direction and cooperating with other scientists (such as shoulder dystocia, umbilical cord prolapse, postpartum haemorrhage, etc. a.).
5. to safely perform natural childbirth in tertiary centers as well as in the community.

6. to offer excellent midwifery care during labour/ birth using all available methods of analgesia, pharmaceutical and non-pharmacological.
7. to offer excellent midwifery care during the first hours after birth with special attention to the early recognition and treatment of any pathology.
8. to offer midwifery care and counseling for the first breastfeeding immediately after birth.
9. to use all modern means to find scientifically documented and valid knowledge about midwifery care protocols during childbirth and realizes the need to constantly update them.
10. to judge his performance and his shortcomings (self-evaluation), so that together with the teacher they can co-shape a training plan that will cover his needs.
11. to act as an autonomous health professional and to contribute to the improvement of the midwifery profession through the formation of modern midwifery care protocols.

Especially for the laboratory/clinical part of the course:
Upon completion of the course, the learner is expected to be able to
1. apply the theoretical knowledge acquired in clinical practice.
2. monitor the progress of labour/ birth in practice, to assess, predict and recognize in time any deviations from the normal, through the evaluation of the cardiotocogram, the execution of the vaginal examination, the abdominal palpation, etc.
3. offer excellent midwifery care during labour/ birth, showing respect for the woman's wishes, offering relief by mobilizing her and offer alternating birth positions, updating and applying the available physiological methods to relieve the pain of childbirth.
4. safely perform normal birth, perform a perineotomy, suture any perineum-vaginal tears, safely perform a hysterectomy.
5. participate in the interdisciplinary team, interact and take initiatives to solve problems, crises, etc.
6. offer optimal quality midwifery care to the mother and her newborn immediately after birth and in the first hours of puerperium.
7. advise on breastfeeding, newborn care, contraception and psychological support for the new mother.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The purpose of the course is the in-depth analysis of the principles of Midwifery science especially in relation to providing high-quality care during normal childbirth with empathy and respect for the woman's wishes. At the same time, the objectives of the course are the acquisition

of knowledge, clinical skills, as well as the development of students' critical thinking skills, so that they are able to provide excellent Midwifery care for all women during childbirth, including early detection of early symptoms of pathology and corresponding referral to the appropriate scientist. During teaching, a critical analysis of published original works and reviews of the international scientific literature will be performed. Through the laboratory/ clinical part of the course, students are asked to assimilate knowledge and develop the techniques and critical thinking skills required to apply this knowledge in midwifery practice during the monitoring and execution of natural childbirth.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple Choice Exams, Short Answer Questions Assignment of essays to student groups and oral presentation during classes (voluntary basis) Especially for the laboratory/clinical part, the assessment will include 1. Direct observation of practical skills (DORS examination) 2. Student's logbook 3. Examination of clinical skills in simulated conditions 5. Examination in the work environment. The evaluation criteria both for the essays and the course are accessible to the students and are thoroughly analysed in the first lecture and in their first visit to the hospital.

Activity	***Semester workload***
Lectures	52
study and analysis of bibliography	40
interactive teaching	10
Clinical placement	78
Seminars	10
essay writing & presenting it	30
Self-directed learning	30
Course total (25 hours workload per ECTS credit: 25 X 10 = 250hours)	250

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Jayne Marshall, Maureen Raynor. Myles Textbook Μαιευτική Φροντίδα επιμ Αντωνάκου Αγγ. 16η εκδ/1η ελληνική Εκδ Λαγός 2020

Macdonald Sue, Johnson Gail. Maye's Περιγεννητική Μαιευτική Φροντίδα. 1η εκδ Εκδ BROKEN HILL PUBLISHERS LTD 2021

Παπουτσής Δημήτριος & Αντωνάκου Αγγελική. Μαιευτική Φροντίδα Τοκετού- Από τη θεωρία στην κλινική άσκηση [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. 2023 https://dx.doi.org/10.57713/kallipos-228
Patricia Wieland Ladewig, Marcia London, Michelle Davidson. Σύγχρονη Μαιευτική Φροντίδα Μητέρας και Νεογνού. 9η εκδ Εκδ Λαγός 2021
Αντωνάκου Α & Παπουτσής Δ. Μαιευτική Φροντίδα στην Κύηση εκδ. Broken Hill 2019
VICKY CHAPMAN,CATHY CHARLES. ΦΥΣΙΟΛΟΓΙΚΟΣ ΚΑΙ ΑΝΩΜΑΛΟΣ ΤΟΚΕΤΟΣ. 1η εκδ. Εκδ Κωνσταντάρας 2021
Glen Posner, ΣυJessica Dy, Amanda Black, Griffith Jones. Τοκετός και Γέννηση. 6η εκδ. Εκδ Παρισιάνου ΑΕ 2016
Lisa Miller, David Miller, Rebecca Cypher. MOSBY'S ΕΓΧΕΙΡΙΔΙΟ ΗΛΕΚΤΡΟΝΙΚΗΣ ΠΑΡΑΚΟΛΟΥΘΗΣΗΣ ΤΟΥ ΕΜΒΡΥΟΥ. 1Η εκδ Εκδ Κωνσταντάρας 2018
R.Jonson & W.Taylor. Δεξιότητες στη Μαιευτική Φροντίδα. 4η εκδ Εκδ Λαγός 2021
Επιστημ. Εταιρεία Μαιών Ελλάδας «Μαίευση». «Τεκμηριωμένη Φροντίδα στο Φυσιολογικό Τοκετό» 2011
Βραχνής Ν. Μαιευτικά Επείγοντα. Ιατρικές Εκδόσεις Λίτσας 2014
Gauge S & Henderson C «Καρδιοτοκογραφία Εύκολη Προσέγγιση» Μετάφραση- Επιμέλεια Λυκερίδου Αικατερίνη- Γουρουντή Κλεάνθη 3η εκδ. Ιατρικές Εκδόσεις Λαγός. 2008
Azzawi F. «Εγχειρίδιο τοκετού & μαιευτικών τεχνικών» επιμελ. Πηγής Δ. Εκδ. Πασχαλίδης 2008

Related Scientific Journals:

Women and Birth
European journal of midwifery
Midwifery
Women's Health Issues
British journal of Midwifery
International Journal of Childbirth
Midirs digest
Journal of Midwifery & Women's Health
Lancet
Journal of Midwifery and Reproductive Health
Journal of mother and child
Journal of Midwifery and Reproductive Health
Evidence Based Midwifery
Practising Midwife
Women's Reproductive Health
New Zealand College of Midwives Journal

GYNECOLOGICAL CARE

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES			
ACADEMIC UNIT	MIDWIFERY DEPARTMENT			
LEVEL OF STUDIES	UNDERGRADUATE			
COURSE CODE	**4002**	**SEMESTER**	**4rth**	
COURSE TITLE	**GYNECOLOGICAL CARE**			
SELF REGULATED TEACHING ACTIVITIES			**TEACHING HOURS PER WEEK**	**ECTS**
Tutorials (Theory) & practice works			2 hrs theory	
			5 hrs Lab & clinical practice	
Total			7hrs	6
SUBJECT TYPE	Special background (Mandatory) - (Skills Development)			
PREREQUISITE COURSES:	NO			
ΓΛΩΣΣΑ ΔΙΔΑΣΚΑΛΙΑΣ και ΕΞΕΤΑΣΕΩΝ:	GREEK			
ERASMUS STUDENT PARTICIPATION	NO			
WEBSITE (URL)	https://exams-minutr.the.ihu.gr			

(2) LEARNIG OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*

Guidelines for writing Learning Outcomes

After completing the course, students are expected to:

1. Have delved into the principles of the field of Women's Health and gynecological care practiced by Midwives and Midwives respectively, according to the updated international goals for the field, as well as midwifery professional rights.
2. Know and follow changes in the guidelines for the prevention and treatment of gynecological diseases and their care plan.
3. Be able to organize and implement the prevention and care plan for the treatment - rehabilitation of gynecological diseases in the whole spectrum of the life cycle of women, including the axis of self-care support.
4. Fill in the gynecological history skillfully and prepare the woman for the gynecological examinations. To organize the environment appropriately for the screening of women or for other diagnostic gynecological examinations, according to the instructions.

5. Recommend and implement appropriate screening for early diagnosis of malignancy or abnormalities of the genital system and breast.

6. They are able to evaluate diagnostic test results related to gynecological health issues, as well as know the appropriate time and manner of their action.

7. Distinguish the normal findings of gynecological examinations and refer for alarming / abnormal findings or issues that do not included at their duties.

8. Understand women's emotional problems and transitions and respond accordingly when providing care with empathy and respect.

9. Recognize signs of possible abuse and particularities in women who will provide care and take measures to successfully approach and support women.

10. Organize and practice comprehensive care during the admission and hospitalization of women in the Gynecology Department: take measures to prevent the transmission of infections, carry out clinical examination and follow-up of their treatment in collaboration with the therapeutic team, safely administer prescribed medication, take measures for the patient's hygiene and safety, relief, empowerment and recovery, practice care respecting the principles of privacy and empathy, and personalized according to age , the case and the particular circumstances, promoting rapid recovery as possible or palliative care (end-stage patients).

11. Familiarize themselves with the caring plan depending on the gynecological diseases and their surgical or conservative treatment, as well as the suspected symptoms that accompany them or accompany their complications.

12. Be able to support the discharged woman with appropriate instructions and provision of treatment and self-care education and mediating with primary health care structures and follow up

13. Be able to identify mental health or social issues in order to organize the woman's care effectively and with the assistance of other health professionals or social workers.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……
Others…
…….

Search, analysis and gathering of data and information, also using the necessary technologies
Autonomous work
Teamwork
Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
Organizational Ability
Taking initiatives
Promotion of free, creative and inductive thinking
Liability

(3) SYLLABUS

1. Basic concepts of women's health and its accompanying epidemiology. Analysis of the goals of gynecological care and the care needs of women according to their age group

2. Basic principles of application of clinical gynecological examination, Obtaining and interpretation of gynecological history, gynecological examinations - clinical examination and recording of findings

3. Prevention of gynecological diseases – health education, planning preparation and conducting screening tests. Description of examinations in gynecological care

4. Basic gynecological problems and management (fibroids, polyps, ovarian cysts, menstrual disorders, vulva, vagina, uterus and pelvic four changes, etc.)

5. Management of gynecological emergencies (mainly) not related to pregnancy (e.g. acute pelvic pain)

6. Analysis of care in gynecological oncology patients and psycho-emotional support

7. Support and promotion of sexual and reproductive health - Termination of pregnancy

8. Care of perimenopausal women

9. Urogynecological problems – dysfunctional disorders

10. Pre and post operative care of gynecological patients

11. Other current issues. Identification of women who have suffered violence and their support in the health field. Health care of women with special social or non-social characteristics.

Lab-clinical practice:
Students practice in gynecology departments, and gynecological outpatient clinics, pap smear clinic, breast clinic, emergency gynecological outpatient clinics, special clinics, e.g. menopause clinic, urogynecology clinic, adolescent gynecology clinic, infertility clinic, gynecological ultrasound clinic, microsurgery.

Skills:

1. Obtaining a gynecological history, Pap test and liquid cytology method, Vaginal discharge K/a, Clinical breast examination, Preparation for gynecological examination, Completing referrals and instructions for examinations, Record keeping, Preparation and instrumentation for colposcopy, Teaching exercises for perineum and breast self-examination, Counseling in gynecological matters, assessment of the gynecological patient, Hygiene care and nursing of gynecological patients, administration of medicines, bed exercises,

2. Preoperative and postoperative care of gynecological cases, wound care and assessment, pain assessment and relief, symptom assessment, care to prevent complications - thrombosis

3. Discharge instructions

4. During clinical practice, students also follow the guidelines for their behavior in the hospital settings, the protection of personal data of the patients, hygiene and how to manage infectious material.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Lectures: Face to face teaching

Laboratory part clinical exercise and hands-on exercises: interactive teaching in small groups in the hospital or in the school laboratory, demonstration of clinical skills on models</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Moodle" electronic platform for students to access the educational material of the course,
▪ Use of PC video projector and power point program,
Internet connection for educational activities (pages of health organizations (W.H.O.), search for guidelines, scientific sources, epidemiological indicators, educational videos)</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>ACTIVITIES</th><th>Semester Work load</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>Lab/ Clinical part</td><td>60</td></tr>
<tr><td>Exercises – scenarios</td><td>26</td></tr>
<tr><td>Self-studying</td><td>38</td></tr>
<tr><td>Assignment in groups</td><td>Included</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total</td><td>150</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Theoretical part: Written examination of multiple choice or short answer, development questions, solving problems-cases
Group work and presentation
50% theory assessment
50% assessment of the Laboratory

Workshop: Clinical practice: observation and application of clinical skills
Practical exercises: oral examination, observation of development of clinical skills, abilities and know-how, application of clinical skills on preforms, written test, application of protocols and steps of clinical skills eg taking a vaginal swab.
Condition for the grade of the theoretical part and the grade of the laboratory to be at least five (5) each.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

1. Εγχειρίδιο Γυναικολογικής Νοσηλευτικής Φροντίδας 2011 εκδ Πασχαλίδη
2. Περιγεννητική Μαιευτική φροντίδα Mayes εκδ Πασχαλίδη 2022
3. Νοσηλευτική Μητρότητας εκδ Λαγός 2010
4. Gupta S., Holloway D., Kubba A. Oxford (2010). Εγχειρίδιο Γυναικολογικής Νοσηλευτικής Φροντίδας (Oxford Handbook of Women's Health Nursing. Επιμέλεια- Μετάφραση: Α. Δελτσίδου, Χ. Νάνου, Μ. Μωραΐτου), Broken Hill Publishers LTD, Nicosia, Cyprus.
5. The Royal College of Obstetricians and Gynaecologists, PROVIDING QUALITY PATIENT CARE

GYNAECOLOGY STANDARDS PROVIDING QUALITY CARE FOR WOMEN STANDARDS FOR GYNAECOLOGY CARE, 2016, https://www.rcog.org.uk/media/mgnejcft/gynaestandards.pdf

6. American Academy of Family Physicians,Women's Health Clinical Recommendations & Guidelines,2023, https://www.aafp.org/family-physician/patient-care/clinical-recommendations/recommendations-by-topic/women-health-clinical-recommendations-guidelines.html

7. RCOG and women's health organisations joint statement on stigma and shame in women's health services https://www.fsrh.org/news/rcog-and-womens-health-organisations-joint-statement-on-stigma/

8. Hoffman SR, Farland LV, Doll KM, Nicholson WK, Wright MA, Robinson WR. The epidemiology of gynaecologic health: contemporary opportunities and challenges. J Epidemiol Community Health. 2020 Oct 27:jech-2019-213149. doi: 10.1136/jech-2019-213149. Epub ahead of print. PMID: 33109525; PMCID: PMC8095335.

Related Scientific Journals:

- Journal of Midwifery & Women's Health (JMWH) https://onlinelibrary.wiley.com/journal/15422011
- Women's Health https://journals.sagepub.com/home/whe
- Journal of Women's Health https://home.liebertpub.com/publications/journal-of-womens-health/42
- BMC Women's Health https://bmcwomenshealth.biomedcentral.com/
- International Journal of Women's Health https://www.tandfonline.com/journals/djwh20
- Perceptions of Reproductive Health https://crimsonpublishers.com/prm/#:~:text=Reproductive%20Health%20is%20an%20international,at%20all%20stages%20of%20life.
- Reproductive Health https://reproductive-health-journal.biomedcentral.com/
- Frontiers in Global Women's Health https://www.frontiersin.org/journals/global-womens-health
- Menopause, NAMS, https://journals.lww.com/menopausejournal/pages/default.aspx
- Post Reproductive Health Journal, https://thebms.org.uk/publications/journal/
- European Journal of Cancer Care https://www.hindawi.com/journals/ejcc/?utm_source=google&utm_medium=cpc&utm_campaign=HDW_MRKT_GBL_SUB_ADWO_PAI_KEYW_JOUR_EJCC_GENB&gclid=CjwKCAjwu4WoBhBkEiwAojNdXleapWWYgMSKD0DpjP_KwqQS84i9mckglwhIh60yZhXu6ceY4FXftBoCX6gQAvD_BwE
- Journal of obstetrics ang gynecology https://www.tandfonline.com/toc/ijog20/current
- International journal of obstetrics and gynecology https://obgyn.onlinelibrary.wiley.com/journal/18793479

PAEDIATRICS - NEONATOLOGY
COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**4003**	**SEMESTER**	**4th**
COURSE TITLE	PAEDIATRICS - NEONATOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	4 hrs	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Basic understanding of the fundamentals of paediatrics and neonatology.

Recognition and description of common neonatal conditions.

Knowledge of procedures used in neonatal resuscitation and emergency care.

Understanding methods of effective communication with families and health professionals.

Understanding ethical criteria in pediatric and neonatal care.

Ability to collaborate with other Health professionals as a member of an interdisciplinary team

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and *Project planning and management*

information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *……*
Search for, analysis and synthesis of data and information, with the use of the necessary technology *Decision-making* *Working independently* *Teamwork* *Working in an interdisciplinary environment* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism*	

(3) SYLLABUS

Introduction to Pediatrics and Neonatology
Neonatal Assessment and Care
Neonatal Anatomy and Physiology
Premature Infants
Congenital Abnormalities
Initial Assessment and APGAR Score
Common Neonatal Conditions
Neonatal Resuscitation
Infant nutrition and development
Breastfeeding and formula
Nutritional Requirements
Development Monitoring
Pediatric assessment and common conditions
Pediatric History and Physical Examination
Common Pediatric Diseases
Vaccinations
Communication skills
Family Support
Cultural sensitivity
Ethical and legal issues
Consent and Confidentiality
Ethical Dilemmas of Pediatrics and Neonatology
Pediatric Emergencies

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice,*	

Activity	***Semester workload***
Lectures	26
Independent work	24

fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Teamwork	25
	Interactive teaching	25
	Course total	100
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Greek language Written exams: multiple choice question, free answer, problem solution, role-playing in case-studies.	

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Nelson Βασική Παιδιατρική 5η έκδοση, Marcdante J. Karen, Kliegman M. Robert

Πρακτική Νεογνολογία, Richard Polin, Mervin Yoder

MIDWIFERY OF LABOR AND PUERPERIUM
COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES		
ACADEMIC UNIT	MIDWIFERY DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**4004**	**SEMESTER**	**4th**
COURSE TITLE	MIDWIFERY OF LABOR AND PUERPERIUM		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	4 hrs	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of this course, is for the students to gain all the necessary knowledge, regarding to the labor, to be able to observe and implement a vaginal delivery, as well as vaginal delivery in breech presentation. Moreover, the aim and target of the course, consist of providing the basic knowledge on post-term pregnancies, premature rupture of membranes and pre-term labor, labor induction, oxytocic drugs, fetal distress, malpresentations, unstable presentations, dystocias, assisted deliveries (forceps and ventouse), caesarean section, and finally physiology and pathology of the puerperium.
After the successful course completion, the students will be able to:
Perform a vaginal delivery, knowing the procedures and its course.
To know the procedures, the criteria, and the implementation of assisted vaginal delivery, as well as the caesarean section.
To recognize malpresentations and take decisions on the mode of delivery.
To be able to assist in treating preterm labor, preterm rupture of membranes, post-term pregnancies, fetal distress and dystocias.
Finally, to correctly observe the puerperium period, recognize pathological situations, and treat them properly.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Showing social, professional, and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

1. Basic meanings, principles, anatomy, and physiology of Labor.
2. Procedure, times, and progress of vaginal labor, breech presentation labor.
3. Irregular positions and presentations, umbilical cord prolapse, and methods of labor.
4. Induction of labor and oxytocic drugs – contractions enhancement.
5. Forceps and vacuum assisted delivery (ventouse).
6. Premature rupture of membranes – preterm birth.
7. Post-term pregnancy
8. Fetal distress
9. Dystocias: Labor and Shoulder dystocia, retained placenta.
10. Caesarean Section
11. Normal puerperium changes, pathological situations in puerperium and treating them.
12. Practical skills implementation.
13. Course recap

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom face to face, practical implementation, asynchronous education
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	PC and video-projector use for powerpoint presentations, educational videos, Protocols' and Guidelines' presentation and use, Moodle platform, email use.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	52
Study and analysis of bibliography	20
Interactive teaching	18
Essay writing	25
Problem based learning	10
Course total (25 hours workload per ECTS credit: 25 X 5 = 125hours)	125

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Greek language Written exams: multiple choice question, free answer, problem solution, role-playing in case-studies. Evaluation of essays and practical skills

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1. American Academy of Family Physicians. ALSO Syllabus. 5th Edition, 2017.
2. Vrachnis N. Gynaecological emergencies (ALSG Syllabus). Litsas Medical Editions, 2012.
3. Iatrakis G. Emergency problems during pregnancy and labor. Zevelakakis Editions, 2012.
4. Smith, R. Netter's Obstetrics and Gynaecology, 2nd Edition, Paschalidis Editions, 2019.
5. Antonakou, A., Papoutsis, D. Midwifery care in pregnancy. Broken Hills Publishers LTD Editions, 2019.
6. Scientific Society of Midwives of Greece "Midwifery". Evidence-based care in vaginal delivery. Scientific Society of Midwives of Greece "Midwifery" Editions, 2011.
7. Leveno, K. Williams Midwifery Syllabus, Pregnancy complications, 23rd Edition, Parisianos' scientific editions, 2014.
8. Posner, G., Black, A., Jones, G. Labor and delivery, 6th Edition, Parisianos' scientific editions, 2019.

Related Scientific Journals:

1. American Journal of Obstetrics and Gynaecology
2. European Journal of Obstetrics, Gynaecology and Reproductive Medicine
3. Archives in Gynecology and Obstetrics
4. Obstetrics and Gynecology

Gynecological Oncology
COURSE OUTLINE

(6) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**4005**	**SEMESTER**	**4th**
COURSE TITLE	**Gynecological Oncology**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hours	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=296

(7) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The objectives and purpose of the course include that students will acquire all the necessary knowledge about endometrial cancer, uterine sarcomas, epithelial and non-epithelial ovarian tumors, fallopian tube malignancies, cervical cytology (Pap test), colposcopy, cervical intraepithelial lesions, cervical cancer, premalignant and malignant vulvar diseases, intraepithelial neoplasia and vaginal cancer, trophoblastic disease, and the basics of chemotherapy and radiation therapy.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas	*Others…* *…….*

Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Showing social, professional and ethical responsibility and sensitivity to gender issues
Respect for difference and multiculturalism
Criticism and self-criticism
Production of free, creative and inductive thinking

(8) SYLLABUS

Endometrial cancer

- Uterine sarcomas
- Epithelial tumors of the ovaries
- Non-epithelial ovarian tumors
- Malignant diseases of the fallopian tubes
- Cytological examination of the cervix (Pap test)
- Colposcopy
- Intraepithelial lesions of the cervix
- Cervical cancer
- Premalignant and malignant diseases of the vulva
- Intraepithelial neoplasia and vaginal cancer
- Trophoblastic disease
- Basic principles of chemotherapy
- Basic principles of radiation therapy

(9) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	25
study and analysis of bibliography	15
interactive teaching	10
essay writing	25
Course total (25 hours workload per ECTS credit: 25 X 3 = 75hours)	75

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure*	Evaluation Language: Greek

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Assessment with Written Multiple-Choice Exams, Short Answer Questions Written Assignments and presentation in the class Evaluation of student participation in interactive educational processes • Problem Solving Evaluation Criteria • Model answers from the textbooks and teaching notes of the course • Standard format for writing and presenting scientific papers The evaluation criteria are accessible to the students and are thoroughly analysed in the first lecture.

(10) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

JM Dixon (ed) Breast Surgery, M.Ζαφράκας (εκδ) Χειρουργική Μαστού-Μαστολογία, Broken Hill Publishers 2016.
Roger P Smith (ed) Netter's Obstetrics and Gynecology, Μ. Ζαφράκας (εκδ.) Netter's Μαιευτική και Γυναικολογία, Broken Hill Publishers, 2019
BA Magowan, P Owen, A Thomson (eds) Clinical Obstetrics and Gynaecology, ΒΑ Λυμπέρης, ΓΧ Γαλάζιος, Μ. Ζαφράκας, Π. Παπασωζομένου (εκδ.) Κλινική Μαιευτική και Γυναικολογία, Επιστημονικές Εκδόσεις Παρισιάνου ΑΕ, 2019.

Related scientific journals:

- The Breast
- Breast cancer research and treatment
- Breast cancer research
- European Journal of Gynaecological Oncology
- American Journal of Obstetrics and Gynecology
- European Journal of Obstetrics, Gynaecology and Reproductive Medicine
- Archives in Gynecology and Obstetrics
- Obstetrics and Gynecology

Mastology
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**4006**	**SEMESTER**	**4th**
COURSE TITLE	**Mastology**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hours	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=297

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aims and purpose of the course include students to acquire all the necessary knowledge about the anatomy, embryology and normal development of the breast, imaging methods in mammology, congenital and acquired malformations of breast development, benign invasive processes and breast inflammations, abnormal nipple discharge, mastology, fibrocystic change of the breast, simple and atypical ductal and lobular hyperplasia, lobular and ductal carcinoma in situ, cancer epidemiology and risk factors of the breast, hereditary forms and primary and secondary prevention of breast cancer, clinical picture, diagnostic approach, pathological anatomy, prognostic factors, staging and treatment of breast cancer.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism

Working in an international environment *Working in an interdisciplinary environment* *Production of new research ideas*	*Production of free, creative and inductive thinking* *……* *Others…* *……*
Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Teamwork* *Working in an interdisciplinary environment* *Production of new research ideas* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Respect for difference and multiculturalism* *Criticism and self-criticism* *Production of free, creative and inductive thinking*	

(3) SYLLABUS

Descriptive anatomy of the breast

- Embryology of the breast
- Normal breast development
- Imaging methods in mammology
- Congenital and acquired abnormalities of breast development
- Benign invasive processes of the breast
- Breast inflammations
- Abnormal nipple discharge
- Mastalgia / Mastodynia
- Diseases of the breast as a result of breastfeeding
- Fibrocystic change of the breast
- Simple and atypical hyperplasia of the ducts and lobes
- Lobular and ductal carcinoma in situ
- Epidemiology and risk factors of breast cancer
- Hereditary forms of breast cancer
- Primary and secondary prevention of breast cancer
- Clinical picture of breast cancer and diagnostic approach
- Pathological anatomy and prognostic factors of breast cancer
- Staging of breast cancer
- Therapeutic treatment of breast cancer
- Breast cancer during pregnancy and lactation
- Leafy Tumor

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Communication via e-mail (email) • Online platform moodle • Use of personal computer and video projector – presentations from powerpoint, Word, pdf, Use of paint

<table>
<tr><td></td><td>for interactive teaching • Use of sources from the internet – educational videos, scientific databases, websites and guidelines scientific organizations.</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>25</td></tr>
<tr><td>study and analysis of bibliography</td><td>10</td></tr>
<tr><td>interactive teaching</td><td>10</td></tr>
<tr><td>essay writing</td><td>5</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Course total (25 hours workload per ECTS credit: 25 X 2 = 50hours)</td><td>50</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Evaluation Language: Greek

Assessment with Written Multiple-Choice Exams, Short Answer Questions
Oral evaluation offered
Offered public presentation
Evaluation of student participation in interactive educational processes
• Problem Solving Evaluation Criteria
• Model answers from the textbooks and teaching notes of the course
• Standard format for writing and presenting scientific papers</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

JM Dixon (ed) Breast Surgery, M. Ζαφράκας (εκδ) Χειρουργική Μαστού-Μαστολογία, Broken Hill Publishers 2016.
Roger P Smith (ed) Netter's Obstetrics and Gynecology, Μ. Ζαφράκας (εκδ.) Netter's Μαιευτική και Γυναικολογία, Broken Hill Publishers, 2019
BA Magowan, P Owen, A Thomson (eds) Clinical Obstetrics and Gynaecology, ΒΑ Λυμπέρης, ΓΧ Γαλάζιος, Μ. Ζαφράκας, Π. Παπασωζομένου (εκδ.) Κλινική Μαιευτική και Γυναικολογία, Επιστημονικές Εκδόσεις Παρισιάνου ΑΕ, 2019.

Related scientific journals:

- The Breast
- Breast cancer research and treatment
- Breast cancer research
- European Journal of Gynaecological Oncology
- American Journal of Obstetrics and Gynecology
- European Journal of Obstetrics, Gynaecology and Reproductive Medicine
- Archives in Gynecology and Obstetrics
- Obstetrics and Gynecology

14.1 5th Semester Courses

Midwifery Care during Postpartum

COURSE OUTLINE

(1) GENERAL

FACULTY	School Of Health Science		
SECTION	MIDWIFERY DEPARTMENT		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	50011	**SEMESTER OF STUDY**	
COURSE TITLE	Midwifery care during Postpartum		
INDEPENDENT TEACHING ACTIVITIES *in case credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits*		**WEEKLY HOURS OF TEACHING**	**CREDITS**
Tutorials (Theory) & practice works		2 hours theory	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.		5 hours clinical practice	
		7 hrs	7
COURSE TYPE *Background, General Knowledge, Scientific Area, Skills Development*	Special background (Mandatory)- (Skills development)		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE E-PAGE (URL)	https://exams-minutr.the.ihu.gr		

(2) LEARNING OUTCOMES

Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and competences of an appropriate level that students will acquire after the successful completion of the course.
Consult Appendix A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Summary Guide*

The aim of the course is to familiarize students with modern obstetric care to support the health of women who have recently given birth, based on modern guidelines and international protocols, as well as according to the range of professional rights and responsibilities of midwives worldwide.

At the end of the module the student is expected to be able to apply:

1. Basic and specific skills in obstetric care for women who have recently given birth
2. Apply holistic care to the postpartum and newborn after childbirth and for 6 weeks after delivery

3. Assess, monitor and care for high-risk postpartum women and postpartum patients suffering from a disease

4. Detect in time aggravating risk factors for the mental health of the postpartum mother, refer her to the specialist

5. To approach socially vulnerable groups with particular sensitivity.

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them does the course aim at?.

Search, analyze and synthesize data and information, using the necessary technologies	*Project planning and management*
Adapting to new situations	*Respect for diversity and multiculturalism*
Decision-making	*Respect for the natural environment*
Autonomous work	*Demonstrate social, professional and ethical responsibility and sensitivity to gender issues*
Teamwork	*Criticism and self-criticism*
Working in an international environment	*Promoting free, creative and inductive thinking*
Working in an interdisciplinary environment	
Generation of new research ideas	

Search, analyze and synthesize data and information, using the necessary technologies
Decision-making
Autonomous work
Teamwork
Adapting to new situations
Working in an interdisciplinary environment
Project planning and management
Criticism and self-criticism
Respect for diversity and multiculturalism
Promoting free, creative and inductive thinking

(3) COURSE CONTENT

- Introduction to the course - learning objectives, basic concepts, linking it subject matter with the professional rights of midwives,
- Postpartum Health Record, Postpartum Physiology
- Postpartum obstetric care^{1st} -3rd 24^{hours}
- Pain management, emergency management
- Management of vulnerable social groups
- Family environment assessment
- Home maternity care

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY METHOD *Face-to-face, Distance learning, etc.*	Face to face, Distance learning partially, via online connection with guest speakers
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Training, Communication with students*	Electronic platform "moodle" for access to the educational material of the course by students, Use of pc projector and power point program, connection to the internet for educational activities (pages of organizations for neonatal health, search for guidelines, scientific sources, epidemiological indicators, educational videos)

TEACHING ORGANIZATION

The method and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Assignment / Assignment Writing, Artistic creation, etc.

The student's study hours for each learning activity as well as the hours of unguided study are listed, so that the total workload at semester level corresponds to ECTS standards

Activity	***Semester Workload***
Lectures	26
laboratory exercise,	
Clinical Practicum	65
Literature study & analysis	21
Writing a paper / assignments,	23
Tutorial	40
Total Course	***175***

STUDENT EVALUATION

Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Others

Evaluation Language: Greek
Assessment with Written Multiple-Choice Exams, Short Answer Questions

Written assignments to student groups and oral presentation during classes (voluntary basis)

The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture.

(5) ATTACHED BIBLIOGRAPHY:

Proposed bibliography:

1. Yearley C, Rogers C and Jay A (2017). 'Including the newborn physical examination in the pre-registration midwifery curriculum – national survey'. British Journal of Midwifery, 25(1): 26-32. Ανακτήθηκε από : https://www.magonlinelibrary.com/doi/abs/10.12968/bjom.2017.25.1.26

2. Lowdermilk, Deitra Leonard; Perry, Shannon E., Νοσηλευτική Μητρότητας, 8η Έκδοση, 2013, Αθήνα, Εκδόσεις Λάγος,

3. Περιγεννητική Μαιευτική Φροντίδα 15η εκδ MAYES 2022

Related Scientific Journals:

- European journal of midwifery
- Midwifery
- British journal of Midwifery
- Midirs
- Lancet
- Women's Health

Midwifery Care of Newborn
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**50021**	**SEMESTER**	**5th**
COURSE TITLE	Midwifery Care of Newborn		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory) & practice works		2 hours theory	
		5 hours lab & Clinical practice	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		7 hours	7
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory) – (skills development)		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://moodle.teithe.gr/course		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of this course is to familiarize students with modern Midwifery neonatal care for the support of the health of newborns and infants. This care is based on contemporary guidelines and international protocols, as well as in accordance with the scope of the professional rights and responsibilities of midwives and obstetricians on a global level.

Upon completing this course, students are expected to be able to:

1. Receive the newborn at birth, support their transition from intrauterine to extrauterine life, and provide neonatal resuscitation.

2. Identify the newborn before any procedure and complete the necessary identification and documentation (history, health record, examination referrals, accountability record, monitoring chart, etc.).

3. Conduct proper and continuous clinical assessment of the health and development of the newborn and infant through clinical examination, with an emphasis on distinguishing between normal and abnormal findings by system.

4. Provide up-to-date healthcare and monitoring of the newborn in the maternity ward and at home (hygiene, skin care, weighing, collection of biological samples, pulse oximetry, assessment of urine and bowel movements).

5. Support successful breastfeeding and the development of the newborn. Become familiar with the feeding models for newborns and infants (maternal milk, infant formula - safe preparation and administration, placement of gastrostomy tube and milk administration using various methods: alternative forms of neonatal feeding).

6. Assess the infant's growth based on growth charts and other findings.

7. Properly and safely collect laboratory tests (blood tests, urine tests, culture collection, etc.) with accompanying comfort measures and evaluate neonatal jaundice and other tests for the newborn.

8. Correctly apply phototherapy and monitor the newborn with neonatal jaundice.

9. Properly collect and understand the significance of the neonatal screening test (Guthrie Card) for metabolic diseases before the newborn's discharge.

10. Evaluate the findings of laboratory tests in the safe preparation and administration of vaccines or medications following a physician's written instructions for the newborn/infant (e.g., vitamin K, antibiotics, etc.).

11. Plan and implement care, prevention, diagnosis, and referral strategies for the major health conditions of newborns and infants that may arise.

12. Support the well-being and healthy development of the newborn/infant by involving parents in their care (bathing, skin-to-skin contact, communication) and empowering parents for their child's care.

13. Prepare and involve parents in shaping strategies to support the health of newborns and infants, including counselling on the environment and daily routines, safe sleep guidelines, dressing, hygiene, safe transportation of the newborn, health visitation and medical examinations, maintaining a health monitoring file, accident prevention, and first aid education.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team-work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

-Course Introduction - Learning Objectives, Basic Concepts, Connection of the Subject to the Professional Rights of Midwives and Obstetricians:

- Classification of Neonates, Neonatal Health, and Epidemiology.

- Reception of the newborn at birth, support of their transition from intrauterine to extrauterine life, and neonatal resuscitation.

- Evaluation of the health and development of the neonate through clinical examination, with an emphasis on differentiating between normal and pathological findings by system.

- Care and monitoring of the neonate in the maternity ward from admission to discharge (hygiene, medical history, documentation, emergency care, respiratory care, referrals) or at home.

- Support for successful breastfeeding and the development of the neonate. Familiarization with neonatal feeding models (maternal milk, infant formula - safe preparation). Assessment of healthy growth.

- Techniques to support the well-being and healthy development of the neonate/infant by involving parents in care and empowering them.

- Collection of laboratory tests with accompanying comfort measures and evaluation of neonatal jaundice and other tests by the neonate. Collection and understanding of the significance of neonatal screening (Guthrie Card).

- Safe preparation and administration of vaccines, medications, and vitamins following a physician's written instructions for the neonate/infant.

- Care and prevention plan, diagnosis, and referral for major health conditions that may arise in neonates and infants.

- Active involvement of parents in shaping strategies to support the health of neonates and infants. Safety at home, during travel, and in daily routines. Health monitoring file for the neonate. Parent education on concerning signs and first aid for neonates.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.*	

Activity	*Semester workload*
Lectures	26
Written assignments & presentations	23
Study and analysis of bibliography	21
Practice Works	40
Clinical Practice	65

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Course total (25 hours workload per ECTS credit: 25 X 7= hours)	175
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams, Short Answer Questions Written assignments to student groups and oral presentation during classes (voluntary basis) Examination of clinical Skills related to newborn care Case analysis - Problem solving The evaluation criteria both for the essays and the course are accessible to the students and are thoroughly analysed during the first lecture	

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1. Yearley C, Rogers C and Jay A (2017). 'Including the newborn physical examination in the pre-registration midwifery curriculum – national survey'. British Journal of Midwifery, 25(1): 26-32. Ανακτήθηκε από : https://www.magonlinelibrary.com/doi/abs/10.12968/bjom.2017.25.1.26
2. Bartholomew M., Newborn and Infant Physical Examination: motivating midwives after 'training', The practicing Midwifery Journal, 2018, All4maternity, ανακτήθηκε από : https://repository.uwl.ac.uk/id/eprint/4841/7/all4maternity%20com-Newborn%20and%20Infant%20Physical%20Examination%20motivating%20midwives%20after%20training.pdf
3. National Institute for Care and Health Excellence, NICE, 2015 : Quality statement 7: infant health – physical examination ανακτήθηκε από: https://www.nice.org.uk/guidance/qs37/chapter/Quality-statement-7-Infant-health-physical-examination
4. MSD Manual, Evaluation and care of the normal neonate by Consolini D. M., Kimmel S., Medical College of Thomas Jefferson University, (2016), ανακτήθηκε από : https://www.msdmanuals.com/professional/pediatrics/care-of-newborns-and-infants/evaluation-and-care-of-the-normal-neonate
5. Βιβιλάκη Β., (2016), *Πρωτοβάθμια μαιευτική φροντίδα : η μαία στη Π.Φ.Υ*, Εκδόσεις: Π.Χ. Πασχαλίδης, Broken hill publishers ltd.
6. Lowdermilk, Deitra Leonard; Perry, Shannon E., Νοσηλευτική Μητρότητας, 8η Έκδοση, 2013, Αθήνα, Εκδόσεις Λάγος,
7. American Academy of Pediatrics (2004) 'Management of Hyperbilirubinemia in the Newborn Infant 35 or More Weeks of Gestation' , ανακτήθηκε από: https://pediatrics.aappublications.org/content/114/1/297
8. Σύγχρονη Παιδιατρική Lissauer T., Roberts G., Foster C. & Coren M., Κύπρος, Εκδόσεις Πασχαλίδης (2016)
9. Ινστιτούτο Υγείας του Παιδιού(ΙΥΠ), Βιβλιάριο Υγείας Παιδιού, http://epilegothilasmo.gr/wp-content/uploads/2017/01/Vivliario_ygeias_paidiou.pdf
10. Ινστιτούτο Υγείας του Παιδιού. (2011). Το Πρόγραμμα Προληπτικού Ελέγχου Νεογνών στην Ελλάδα. https://www.ich.gr/en/%CE%B1%CE%BD%CE%B9%CF%87%CE%BD%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CF%8C-%CF%80%CF%81%CF%8C%CE%B3%CF%81%CE%B1%CE%BC%CE%BC%CE%B1-%CE%BD%CE%B5%CE%BF%CE%B3%CE%BD%CF%8E%CE%BD-screening/%CF%84%CE%BF-%CF%80%CF%81%CF%8C%CE%B3%CF%81%CE%B1%CE%BC%CE%BC%CE%B1-%CF%80%CF%81%CE%BF%CE%BB%CE%B7%CF%80%CF%84%CE%B9%CE%BA%CE%BF%CF

%8D-%CE%B5%CE%BB%CE%AD%CE%B3%CF%87%CE%BF%CF%85-%CE%BD%CE%B5%CE%BF%CE%B3%CE%BD%CF%8E%CE%BD.html
11. WHO Recommendations on Newborn Health, Guidelines approved by the who guidelines review committee updated may 2017, https://apps.who.int/iris/bitstream/handle/10665/259269/WHO-MCA-17.07-eng.pdf?sequence=1
12. Stewart D, Benitz W., Committee on Fetus and Newborn. Umbilical Cord Care in the Newborn Infant. Pediatrics. 2016 Sep;138(3) https://pediatrics.aappublications.org/content/138/3/e20162149.long
13. WHO Reproductive Health Library. WHO Recommendation on bathing and other postnatal care of the newborn (February 2018). The WHO Reproductive Health Library; Geneva: World Health Organization, https://extranet.who.int/rhl/topics/newborn-health/care-newborn-infant/who-recommendation-bathing-and-other-immediate-postnatal-care-newborn
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15. Αντωνιάδου-Κουμάτου, Ι. & Σοφιανού, Α. (2015). Μητρικός Θηλασμός: Οδηγός για Επαγγελματίες Υγείας. Αθήνα: Ινστιτούτο Υγείας του Παιδιού.
16. European Resuscitation Council Guidelines for Resuscitation 2015: Section 7. Resuscitation and support of transition of babies at birth https://ercguidelines.elsevierresource.com/european-resuscitation-council-guidelines-resuscitation-2015-section-7-resuscitation-and-support#Timingofclampingtheumbilicalcord
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18. Renfrew & Mcfadden & Bastos & Campbell & Channon & Cheung & Delage & Downe, & Kennedy & Malata & McCormick, Felicia & Wick, Laura & Declerq, Eugene. (2014). Midwifery and quality care: findings from a new evidence-informed framework for maternal and newborn care. The Lancet. https://www.researchgate.net/publication/313431305_Midwifery_and_quality_care_findings_from_a_new_evidence-informed_framework_for_maternal_and_newborn_care
19. Task Force on Sudden Infant Death Syndrome. SIDS and Other Sleep-Related Infant Deaths: Updated 2016 Recommendations for a Safe Infant Sleeping Environment. Pediatrics. 2016 Oct:e20162938. https://pediatrics.aappublications.org/content/early/2016/10/20/peds.2016-2938
20. ABM Clinical Protocol #3: Supplementary Feedings in the Healthy Term Breastfed Neonate, Revised 2017, BREASTFEEDING MEDICINE, Volume 12, Number 3, 2017, DOI: 10.1089/bfm.2017.29038.ajk http://www.npqic.org/files/125203316.pdf

Related Scientific Journals:

Pediatrics and Neonatology
Journal of Neonatology
Journal of Clinical Neonatology
Journal of Neonatal Nursing
Journal of Perinatal and Neonatal Nursing
Neonatal Nursing Archives
Journal of Human Lactation
Resuscitation, Official Journal of European Resuscitation, Council
Midwifery

High-Risk Pregnancy
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**5003**	**SEMESTER**	**5th**
COURSE TITLE	High-Risk Pregnancy		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	4 hrs	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is for the student to be able to assimilate knowledge about the basic principles of the physiology of pregnancy and pathological conditions in pregnancy and childbirth so that he can respond with his knowledge to clinical practice in departments such as the delivery room and the E.I. high risk clinic.

After successful completion of the course students will be able to:
8. To have knowledge about the pathology of pregnancy
9. To recognize signs that deviate from normal
10. To deal with emergency situations in pregnancy and labour
11. To apply the protocols and guidelines
12. To recognize the pathological signs in time
13. To fill in a complete patient health history
14. To cooperate with other institutions and health professionals.
15. To have the ability of informed counselling in pathological situations

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Autonomous work
Teamwork
Work in an international environment
Work in an interdisciplinary environment
Promotion of free, creative and inductive thinking
Assignment by groups in order to analyse and present of scientific papers, tools, manuals from standard health education programs.

(3) SYLLABUS

1. Socio-Demographic factors associated with harmful conditions (pregnant weight, medications, diet, work)
2. Clinical examination in obstetrics
3. Laboratory Investigation
4. Prenatal control in pathological conditions (fetal movements, ultrasound, biophysical profile)
5. Pregnancy at the extremes of reproductive age
6. High risk pregnancy
7. Hypertensive conditions in pregnancy
8. Bleeding during pregnancy and childbirth
9. Thrombophilia
10. Shock during childbirth
11. Gestational diabetes, multiple pregnancy

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class

TEACHING METHODS

The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	*Semester workload*
Lectures	52
Interactive teaching	25
Independent Study	20
Study and analysis of bibliography	12
Written assignments & presentations	16
Course total (25 hours workload per ECTS credit: 25 X 5 = 125 hours)	125

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language: Greek – English Written assignment & oral presentation Case study analysis Problem solving Final exams with Multiple choice test, Essay Development Questions, and Short Answer Questions

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Μαιευτική Γυναικολογία Λώλης εκδ. Παρισιάνου 2004
Γυναικολογία και Μαιευτική ten teachers 2019 εκδ Πασχαλίδη
Μαιευτική και Γυναικολογία Κουμαντάκης Ευγένιος 2008 εκδ Πσχαλίδης

Related scientific Journals:

Journal of obstetrics ang gynecology
Journal of Ovarian research
International journal of obstetrics and gynecology
Ελληνική Μαιευτική κ Γυναικολογική Εταρεία
American Journal of Obstetrics and Gynecology
European Journal of Obstetrics & Gynecology and Reproductive Biology

English Terminology
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**5004**	**SEMESTER**	**5th**
COURSE TITLE	English Terminology		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hrs	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK - ENGLISH
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the English Terminology course is to acquaint the students with the English educational terminology of their study program and specifically of Obstetrics. Oral and written comprehension skills are cultivated while at the same time the students' creative and inductive thinking is strengthened through the processing of scientific articles. Reference is made to terms and definitions used in the English language. The course also allows students who would like to participate in student exchange programs through Erasmus programs to practice.

Upon successful completion of the course, the student will be able to:

1) To have fluency in studying and understanding foreign language literature related to Obstetrics
2) To be able to obtain a general picture of the content of a special technical text of Obstetrics science, despite the existence of unfamiliar vocabulary and terminology.
3) To relay in the English language in writing and orally as well as the information they receive through written or oral speech.

4) To be able to extract the central idea of the topic of a scientific text and summarize its content.
5) To use the obstetric terms in oral speech
6) To be able to provide counseling on health issues in the English language
7) To gain confidence for his participation in Erasmus programs or postgraduate programs in the English language.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search, analysis and synthesis of data and information, using the necessary technologies
Decision making
Autonomous work
Teamwork
Adaptation to new situations
Work in an international environment
Work in an interdisciplinary environment
Project planning and management
Exercise criticism and self-criticism
Respect for diversity and multiculturalism
Promotion of free, creative and inductive thinking

(3) SYLLABUS

Basic knowledge of the English language

English terminology in Anatomy urinary system, male and female reproductive system, gastrointestinal system

English Terminology in Obstetrics

English terminology in the health sciences

Search and critical reading of foreign language literature

Cultivation of oral language in simulated conditions with clinical practice

Cultivating the written word with group assignments in English

Translation of English medical and obstetric texts.

Grammar practice and revision (writing, tenses, etc.).

Practice texts to enrich medical English terminology and vocabulary.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are*	

Activity	***Semester workload***
Lectures	26

described in detail. *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Written assignments & presentations	15
	Study and analysis of bibliography	10
	Self-directed learning Independent Study	15
	Interactive teaching	9
	Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)	75
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language: Greek – English Written assignment & oral presentation Final exams with Multiple choice test, Essay Development Questions, and Short Answer Questions	

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

-Αγγλική Ορολογία στις Βιοϊατρικές Επιστήμες Έκδοση: 1/2018 Συγγραφείς: Allan David, Lockyer Karen ISBN: 9789925563623 Διαθέτης (Εκδότης): BROKEN HILL PUBLISHERS LTD
-MEDICAL LANGUAGE-ΑΓΓΛΙΚΗ ΟΡΟΛΟΓΙΑ ΓΙΑ ΤΙΣ ΕΠΙΣΤΗΜΕΣ ΥΓΕΙΑΣ Έκδοση: 1/2020 Συγγραφείς: SUSAN M. TURLEY ISBN: 9789606080593 Διαθέτης (Εκδότης): ΙΩΑΝΝΗΣ ΚΩΝΣΤΑΝΤΑΡΑΣ
-Εξειδικευμένη Αγγλική Ορολογία Επιστημών Υγείας Έκδοση: 1/2019 Συγγραφείς: Shiland Betsy J. ISBN: 9789925575183 Διαθέτης (Εκδότης): BROKEN HILL PUBLISHERS LTD

Related scientific Journals:

- Midwifery
- British journal of Midwifery
- British Medical Journal
- American Journal of Obstetrics and Gynecology
- Journal of Gynecology & Obstetrics
- International Journal of - Science and Research (IJSR)
- BMC Pregnancy and Childbirth
- European Journal of Midwifery

Ethics, Legislation, Maternal Protection
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**5005**	**SEMESTER**	**5th**
COURSE TITLE	Ethics, Legislation, Maternal Protection		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hours	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=304

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of the course, students are expected to:

1) Be capable of synthesizing existing knowledge and information and using independent thinking to creatively solve ethical and ethical dilemmas that may arise during the practice of the midwifery profession.
2) Be capable of utilizing all contemporary technical/electronic means to acquire up-to-date knowledge of legislations related to the practice of midwifery in Greece and abroad.
3) Be capable of providing clear answers to ethical dilemmas arising from the application of modern technologies in medical science and midwifery, respecting the principles of equality, equity, freedom, and human rights, both patient's and expectant mothers, as described by International Organizations.
4) Be capable of contributing to the social recognition of the midwifery profession, making full use of their potential, through positive contributions to the formulation of current midwifery protocols that meet the particular needs of the community in which they will be active.
5) Be capable of functioning as an autonomous healthcare professional, understanding the legal

framework and ethical rules governing the practice of the midwifery profession through processes of self-directed learning and self-assessment.
5) Be capable of assessing their own performance (self-assessment), so that, together with the instructor, they can shape an educational plan that meets their needs.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The purpose of the course is to acquire the necessary knowledge and to enhance the students' critical thinking so that they can apply the ethical principles of the Midwifery profession and address the ethical issues that may arise during their practice. Through interactive teaching, students engage in discussions about the rights of pregnant women, as well as about the principles of equal treatment and respect that should govern the practice of Midwifery. Additionally, students are informed about the existing Greek, European, and international legislative frameworks that govern the practice of midwifery, as well as those related to the protection of motherhood.

1) Introduction in deontology principles

2) Philosophy - principles of ethics

3) Profession Legislation

4) Maternity Protection

5) Informed consent

6) Abortions

7) Medicalization of childbirth

8) Reproductive age limits

9) Assisted fertilization

10) Surrogacy

11) Confidentiality in labour

12) Confidentiality in obstetrics

13) Sexual education

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams, Short Answer Questions Written assignments to student groups and oral presentation during classes (voluntary basis) The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture.

Activity	***Semester workload***
Lectures	26
Written assignments & presentations	15
Study and analysis of bibliography	10
Self-directed learning Independent Study	15
Interactive teaching	9
Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)	75

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1. Deontology, legislation, history of Midwifery, Protection of Motherhood. Moraitou M. Bita Ed., 2012
2. Health Promotion in Midwifery Practice, a resource for health professionals. Dunkley J. Bailliere Tindall, 2000
3. The New Midwifery, L.A. Page & R. McCandlish, Churchill Livingstone, 2nd Edition 2006
4. The American way of Birth. Mitford J. London Victor Gollancz. 1992
5. Lykeridou K. Midwives' Deontology 1η ed. Zymel 2003
6. ICM Strategic Plan 2013-2023
7. ICM PS2021_EN_ Gender equality and pay equity for midwives.
8. Racial segregation makes consequences of lead exposure worse 2022 https://www.nih.gov/news-events/nih-research-matters/racial-segregation-makes-consequences-lead-exposure-worse

9. Zoe Bradfield et al., Midwives' perceptions of being 'with woman': a phenomenological study, BMC Pregnancy Childbirth. 2019; 19: 363.Published online 2019 Oct 21. doi: 10.1186/s12884-019-2548-4
10. Elard Koch, Monique Chireau, Fernando Pliego, Joseph Stanford, Sebastian Haddad, Byron Calhoun, Paula Aracena, Miguel Bravo, Sebastián Gatica, John Thorp, Abortion legislation, maternal healthcare, fertility, female literacy, sanitation, violence against women and maternal deaths: a natural experiment in 32 Mexican states, BMJ Open. 2015; 5(2): e006013. Published online 2015 Feb 16. doi: 10.1136/bmjopen-2014-006013 PMCID: PMC4342595

Related Scientific Journals:

Journal of Global Ethics
Ethics & education
The journal of ethics
European journal of midwifery
Midwifery
Journal of School Health
Pract Midwife
Lancet
Women's Health
Arch Womens Ment Health
Journal of mother and child
Ethical Issues in Maternal Child Nursing
Journal of Health Economics
Journal of Immigrant and Minority Health
Journal of Immigrant Health
International Journal of Migration, Health and Social Care

ASSISTED REPRODUCTION
COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES		
ACADEMIC UNIT	MIDWIFERY DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**5006**	**SEMESTER**	**5th**
COURSE TITLE	ASSISTED REPRODUCTION		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2hrs	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course, is for the students to gain all the necessary knowledge regarding to the ovulation and spermatogenesis, the fertilization, the first stages of the fetal forming, the congenital malformations of the female reproductive system, the male and female subfertility, the ovulation induction, the in vitro fertilization and micro-fertilization techniques, the Pre-implantation genetic testing, the egg donation, the Assisted Reproduction complications, and the egg, sperm and embryo freezing. Furthermore, the students are guided through implementing diagnostic and surgical techniques that are used in Gynaecology and learn to recognize and treat common and simple problems during fertilization.
After the successful completion of the course, the students will be able to:
• Understand the female reproductive system physiology, as well as the anormal changes that have to do with it.
• Recognize basic subfertility causes and consult the couple.
• Implement and provide a complete care during Assisted Reproduction.
• Suggest contemporary diagnostical techniques and inform about their safe implementation. •

To support and implement Assisted Reproduction procedures.
• To support the subfertile couple psychologically, morally, socially, and offer help when needed.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Decision-making
Working independently
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Respect for difference and multiculturalism
Showing social, professional, and ethical responsibility and sensitivity to gender issues
Showing methodological approach
Production of free, creative, and inductive thinking

(3) SYLLABUS

1. Definition of the subfertile couple – suggestions and solutions.
2. Methods and Procedures of Assisted Reproduction.
3. Male subfertility – Definition and solution suggestions.
4. Anovulation causes.
5. Recurrent miscarriages: General, Anatomical, and Immune factors.
6. Recurrent miscarriages: Hormonal, Genetical, and Hematological factors.
7. Endometriosis and subfertility.
8. Breast and subfertility.
9. Diagnostical examinations for subfertility.
10. Drugs in Assisted Reproduction.
11. Suggestion for surgical methods, to solve subfertility problems.
12. Course recap – essay presentation.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom face to face, practical implementation, asynchronous education
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	PC and video-projector use for powerpoint presentations, educational videos, Protocols' and Guidelines' presentation and use, Moodle platform, email use.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Lectures	26
Written assignments & presentations	15
Study and analysis of bibliography	10
Self-directed learning Independent Study	15
Interactive teaching	9
Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)	75

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Greek language Written exams: multiple choice question, free answer, problem solution, role-playing in case-studies. Evaluation of essays and practical skills

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1. "Reproductive endocrinology", Iatrakis, Desmos Digital eds, 2018.
2. "Consultation in Assisted Reproduction", Iatrakis, Desmos eds, 2009.
3. "Technology and Medical Assisted Reproduction", Kipouridou – Milapidou, Legal Librady eds, 2019.
4. "Speroff's Clinical Gynecologic Endocrinology and Infertility", Taylor - Pal - Sell, 9th Edition, Lippincott Williams and Wilkins, 2019.
5. Allahbadia, GN., Ata, B., Lindheim, S., Woodward, B., Bhagavath, B. Textbook of Assisted Reproduction, Springer, 2020.
6. Alghrani, A. Regulating Assisted Reproductive Technologies, Cambridge University Press, 2018.
7. Banker, M., Jagtap, R., Hinduja, R., Sathe, S., Arora, S. Nova IVI Textbook of Infertility and Assisted Reproductive Technology, Jaypee Brothers Medical Publishers, 2019.
8. Serhal, P., Overton. C. Correct Clinical Practice in Assisted Reproduction. Parisianos Scientific Editions, 2008.

Proposed Scientific Journals:

Journal of Assisted Reproduction and Genetics
Reproduction and Fertility Journal
Fertility and Sterility Journal

BIOCHEMISTRY
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**5007**	**SEMESTER**	**5TH**
COURSE TITLE	BIOCHEMISTRY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Elective)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=306

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of the course, students should:

- They are familiar with biochemical terminology
- They have understood the role that different classes of biomolecules have in the structure and function of the body
- They have knowledge about the correlation of the various biomolecules and their role in metabolism (structure and biological role of macromolecules, metabolic pathways)
- They have knowledge of the consequences that arise when abnormalities occur in the web of biochemical reactions that characterize life.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *……*

Autonomous Work
Application of knowledge in practice
Search, analysis and synthesis of data and information, using the necessary technologies
Teamwork
Generation of new research ideas
Exercise criticism and self-criticism
Promotion of free, creative and inductive thinking
Search, analysis and synthesis of data and information, using the necessary technologies

(3) SYLLABUS

Theoretical part:

Life on earth- Introduction to Biochemistry – Amino acids - Properties of amino acids - Peptide bond - Primary structure of proteins - Chemical types of peptides - Higher conformations of proteins - Conformational fidelity - Properties of proteins - Structural, functional, regulatory proteins - Defensive, motor proteins - Storage, infectious proteins - Denaturation of proteins - Enzymes in general - Classification - Nomenclature - Cytochromes - Coenzymes - Kinetics of enzyme reactions - Regulation of enzyme activity - Inhibitors - Activators - Stereospecificity - Allosteric effect - Isoenzymes - General about biological oxidations - Krebs cycle - Glyoxylic acid cycle - Respiratory chain - Oxidative phosphorylation - Carbohydrates in general - Starch - Glycogen - Glycoproteins - Lipoids in general - Fatty acids, triglycerides - Phospholipids - Isoprene derivatives - Cell membranes - Lipoproteins - Structure of nucleic acids - Properties of nucleic acids - Nucleoproteins - Viruses – Plasmids

Practical part:

• Acclimatization to specialized macromolecule databases (e.g. protein) to extract information (GENEBANK, DDBJ, UniprotKB, CAZy, Kinase.com) and literature search from corresponding databases (Pubmed)

• Exercises to check understanding of the theoretical material in practice

Teaching program

Lecture 1:

Introduction to Biochemistry. Biomolecule classes and properties. Cell theory. Evolution of living matter by the mechanism of natural selection.

Lecture 2:

Biological systems. Structure and functions of proteins. Amino acids and their acid-base properties. Levels of organization of the protein structure, physico-chemical properties, biological role of proteins, their isolation and analysis.

Lecture 3:

Enzymes. Classes of enzymes. Kinetics of enzyme reactions and mechanisms. Regulation of the action of enzymes and other functional proteins.

Lecture 4:

Lipids and cell membranes. Chemical composition of lipids. Structural lipids of membranes. Structure and architecture of membranes. Membrane dynamics. Transport of substances through membranes.

Lecture 5:

Carbohydrates. Chemical composition and structure. Monosaccharides and derivatives: oligosaccharides, polysaccharides, glycoproteins, proteoglycans, glycosaminoglycans.

Lecture 6:

Bioenergetics and Metabolism. Chemical logic and common biochemical reactions. Transport of phosphoryl groups and ATP. The importance and role of ATP in energy production.

Lecture 7:

Glycolysis and Neoglycogenesis. Biochemical pathways fueling glycolysis. Neoglycogenesis. Glucose oxidation in the pentose phosphate pathway. The citric acid cycle (Krebs cycle). Acetyl-coenzyme A is the substrate of the Krebs cycle. Energy efficiency of the Krebs cycle and its control points. Importance of Krebs cycle.

Lecture 8:

The glyoxylic acid cycle. Oxidative phosphorylation. Mechanism of coupling of oxidative phosphorylation to the respiratory chain. Photosynthesis and Carbohydrate synthesis in plants.

Lecture 9:

Photodependent reactions. Comparison of the respiratory chain mechanism and the photosynthetic mechanism. Non-photodependent reaction (carbohydrate production). Biosynthesis of monosaccharides, disaccharides, polysaccharides.

Lecture 10:

Structure of nucleic acid chains (structure of double helix hyperhelix – histones). DNA Metabolism: Replication, Recombination and Repair. Transcription and Regulation of Gene Expression

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class Database Management Systems such as GENEBANK, DDBJ, UniprotKB, CAZy, Kinase.com, PubMed
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning*	

Activity	*Semester workload*
Lectures	26
Written assignments & presentations	15
Study and analysis of bibliography	10
Self-directed learning Independent Study	15
Interactive teaching	9

activity are given as well as the hours of non-directed study according to the principles of the ECTS	Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)	75
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	1. Written exam at the end of the semester 2. Weekly homework in the form of an authentic assessment 3. Using Multiple Bibliography using a database 4. Feedback throughout the semester 5. Ensuring transparency in the evaluation of student performance The course evaluation includes: Final written exam (90%) - Weekly assignments-participation (10%). Every student can see their writing and get explanations of any questions they may have about their grading. The same goes for tasks.	

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

- Παν. Κατινάκης (2004) "Βιοχημεία", Εκδόσεις ΕΜΒΡΥΟ
- Γεωργάτσος Ι., Εισαγωγή στη Βιοχημεία, Σ. Γιαχούδης & ΣΙΑ, 2005
- Alberts B., Bray D., Hopkin K., Johnson A., Lewis J., Raff M., Roberts K. και Walter P., Βασικές Αρχές Κυτταρικής Βιολογίας, ΕΚΔΟΣΕΙΣ ΠΑΣΧΑΛΙΔΗΣ, 2006
- Berg J.M., Tymoczko J.L. and Stryer L., Βιοχημεία, ΙΤΕ-ΠΑΝΕΠΙΣΤΗΜΙΑΚΕΣ ΕΚΔΟΣΕΙΣ ΚΡΗΤΗΣ, 2009
- Κλινική Βιοχημεία έχγρωμο εικονογραφημένο εγχειρίδιο Allan Gaw εκδόσεις Παρισιάνου 2010 ΙΣΒΝ 978-960-394-707-3
- Nelson D. and Cox M., Lehninger Βασικές Αρχές Βιοχημείας, ΕΚΔΟΣΕΙΣ ΠΑΣΧΑΛΙΔΗΣ, 2011
- Γρ. Διαμαντίδης (2010 ανατύπωση) "Εισαγωγή στη Βιοχημεία", 3η έκδοση, University Studio Press
- Καλογιάννης Σ., Εισαγωγή στη Βιοχημεία, 2012
- W. H. Elliott and D. C. Elliott (2005) "Biochemistry and Molecular Biology", 3rd edition, Oxford University Press
- D. Voet, J. G. Voet, Ch. W. Pratt (2008) "Principles of Biochemistry" (2008), J. Wiley & Sons, Inc
- Hans-Walter HELDT (2005) "Plant Biochemistry", 3rd ed., Elsevier Inc.
- D. L. Nelson, M. M. Cox (2012) "Lehninger Principles of Biochemistry", 6th ed., Worth Publishers
- Gruszka DT. Biochemistry: one molecule at a time. Essays Biochem. 2021 Apr 16;65(1):1-3. doi: 10.1042/EBC20210015. PMID: 33860798; PMCID: PMC8056033.

Related Scientific Journals:

Biochemistry,
Journal of Molecular Biology,
Journal of Biological Chemistry,
Nature,
Science,
PNAS,
EMBO Journal,
Advances in Pharmacology,
European Journal of Pharmacology

First Aid
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**5008**	**SEMESTER**	**5th**
COURSE TITLE	First Aid		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2hrs	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Elective)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/

(2) LEARNING OUTCOMES

Learning outcomes

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The goal of the course is to introduce the first aid's protocols to the students. All the students must be familiar with the emergency room incidents such as trauma, obstetrics, and critical ill patients.

The students at the end of the course should be able to:
•Have accomplish the basic principles of the first aid assessment.
•Practice first aid to adults, kids, neonates, pregnant women.
•Practice cardiopulmonary resuscitation (BLS/AED).
•Assist patients in a hospital or in a private clinic.
Be familiar with the medical equipment in the emergency room.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
	Showing social, professional and ethical responsibility and

Working independently	*sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management

(3) SYLLABUS

Introduction in First Aid. Assessment of the patient.
Major mechanical injury
Major bleeding
Environmental Injury & Illnesses
Myocardial infraction. Angina pectoris. Asthma. Shock. Stroke. Coma. Epilepsy. Fever. Allergy
Cardiopulmonary resuscitation.
Basic Life Support in obstetrics and neonatal
Basic Life Support in obstetrics and neonatal with automated external defibrillator, (BLS/AED)
Bandage. Casts
Critical ill patient
Poisoning. Intoxication. Oxygen supplies. First aid kit.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity,*	

Activity	***Semester workload***
Lectures	26
Interactive teaching	4
Independent Study	5
Study and analysis of bibliography	10

etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Written assignments & presentations	5
	Course total (25 hours workload per ECTS credit: 25 X 2 = 50 hours)	50
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Multiple choice questionnaires Short-answer questions Open-ended questions Public presentation of assignments	

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

1.FIRST AID -1/2021 Mariantheus Pavlos. BROKEN HILL PUBLISHERS LTD

2.PHTLS - Prehospital Trauma Life Support, NAEMT 9th /2020. Lagos Dimitrios

Principles of Psychology
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**5009**	**SEMESTER**	**5th**
COURSE TITLE	Principles of Psychology		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hrs	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Elective)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

After completing the module, students should be able to:
• To know basic concepts, schools, approaches of Psychology
• To understand basic research methods and current trends in Psychology
• Recognize the relevance of psychology to other sciences including health sciences and Obstetrics
• Recognize and understand the relevance of psychology to everyday life
• Be able to use psychometric tools
• Distinguish the boundaries between normal and pathological behavior.
• Discuss ways to deal with psychological problems
To explore the psychosocial areas of health,
• Distinguish the complex interactions of biological, psychological and social factors and how these factors affect health and disease
• Explain the biopsychosocial model and its relevance to the prevention, etiology and treatment of disease

To discuss methodology and issues in health psychology in relation to the practice of obstetric care such as commitment to screening for breast cancer, etc.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search, analysis and synthesis of data and information, using the necessary technologies
Decision making
Autonomous work
Teamwork
Adaptation to new situations
Work in an interdisciplinary environment
Project planning and management
Exercise criticism and self-criticism
Respect for diversity and multiculturalism
Promotion of free, creative and inductive thinking

(3) SYLLABUS

The aim of the course is for students to understand the meaning of psychological terms and theories and to study different psychological theories. The analysis of human behavior to understand health behaviors. Units:

- The science of Psychology. Psychology majors. The methods of Psychology.
- Behavior – Assessment of behavior.
- Determining the boundaries between pathological and normal behavior.
- Health, Health Psychology and the biopsychosocial model.
- Health-related behaviors.
- Determinants of health behaviors. Sociological models and theories

Biobehavioral factors and health (personality, emotions, stress and health)

- Disease prevention and health promotion
- Social representation of health and disease, stigma.
- The concept and measurement of health-specific behaviors
- Stress and health behaviors
- Use of health services and health professional relationships with recipients of health services
- The management of pain and suffering in the field of health
- Psychological issues related to health

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class

COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language: Greek – English Written assignment & oral presentation Case study analysis Problem solving Final exams with Multiple choice test, Essay Development Questions, and Short Answer Questions

Activity	*Semester workload*
Lectures	26
Interactive teaching	4
Independent Study	5
Study and analysis of bibliography	10
Written assignments & presentations	5
Course total (25 hours workload per ECTS credit: 25 X 2 = 50 hours)	50

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

1. Παπαδάτου Δ. Αναγνωστόπουλος Φ. (2012), Η Ψυχολογία στο χώρο της Υγείας, Εκδόσεις Παπαζήση, Αθήνα
2. Παπαδάτου Δ. Μπελλάλη Θ., (2008) Βασικές γνώσεις Ψυχολογίας για επαγγελματίες υγείας, Εκδόσεις Κριτική
3. Καραδήμας, Ε. (2005). Ψυχολογία της Υγείας. Θεωρία και κλινική πράξη. Αθήνα: Τυπωθήτω.

Βοσνιάδου, Σ. (2007). Εισαγωγή στην Ψυχολογία (Τόμος Α΄& Β΄). Αθήνα: Gutenberg

Related scientific Journals:

British Journal of Health Psychology
Psychology & Health, Official Journal of the European Health Psychology Society
European Journal of Health Psychology
International Journal of Health and Psychology Research
The Journal of Prenatal and Perinatal Psychology and Health
Journal of Reproductive and Infant Psychology
Journal of Health and Social Behavior: SAGE Journals

14.2 6th Semester Courses

Midwifery Care of Breastfeeding

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**60011**	**SEMESTER OF STUDY**	6th
COURSE TITLE	Midwifery Care of Breastfeeding		

INDEPENDENT TEACHING ACTIVITIES *in case credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits*	**WEEKLY HOURSOF TEACHING**	**CREDITS**
Tutorials (Theory) & practice works	4 hours Theory	
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.	5 hours clinical practice	
	9 hrs	9

COURSE TYPE *Background, General Knowledge, Scientific Area, Skills Development*	Special background (Mandatory) – (Skills development)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
COURSE E-PAGE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and competences of an appropriate level that students will acquire after the successful completion of the course.
Consult Appendix A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Learning Outcomes Writing Summary Guide*

Upon completion of the course, students are expected to:

1. Be able to organize and renew the midwifery care and monitoring plan for the mother-newborn/infant dyad, in accordance with the updated guidelines for breastfeeding support.

2. Incorporate into the care plan for mothers and newborns a support strategy for informed choice in the issue of infant nutrition and support any choice of the mother and her partner

3. Be aware of the advantages of breastfeeding over substitute feeding and be able to

provide relevant information to mothers and their partners

4. Be aware of the contraindications of breastfeeding or breast milk administration as well as the cases where the administration of breast milk replacement has a medical indication to be administered by organizing in collaboration with pediatricians / neonatologists the optimal care plan

5. Possess the skills to support the breastfeeding technique, as well as the individualization of instructions according to each mother-infant dyad. Be aware of guidelines for managing breastfeeding mothers in special situations, such as working mothers, or weaning periods.

6. Implement prevention and management of lactation problems based on an understanding of lactation physiology, and taking into account maternal and infant health

7. Be able to apply the basic skills of clinical breast assessment during lactation, manual milking techniques, and the proper use of milk pumps.

8. Give documented instructions for the establishment of an individual breast milk bank by mothers

9. Be aware of the safe management of breast milk and the operation of human milk banks within health structures

10. Provide evidence-based contraceptive guidance to mothers compatible with breastfeeding and explain the phenomenon of lactation amenorrhea.

11. Know and promote the policy and philosophy of "Baby Friendly" health units and communities to support breastfeeding

12. Be able to use reliable databases to check medicinal products compatible with lactation

13. Be familiar with databases for the search and evaluation of documented guidelines on the subject of breastfeeding, as well as sensitized about the responsibility of updating their knowledge in the scientific field.

14. Be able to develop educational material on breastfeeding

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them does the course aim at?.

Search, analyze and synthesize data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generation of new research ideas
Project planning and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Promoting free, creative and inductive thinking

Adapting to new situations
Decision-making
Teamwork
Working in an interdisciplinary environment
Generation of new research ideas
Project planning and management
Respect for diversity and multiculturalism
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Promoting free, creative and inductive thinking

(3) SYLLABUS

The aim of the course is to empower students to develop a documented and updated plan for midwifery health care during lactation. The cognitive and clinical skills it includes concern the support of lactation-Breastfeeding physiology, but also the prevention and therapeutic care of pathological and specific health conditions throughout the period. This course will enable students to identify the needs of nursing mothers, participate in designing counseling models and learn how to effectively empower mothers during breastfeeding.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY METHOD *Face-to-face, Distance learning, etc.*	Face-to-face lectures – clinical scenarios Clinical practice
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Training, Communication with students*	Use of electronic moodle platform for lectures and communication with students
TEACHING ORGANIZATION *The method and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Assignment / Assignment Writing, Artistic creation, etc.* *The student's study hours for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards*	

Activity	***Semester Workload***
Lectures	52
Literature study & analysis	45
Interactive teaching	30
Assignment Writing	33
Clinical Practicum	*65*
Total Course Course total (25 hours workload per ECTS credit: 25 X 9 = 225 hours)	***225***

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Others* *Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.*	*Assessment language: Greek* Assessment with Written Exams with Short Answer Questions. Assignment of assignments to groups of students and their oral presentation during the courses Especially for the laboratory part, the evaluation will include: 1.Direct observation of practical skills 2.Learner's book 3. Oral examination at stations with simulators and real scenarios of clinical cases. The evaluation criteria are explicitly defined and analyzed thoroughly in their first lecture and first appearance in the hospital.

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography :

1. Manual of neonatal care. J.P. Cloherty, E.C. Eichenwald, A.R. Stark. Lippincott Williams & Wilkins, 2008
2. Comprehensive Neonatal Care: An Interdisciplinary Approach. C. Kenner & J. Wright Lott, 4th ed. Saunders Elsevier, 2009
3. Medications and Mother's Milk 2012: A Manual of Lactational Pharmacology by T.W. Hale, 15th ed., 2012
4. The Womanly Art of Breastfeeding. 6th ed. D. Wiessinger, D. West & T. Pittman. La Leche League International, 2010
5. Breastfeeding Management for the Clinician: Using the Evidence by M. Walker (ed), 2nd ed., 2009
6. Textbook of Human Lactation, T.W. Hale & P.E. Hartmann (ed), 2009
7. The Breastfeeding Atlas, IBLCE, 2009
8. Breastfeeding: A Guide for the Medical Profession by Lawrence R. & Lawrence R., 7th ed., Saunders Elsevier, 2010
9. Breastfeeding and Human Lactation by Riordan J. & Wambach K. (ed), 4th ed., 2009
10. The New Midwifery, L.A. Page & R. McCandlish, 2nd ed. Churchill Livingstone, 2006

Related scientific journals:

1. Journal of human lactation
2. International breastfeeding journal
3. European Journal of Midwifery
4. Breastfeeding medicine
5. Women's Health

Clinical skills of Obstetrical /Gynecological Surgery
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**60021**	**SEMESTER**	**6th**
COURSE TITLE	**Clinical skills of Obstetrical /Gynecological Surgery**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)-Practise Works	2 hrs theory	5
	5 hrs lab & clinical practise	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	7	7

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory) – (Skills development)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

At the end of the course, the student should be able to:

to know the basics of surgical operations in gynecology and obstetrics
to be familiar with the main operations of urogynecology, types of hysterectomy, infertility, oncological gynecological surgeries
to know the surgical instruments, the responsibilities of the Midwife and the roles of the rest surgical team
to delve into surgical site infections and their prevention strategies
to know the operating conditions of operating theaters for pregnant women
to know body mechanics and the appropriate positioning of the woman depending on the type of surgery
to know safe preparation in the operating room, surgical washing and dressing and aseptic

technique
be able to participate in caesarean sections, routine or emergency Ob/Gyn surgeries
be able to follow operating room safety rules and policies including counting of all instruments and materials, managing sharp instruments.
to be able to recognize the sutures and the most important tools that he must serve according to the times of the operation
be able to fill in the patient's card regarding the operation
have the knowledge to frame the team in laparoscopic - endoscopic or robotic operations
be able to obtain informed consent and support the woman before, during and after surgery with person-centred care
to know and apply the modern pre-operative and post-operative care and resuscitation for the woman or patient
know the principles of assisted reproduction procedures to be able to participate safely

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Teamwork	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Autonomous work
Teamwork
Work in an international environment
Work in an interdisciplinary environment
Promotion of free, creative and inductive thinking
Assignment by groups in order to analyse and present of scientific papers, tools, manuals from standard health education programs.
Work in an interdisciplinary environment
Generation of new research ideas
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Respect for diversity and multiculturalism
Exercise criticism and self-criticism

(3) SYLLABUS

1. Introduction and objectives of the course Description of Obstetrical Care Roles and Skills in Obstetrics and Gynecological Surgeries

2. Newer challenges in Obstetrics and Gynecology Surgical Care – Modern protocols and differentiation in the emergency room

3. Surgical Incisions in the Obstetrics and Gynecology Surgery

4. Surgical Washing and Dressing for the Instrumenter and Medical Staff – Updates and Points of Attention

5. Preparation Skills in the Operating Room regarding the environment and the woman/patient – Presentation of the World Health Organization (WHO) Surgical Checklist

6. Pre-operative care in Obstetrics - Gynecological operations - newer guidelines

7. Obstetric Care in Caesarean Section

8. Woman-centered / anthropocentric C-section – a newer approach

9. Surgical sutures and operating room material

10. Obstetric Care in hysterectomy – types of hysterectomy and other procedures, and differentiation of material and techniques

11. Obstetric Care in colposcopy and minor vaginal and cervical surgeries

12. Clinical surgical skills in pelvic floor care – repair of tears

13. Clinical Skills in Hysteroscopic and Laparoscopic gynecological surgeries and techniques – presentation of equipment

14. Clinical skills in Assisted Reproduction techniques and the mission of the midwife

15. Post-operative care in Obstetrics - Gynecological surgeries - Latest guidelines

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	26
Practice, clinical works	65
Literature study & analysis	21
Writing paper / assignments	23
Clinical placement	40
Course total (25 hours workload per ECTS credit: 25 X 7= 125 hours)	175

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language: Greek – English Written assignment & oral presentation Final exams with Multiple choice test, Essay Development Questions, and Short Answer Questions Possibility of oral exams Possibility of student presentations (prepared by one or more students) Evaluation of student participation in interactive educational processes Problem Solving Evaluation Criteria Model answers from the textbooks and teaching notes of the course Standard format for writing and presenting scientific papers Hospital clinical practice, simulation skills

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Scheib SA, Thomassee M, Kenner JL. Enhanced Recovery after Surgery in Gynecology: A Review of the Literature. J Minim Invasive Gynecol. 2019 Feb;26(2):327-343. doi: 10.1016/j.jmig.2018.12.010. Epub 2018 Dec 20. PMID: 30580100.

• The Midwife as Surgical First Assistant, American College of Nurse-Midwives, 2008, http://www.midwife.org/acnm/files/ccLibraryFiles/Filename/000000005775/SurgicalFirstAssist_V2.pdf

• Nestler, Nadja. "Nursing care and outcome in surgical patients – why do we have to care?" Innovative Surgical Sciences, vol. 4, no. 4, 2019, pp. 139-143. https://doi.org/10.1515/iss-2019-0010

• Why safe surgery is important (World Health Organization) https://www.who.int/teams/integrated-health-services/patient-safety/research/safesurgery

Χειρουργική Μαιευτική Γυναικολογία, Θεόδωρος Ταραβάνης, Εκδόσεις Ζήτη, Θεσσαλονίκη 2006

• WHO, Basic Surgical Skills, ανακτήθηκε από https://www.who.int/surgery/publications/s16383e.pdf

• University of Glascow, School of Medicine, Dentistry & Nursing, Suturing Procedures Guidance https://www.gla.ac.uk/media/Media_678215_smxx.pdf • Sutures And Needles https://www.statpearls.com/ArticleLibrary/viewarticle/29779

• Equipment/Supplies: Suture Types https://www.stepwards.com/?page_id=21440

• Suture, Needles, Staplers, Wound Closure Techniques, & Wound Closure Devices https://www.slideserve.com/drago/suture-needles-staplers-wound-closure-techniques-wound-closure-devices

• Comprehensive Suture Guide, https://eyewiki.aao.org/Comprehensive_Suture_Guide • Suture Materials https://www.slideshare.net/UDDent/sutures-materials

• Neto, Irami & Wanderley, Maria & Dantas, Costa & Bruno, Tarciso & Sampaio, Tarciso & Rêgo, Amália & Araújo-Filho, Irami. (2018). Surgical Sutures: The Necessary Update of Current Knowledge. Open Access Journal of Surgery. 8. 10.19080/OAJS.2018.08.555730. https://juniperpublishers.com/oajs/OAJS.MS.ID.555730.php

Guidelines, European Society of Human Reproduction and Embryology, https://www.eshre.eu/Guidelinesand-Legal • Tulanti T. (2021) Up to date, Reproductive surgery for female infertility

• The ESHRE Working Group on Ultrasound in ART, Arianna D'Angelo, Costas Panayotidis, Nazar Amso, Roberto Marci, Roberto Matorras, Mircea Onofriescu, Ahmet Berkiz Turp, Frank Vandekerckhove, Zdravka Veleva, Nathalie Vermeulen, Veljko Vlaisavljevic, Recommendations for good practice in ultrasound: oocyte pick up, Human Reproduction Open, Volume 2019, Issue 4, 2019, hoz025, https://doi.org/10.1093/hropen/hoz025

• Tsonis O, Gkrozou F, Siafaka V, Paschopoulos M (2019) The role of a midwife in assisted reproductive units. Clin Obstet Gynecol Reprod Med 5: DOI: 10.15761/COGRM.1000269 • Νοσηλευτική Μητρότητας, Γυναικολογική Φροντίδα Υγείας, McKinney E.S.,James S.R., Murray S.S., Nelson K.A., Arshwill J.W.,2020, Broken Hill • Συμβουλευτική στην Υπογονιμότητα, Γουρουντή Κλεάνθη, Ιατρικές εκδόσεις Λαγός Δημήτριος, 2013

• Άτλας Γυναικολογικής Χειρουργικής & Ανατομίας της Πυέλου, 2012, Baggish M. – Karram M., 2012

• Υγεία λαπαροσκοπική υστερεκτομή https://www.hygeia.gr/laparoskopiki-ysterektomi/

• Vaginal Hysterectomy https://www.statpearls.com/ArticleLibrary/viewarticle/30944

• Nursing Process: The Patient Undergoing a Hysterectomy https://www.brainkart.com/article/Nursing-Process--The-PatientUndergoing-a-Hysterectomy_32304/

•Urinary incontinence and pelvic organ prolapse in women: management, NICE guideline [NG123]Published: 02 April 2019 Last updated: 24 June 2019 https://www.nice.org.uk/guidance/ng123

•Stewart E (2018) Assessment and management of urinary incontinence in women. Nursing Standard. doi: 10.7748/ns.2018.e11148

•Urinary Incontinence, StatPearls, https://www.statpearls.com/ArticleLibrary/viewarticle/30850

•Monti M, Fischetti M, Santangelo G, Galli V, Clemente F, Giannini A, Tibaldi V, DI Pinto A, Pecorini F, Perniola G, DI Donato V, Benedetti Panici P. Urinary incontinence in women: state of the art and medical treatment. Minerva Obstet Gynecol. 2021 Apr;73(2):135-139. doi: 10.23736/S2724-606X.20.04635-3. Epub 2020 Aug 3. PMID: 32744453.

•Haya, N., Feiner, B., Baessler, K., Christmann-Schmid, C., & Maher, C. (2018). Perioperative interventions in pelvic organ prolapse surgery. The Cochrane database of systematic reviews, 8(8), CD013105. https://doi.org/10.1002/14651858.CD013105

•Urodynamic Testing, National Institutes of Health USA, https://www.niddk.nih.gov/health-information/diagnostic-tests/urodynamic-testing
•Άτλας Γυναικολογικής Χειρουργικής & Ανατομίας της Πυέλου, 2012, M.Baggish – M.Karram, 2012
•Διαταραχές ούρησης – ακράτεια ούρων, Ινστιτούτο Μελέτης Ουρολογικών Παθήσεων (ΙΜΟΠ), https://www.imop.gr/en/node/1149
•https://www.mayoclinic.org/diseases-conditions/urinary-incontinence/symptoms-causes/syc-20352808
•https://www.bcm.edu/healthcare/specialties/obstetrics-and-gynecology/urogynecology/procedures/anterior-and-posterior-repair-colporrhaphy
•https://www.urologyhealth.org/urology-a-z/u/urinary-incontinence
•Μαιευτική – Γυναικολογία, 2015, Ρούσος Δ.

Related scientific Journals:

Surgery, gynecology & obstetrics https://wellcomecollection.org/works/pr4cvyfd https://respubjournals.com/obstetrics-gynecological-surgery/

Journal of Obstetrics and Gynecological Surgery (JOGS) https://respubjournals.com/obstetrics-gynecological-surgery/Antonio-Simone-Lagana.php

Journal of Clinical Gynecology and Obstetrics , https://www.jcgo.org/index.php/jcgo

RESEARCH IN HEALTH SCIENCES
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**6003**	**SEMESTER**	**6th**
COURSE TITLE	RESEARCH IN HEALTH SCIENCES		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hrs	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/

(2) LEARNING OUTCOMES

Learning outcomes

The purpose of the course is to familiarize students with the basic principles of research so that they are able to choose the appropriate type of research that answers a specific clinical question, to know the advantages and disadvantages of each research model, as well as to know the steps followed during the design of the research up to the statistical analysis of the data. During the course, students become aware of the rules of ethics and conduct in research, learn to effectively perform a complete bibliographic search and present their research results in writing and orally. At the same time, the course seeks to convey the diagnostic methodology and the data processing methodology for making decisions concerning either a patient or a specific nursing unit, or in the formulation of health policy.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

Working in an interdisciplinary environment *Production of new research ideas*
Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*

(3) SYLLABUS

Types of scientific work

- Basic format of an original scientific paper
- Evidence-Based Medical Research and Levels of Documentation
- Limitations of evidence-based Medical Research
- Basic knowledge of Biostatistics
- Mean, Median, Data Distribution, Standard Deviation
- Parametric and non-parametric methods
- Evaluation of diagnostic methods
- Incidence and Prevalence
- Statistical power
- Errors
- Ethics
- Ethics
- Plagiarism

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	26
Written assignments & presentations	15
Study and analysis of bibliography	10
Self-directed learning Independent Study	15
Interactive teaching	9
Course total (25 hours workload per ECTS credit: 25 X 3 = 75 hours)	75

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple*	Evaluation Language: Greek Evaluation with written or oral exams. Written assignments to student groups and oral presentation during classes (voluntary basis).

choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture.

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

Day, R. & Y Gastel, B. (2006). How to write and publish a scientific paper. Westport, CT: Greenwood Press, p45-51.
Gustavii, B. (2003). How to write and illustrate a scientific paper. Cambridge University Press.

Related Scientific Journals:

The Breast
Breast cancer research and treatment
Breast cancer research
Gynaecologic Oncology
International Journal of Gynaecological Cancer
European Journal of Gynaecological Oncology
American Journal of Obstetrics and Gynaecology
European Journal of Obstetrics, Gynaecology and Reproductive Medicine
Archives in Gynaecology and Obstetrics
Obstetrics and Gynaecology

Psychology of Reproductive Period
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**6004**	**SEMESTER**	**6th**
COURSE TITLE	Psychology of Reproductive Period		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hours	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=314

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of the course, students are expected to be able to:

• Understand the concept of basic psychological terms and describe various theories and methods of Psychology.

• Analyse human behaviour, distinguishing between normal and pathological behaviour.

• Analyse psychological changes during the transition to parenthood, including pregnancy (prenatal psychology), childbirth, and postpartum period in women with and without pre-existing behavioural disorders.

• Recognize pathological elements of behaviour for referral to specialized mental health professionals, such as postpartum depression, as well as the care plan for women with perinatal

disorders.

• Highlight the role of the father in family dynamics and analyse different family structures.

• Discuss ways to address psychological issues stemming from obstetric and gynaecological problems, such as infertility, gynaecological cancer, menstrual disorders, menopause, as well as issues like perinatal loss, miscarriage, induced abortion, sexual abuse, and intrafamily violence.

• Address psychological characteristics during adolescence and menopause.

• Analyse the fear expressed by women towards childbirth (tokophobia).

• Become familiar with the use of psychometric tools.

• Define the psychological process of parental grief in cases of infant loss and discuss the psychological consequences of pregnancy termination.

• Recognize and discuss the broader societal context (economic inequality, educational disparities, limited or absent access to information) that shapes significant factors such as fertility control, family planning, and healthcare services provision during Motherhood.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The purpose of the course is the introduction to psychological terms and theories with an emphasis on approaching normal or abnormal changes during the perinatal period, as well as other critical life periods for women's and infants' health. The goal is to prepare students for counselling support and optimal management of women during midwifery care with the best clinical outcomes for mental health.

1) Psychology of Health

2) Health Education in Adolescence – Adolescence & Pregnancy - Childhood Cancer & Infertility

3) Psychological Processes in Menopause

4) Physiological & Psychological Changes during Pregnancy

5) Psychological Processes during Pregnancy - Psychosomatic Preparation

6) Psychological Disorders during Pregnancy

7) Psychological Processes – Disorders of termination - pregnancy Loss, and fertility Issues

8) Childbirth - Psychological Processes/Psychological Disorders during Childbirth (Birth Trauma)

9) Caesarean Section & Psychosocial Consequences

10) Breastfeeding & Psychological Effects on Mother, Infant, Family, Society

11) Psychological Disorders during Postpartum Period

12) Transition to Parenthood. The phenomenon of bonding.

13) Fatherhood

14) Domestic Violence - Abuse of Women

15) Mental Health during Pandemic Periods

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>In the classroom, face to face.</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Basic software (windows, word, power point, the web, etc.).
Support of learning process through the electronic platform / e-class</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>2</td></tr>
<tr><td>Written assignments & presentations</td><td>15</td></tr>
<tr><td>Study and analysis of bibliography</td><td>10</td></tr>
<tr><td>Self-directed learning Independent Study</td><td>15</td></tr>
<tr><td>Interactive teaching</td><td>9</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)</td><td>75</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Evaluation Language: Greek
Assessment with Written Multiple-Choice Exams, Short Answer Questions
Written assignments to student groups and oral presentation during classes (voluntary basis)

The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Book [50657847]: Psychology of Reproductive Period, Olga B. van den Akker

Book [11478]: Basic Knowledge of Psychology for Health Professionals, Papadatou Danai, Bellali Thalia

Book [77120414]: Counseling in infertility Kleanthi Gourounti

Book [86198276]: Psychology of reproductive period, DIANA LYNN BARNES

APA Handbook of the Psychology of Women Cheryl B. Travis and Jacquelin W. White, Part of the APA Handbooks in Psychology Series and APA Reference Books Collection2018 ISBN: 978-1-4338-2792-1

Health Psychology 8th Edition Shelley Taylor McGraw-Hill Humanities/Social Sciences/Languages; 8 edition (June 13, 2011) ISBN-13: 978-0078035197

Related Scientific Articles:

Stone S.D. and Menken A.E. (2008) Perinatal and Postpartum Mood Disorders: Perspectives and Treatment Guide for the Health Care. Practitioner New York, Springer Publishing Company

Lam R.W., Michalaak E.E., Swinson R.P (2005) Assessment Scales in Depression and Anxiety (Assessment Scales in Psychiatry Series). Oxfordshire, Taylor & Francis Group

Lucas et al. No straight lines – young women's perceptions of their mental health and wellbeing during and after pregnancy: a systematic review and meta-ethnography BMC Women's Health (2019) 19:152 https://doi.org/10.1186/s12905-019-0848-5

M. Lambertini et al. Fertility preservation and post-treatment pregnancies in post-pubertal cancer patients: ESMO Clinical Practice Guidelinesy Annals of Oncology, September 22, 2020 DOI:https://doi.org/10.1016/j.annonc.2020.09.006

A. Ricchi et al. Study of childbirth education classes and evaluation of their effectiveness *Clin Ter 2020; 171 (1):e78-86. doi: 10.7417/CT.2020.2193*

Related Scientific Journals:

1. Journal of Infant and Reproductive Psychology
2. Journal of Women's Mental Health
3. Journal of educational Psychology

Family planning /Reproductive Health
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**6005**	**SEMESTER**	**6th**
COURSE TITLE	Family planning /Reproductive Health		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials –(Theory)	4hrs	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is for the students to acquire all the knowledge they need to understand the demographic problem and their contribution as professionals in supporting the family in matters of fertility and family planning, with the organization and operation of the appropriate counselling centers

This course also aims, through the presentation of scientific data, to be the stimulus for a critical approach to issues that are experienced daily and concern the sexual health of each individual, his family and the society in which he lives.

1. To understand, based on social values and perceptions, human behavior during the reproductive period.
2. To identify and analyze the way of interaction between the social context and the behavior of women in matters of pregnancy, childbirth, motherhood, contraception, etc.
3. To analyze and understand, based on social parameters, women's behavior in relation to reproductive health issues.

4. To understand the definition of health and sexual health in the community
5. Epidemiology
6. To analyze the methodology of sexual health education
7. To recognize the points of abuse and the treatment protocols
8. To acquire skills of professional provision and care
9. To identify and distinguish signs of sexual health as a product of exploitation
10. Sexual health: perception and sensitivity
11. Legislation and sex

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Teamwork	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

Chronology
Definition, study of population indicators, aims and objectives.
Study of population behavior in the reproductive process.
Organization of clinics, administration and management systems.
Fertility control methods, counseling.
Infertility problems. Couple fertility testing.
Social approach and medical treatment of infertility.
Development and implementation of new studies and programs
Assessment and promotion of women's health
Common problems of women
Contraception, Artificial Abortion and Infertility

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform/e-class Use of audio-visual material Presentations on a video projector Learning process support through the Moodle online platform (synchronous, asynchronous) Electronic communication via email and e-application electronic assessment forms
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	*Semester workload*
Lectures	26
Interactive teaching- Scenarios	25
Self-directed learning	25
Independent Study	25
Study and analysis of	24

workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	bibliography	
	Course total (125 hours workload per ECTS credit: 5X25=125)	125
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language Greek Formative and Deductive assessment methods Multiple Choice Test Short Answer Questions Development Questions Problem solving	

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

1.Maternity Nursing 8th Lowdermilk, Perry, cashion publications Hare 2013

2.Overton C., Serhal P. Good clinical practice in assisted reproduction Cambridge University Press 2004

3. Human reproduction at a glance, L.J. HEFFNER Parisiano 2001R.

4. Jones & K. Lopez, Human Reproductive Biology, Academic Press – 2006

5.Heffner, L. J. and Schust, D. J. The Reproductive System at a Glance, 2nd ed.: Blackwell Publishing 2006 (available translated into Greek)

6. Johnson, M. H. and Everitt, B. J. Essential Reproduction, 6th ed.: Blackwell Science 2007 or Pinon, R. Biology of Human Reproduction: University Science Books 2002

Related scientific journals:

1. European journal of midwifery
2. Midwifery
3. British journal of Midwifery
4. Midirs
5. Lancet
6. Women's Health
7. Contraception, an International Reproductive Health Journal
8. Journal of Family Planning and Reproductive Health Care

ELECTRONIC FETAL MONITORING DURING PREGNANCY AND CHILDBIRTH

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**6007**	**SEMESTER OF STUDY**	**6th**
COURSE TITLE	ELECTRONIC FETAL MONITORING DURING PREGNANCY AND CHILDBIRTH		

INDEPENDENT TEACHING ACTIVITIES *in case credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits*	**WEEKLY HOURSOF TEACHING**	**CREDITS**
Tutorials (Theory)	2hrs	3
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skills Development*	Specialized general Knowledge (Elective)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
COURSE E-PAGE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning Outcomes
*1.*Know the physiology and pathophysiology of the fetal cardiovascular system and the physiology and pathology of myometrium contractility 2.Understand the necessary knowledge of fetal anatomy and physiology regarding gas exchange 02/CO2 3.Apply electronic fetal heart rate monitoring with internal and external methods (technique) 4.Recognize the characteristic signs of normal and pathological fetal frequency 5. Be able to distinguish the different categories of CTG according to international guidelines (evaluation) 6.Compare methods of fetal heart rate monitoring, internal and external, with interrupted listening before and during delivery 7.Describe the prevention measures implemented to maintain fetal heart rate within normal limits 8. Be able to differentiate the interventions needed in specific forms of fetal heart rate recording such as bradycardia and tachycardia, late slowdowns, etc. before and during childbirth 9.Interpret basal foetal frequency and evaluate its transient changes 10. Understand the rights of the pregnant woman in the decision-making process in pregnancy. 11. Understand the importance of team collaboration in dealing with and providing obstetric care 12. Analyze the data of CTG recordings with a computer 13.Assess the degree of neonatal asphyxia 14.Understand the relative limitations of fetal monitoring during pregnancy and legal and ethical

issues, always taking into account the safety of pregnant women and fetuses

General Competencies	
Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them does the course aim at?.	
Search, analyze and synthesize data and information, using the necessary technologies *Adapting to new situations* *Decision-making* *Autonomous work* *Teamwork* *Working in an interdisciplinary environment*	*Project planning and management* *Demonstrate social, professional and moral responsibility and sensitivity* *Criticism and self-criticism* *Promoting free, creative and inductive thinking*
Search, analyze and synthesize data and information, using the necessary technologies *Decision-making* *Autonomous work* *Teamwork* *Working in an interdisciplinary environment* *Criticism and self-criticism* *Promoting free, creative and inductive thinking*	

(3) COURSE CONTENT

1. Physiology and pathophysiology of the fetal cardiovascular system and the physiology and pathology of myometrium contractility 2.Knowledge of foetal anatomy and physiology related to gas exchange 02/CO2 3.Electronic fetal heart rate monitoring with internal and external methods (technique) 4. Signs of normal and pathological fetal frequency 5. Categories of CTG according to international guidelines (evaluation) 6. Internal and external fetal heart rate monitoring methods with interrupted listening before and during childbirth 7. Prevention measures implemented to maintain fetal heart rate within normal limits 8. Interventions needed in specific forms of fetal heart rate recording such as bradycardia and tachycardia, late slowdowns, etc. before childbirth and during childbirth 9.Interpretation of basal foetal frequency and assessment of transient foetal changes 10. Understand the rights of the pregnant woman in the decision-making process in pregnancy. 11. Understand the importance of team collaboration in the treatment and provision of obstetric care 12.Data analysis of computer-aided CTG recordings 13.Assessment of the degree of neonatal asphyxia 14.Understanding the relevant limitations of fetal monitoring during pregnancy and legal and ethical issues always with the safety of pregnant women and fetuses in mind

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY METHOD *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Training, Communication with students*	ICT use and laboratory training Support of the learning process through the electronic platform Moodle (synchronous, asynchronous). Electronic communication via email and e-mail application Evaluation forms.

TEACHING ORGANIZATION

The method and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Assignment / Assignment Writing, Artistic creation, etc.

The student's study hours for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards

Activity	***Semester Workload***
Lecture	26
Study and analysis of bibliography	24
Essay writing - presentation	25
Total Course	***75***

STUDENT EVALUATION

Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Others

Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.

Language: Greek

Assessment methods: Summative, Multiple-choice test, Short answer questions
Development Questions
Problem solving
Written Assignment

(5)ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Mosby's Manual of electronic fetal monitoring, Konstantaras publications 2018

Agorastos Handbook of Cardiotocography: theoretical bases and clinical application, University Studio Press, Thessaloniki 1991

Lowdermilk ,Perry, Cashion:Maternity Nursing 8th Edition. , Lagos Publications , Athens, 2013
Advanced life Sypport in Obstetrics(ALSO).providern Manual,8th edision ,American Academy of family physicians(AAFP),Kansas.2017

Nasional Institute for healthand Clinical Exellence . Intrapartrum care for healthy womanand babies:Clinical Guideline,updaded version of 2014 London. NICE 2018

Alfirevic Zarko, Devane Declan, Gyte Gillian ML (2013). Continuous cardiotocography (CTG) as a form of electronic fetal monitoring (EFM) for fetalassessment during labour. Cochrane Pregnancy and Childbirth Group.

Debdas AK (2013). Practical Cardiotocography. 3rd edition. New Delhi: JayppeBrothers Medical Publisher (P) Ltd.

Devane D, Lalor JG, Daly S, McGuire W, Smith V (2012). Cardiotocography versusintermittent auscultation of fetal heart on admission to labour ward forassessment of fetal wellbeing. Cochrane Pregnancy and Childbirth Group.

Gibb Donald, Arulkumaran Sabaratnam (2010). Fetal Monitoring in Practice. 3rd edition. Butterworth Heinemann Elsevier

Ingemarsson I, Ingemarsson E, Spencer JAD (1993). Fetal heart rate monitoring apractical guide, Oxford University Press.

Informatics
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**6008**	**SEMESTER**	**6th**
COURSE TITLE	**Informatics**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hours	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background (Elective)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=317

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is for students to understand the basic concepts of Information and Communication Technologies. The goal is for them to utilize this knowledge on a larger scale and understand the content of the terms Electronic Patient File, analysis of health institutions, medical information system, hospital information system, laboratory information system. Finally, to know the information subsystems used for Midwifery and in Health sciences in general.

Specifically, in the context of the course, students will understand the usefulness and potential of computers, starting with the knowledge of operating systems and basic tools - applications (Microsoft Office). The use of the internet in all aspects of modern everyday life will also be discussed: safe navigation, internet search, communication, entertainment, education, protection, online shopping, etc.

After successful completion of the course, students will be able to:

- have basic infrastructure knowledge and basic computer skills in health services IT systems.
- be aware of the information systems used by healthcare providers.
- prepare electronic documents and spreadsheets.
- store the patient's complete medical file electronically.

- manage databases.
- seek information from the international literature on issues of Midwifery Science and other Health Sciences as well.
- implement electronic prescribing.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Showing social, professional and ethical responsibility and sensitivity to gender issues
Production of free, creative and inductive thinking

(3) SYLLABUS

- Basic IT concepts (central unit, auxiliary memories, input - output devices, software, data, operating systems, software packages).
- Computer networks
- Text processing and computing (file management (Windows), Basic word processing (Word), internet explorer, Outlook Express, Spreadsheets (excel).
- The Microsoft Powerpoint Presentations app: Templates & Help, Starting a Presentation & Views, Creating a Presentation, Inserting Objects, Formatting & Managing Objects, Charts & Organization Charts, Motion & Sound Transition Effects, Page Layout & Prints
- Internet services (e-mail, online browsing).
- Health networks.
- Nature and management of medical information, circulation of medical information.
- Codification of medical terms and medical information recording systems.
- Electronic patient medical record.
- Hospital IT system (NPS) / Laboratory IT system.
- Information systems for Midwifery and Gynecology.
- Databases and medical databases.
- Medical image management and transfer systems (DICOM – PACS).
- Integration and interoperability of health information systems.
- Computer use and Internet Services applications in Obstetrics
- The application of Microsoft Access Databases: Introduction to the basic concepts of relational databases, creating a new database, Creating Tables and modifying the Structure, Entering and Editing Data in a Table, Finding – Sorting – Filters – Printing, Relationships – Table Connections, Simple Queries, Advanced Queries, Create Form, Create Report (report)
- Internet & World Wide Web: Introduction to Internet communications – Use of Internet Services (World Wide Web, search engines, chat, discussions, blogs, social networking tools, Web2.0, Instant messaging / texting, etc.)
- Search for scientific literature through the available databases

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>In the classroom, face to face.</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>Communication via e-mail (email) • Online platform moodle • Use of personal computer and video projector – presentations from powerpoint, Word, pdf,</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>study and analysis of bibliography</td><td>4</td></tr>
<tr><td>interactive teaching</td><td>15</td></tr>
<tr><td>essay writing & presentation</td><td>30</td></tr>
<tr><td>Course total (25 hours workload per ECTS credit: 25 X 3 = 75hours)</td><td>75</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Evaluation Language: Greek
Assessment with Written Multiple-Choice Exams, Short Answer Questions, problem solving
Assignment of essays related to the course and presentation of technological issues and software tools related to the field of Midwifery (as an individual assignment). The evaluation criteria are explained to the students in detail during the lectures.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

1.Η Πληροφορική στην Ιατρική-eHealth-Βασικές Αρχές και Εφαρμογές, Έκδοση: 1/2019 Συγγραφείς: Venot Alain, Burgun Anita, Quantin Catherine ISBN: BROKEN HILL PUBLISHERS LTDK.
2. Μαθαίνετε εύκολα Office 2016, Ξαρχάκος & Δ. Καρολίδης (2016),Εκδόσεις Άβακας
3. Ανακαλύπτοντας τους Υπολογιστές: Εργαλεία, Εφαρμογές, Συσκευές και οι Επιπτώσεις της Τεχνολογίας Έκδοση: 1/2017 Συγγραφείς: Vermaat Misty, Sebok susan, Freund Steven, Campbell Jennifer, Frydenberg Mark ISBN: 9789963274475 BROKEN HILL PUBLISHERS LTD

Related scientific journals:

1. Health Informatics Journal
2. International Journal of Medical Informatics.
3. Journal of Healthcare Informatics Research
4. Healthcare Informatics Research
5. Journal of Biomedical and Health Informatics

Biophysics - Radiology
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**6009**	**SEMESTER**	**6th**
COURSE TITLE	**Biophysics – Radiology**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hours	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Elective)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of this course is for the students to understand the basic concepts of biophysics and radiology as they relate to medical and obstetric clinical practice. Emphasis is placed on active student participation during the course and the assessment of their critical thinking skills rather than mere memorization.

Upon successful completion of the course, students will have achieved the following learning outcomes:

1. Understanding the principles of biophysics and radiology and their applications in obstetrics and gynaecology.

2. In-depth comprehension of the indications and possibilities of different imaging methods such as ultrasound, radiography, computed tomography, etc.

3. Updating knowledge related to protocols and radiation protection measures for pregnant

women, healthcare professionals, and the general population.

4. Recognizing the role and uses of ultrasound in obstetrics, gynaecology, and oncology.

5. Understanding the value of collaboration within interdisciplinary teams and recognizing the professional boundaries necessary to achieve optimal results.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team-work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team-work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

Analysis of the course content:

At the end of the semester, the student will have acquired knowledge related to the production of X-rays, analysis of the spectrum (continuous-linear), description of factors affecting the spectrum's shape, scattered X-radiation, factors affecting the quality of X-ray, radiation protection measures, radiographic substances, general measures for dealing with reactions to radiographic substances, radiological findings of skeletal system diseases (chronic osteomyelitis, rheumatoid arthritis, osteochondritis, osteoarthritis, osteoporosis, disc herniation, spondylolisthesis, etc.), respiratory system diseases (pneumonia, suffocation from inhalation, pulmonary edema, pulmonary embolism, etc.), gastrointestinal system diseases (stomach cancer, chronic cholecystitis, acute pancreatitis, peptic ulcer disease, Crohn's disease, colon cancer, etc.), genitourinary system diseases (kidney tumors, uterus, ovarian tumors, etc.).

Additionally, the student will have acquired knowledge related to axial tomography, magnetic resonance imaging (basic principles and fundamental applications), biological effects of ultrasound, ultrasound imaging, methods of measuring bone density, mammography, nuclear physics elements, isotopes, single-photon emission tomography, positron emission tomography, fundamental principles of scintigraphy, medical telemetry, telemedicine, prospects in diagnostic imaging, biological actions of radiation, and radiation measurement. Special emphasis will be placed on the clinical application of imaging methods in Obstetrics and Gynaecology and prenatal screening.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	*Semester workload*
Lectures	26
Written assignments & presentations	10
Study and analysis of bibliography	4
Self-directed learning Independent Study	10
Interactive teaching	10
Suggestions, discussions, development of application models	10
Use of the internet	5
Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)	75

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek The evaluation criteria are clearly defined and thoroughly analyzed in the first lecture. There is an intermediate evaluation with assignment and final assessment with written exams. Mid-semester assignment (individual work with powerpoint presentation that takes place during the lessons). Corresponds to 20% of the final grade of the course). Written exams at the end of the semester with Multiple Choice questions, Short Answer Questions, Short Development Questions). It corresponds to 80 % of the final grade of the course.

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

1. Atlas SW. Magnetic resonance imaging of the brain and spine. 2nd ed, Lippincott Williams and Wilkins 1996
2. Βαρσαμίδης Κ. Στοιχεία Βιοϊατρικής Διαγνωστικής Απεικόνισης University Studio Press 2002
3. Παπαδόπουλος Λ. Η ακτινολογία και η τεχνική της. University Studio Press 1987

Related Scientific Journals:

1. Physical Science & Biophysics Journal
2. European Journal of Biophysics

14.1 7th Semester Courses

Midwifery Care of High-Risk Newborn
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**7001**	**SEMESTER**	**7rst**
COURSE TITLE	Midwifery Care of High-Risk Newborn		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory) & practice works		2 hrs theory	
		5 hrs practice works	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		7 hrs	7
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge (Mandatory) – (Skills development)		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The main aim of this course is to provide knowledge and opportunities to students to develop their skills and attitudes in order to give evidence-based, safe and quality care to high-risk newborns, as well as to support their families.

At the end of the courses the student will be able to:

- To identify a high-risk newborn from the history and clinical features, to provide immediate resuscitation, support and stabilization care, as well as safe transport to the appropriate level of care
- To become familiar with the basic principles of intensive care and hospitalization of newborns in NICU (thermoregulation, monitoring, nutrition/feeding, administration of medication, prevention of nosocomial infections)
- To know the main problems and disorders of neonatal age and prematurity, as well as their management methods

- To understand the difficulties experienced by parents of newborns hospitalized in the NICU and to support their role and participation in their care
- To recognize the long-term effects of neonatal problems and their prevention

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

(3) SYLLABUS

Theory:

1. Classification of Newborns
2. Levels of Neonatal Care
3. Transport/Transfer of Newborns
4. Reception of a Newborn in the Delivery Room - Neonatal Resuscitation
5. Procedures for the Admission of a Newborn to a NICU
6. Neonatal thermoregulation
7. Respiratory problems of newborns - Mechanical ventilation
8. Neurological problems of newborns
9. Neurodevelopmental care of newborns
10. Pain management in ICU
11. Elements of pharmacology in neonatal care
12. Neonatal Deprivation Syndrome
13. Enteral and parenteral nutrition of the newborn
14. Central venous catheters
15. Prevention of nosocomial infections in NICU
16. Surgical problems of newborns - Necrotizing enterocolitis
17. Hematological disorders of newborns
18. Cardiac problems of newborns
19. Postmortem care of newborns
20. Follow up of newborns after discharge from NICU
21. Parenthood in NICU

Lab/practice works:

• Neonatal classification, neonatal health and epidemiology
• Receiving the newborn at birth, supporting the transition from intrauterine to extrauterine life, neonatal resuscitation
• Evaluation of the health and development of the newborn with the Clinical examination, emphasizing the separation of normal and pathological findings by system,
• Care and monitoring of the newborn in the maternity ward from receipt to discharge (hygiene, history, recording, emergency care, respiratory system care, referral) or at home
• Support the successful nutrition and development of the newborn. Familiarization with the feeding models of the newborn (breast milk, breast milk substitute - safe preparation-), Assessment of healthy development
• Techniques to support the well-being and healthy development of the newborn/infant, through the involvement of the parents in their care and the empowerment of the parents
• Obtaining laboratory tests with concomitant taking of palliative measures and in the assessment of neonatal jaundice and other tests from the newborn, Obtaining and the importance of the examination of the newborn screening (Guthrie Chart)

• Safe preparation and administration of vaccines, medicines and vitamins after a doctor's written instruction to the newborn/infant • Plan of care and prevention of the main pathological conditions of the health of newborns-infants that may arise • Active participation of parents in formulating strategies to support the health of newborns and infants. Safety at home, on the go, on trips, newborn health record, parent training for areas of concern - newborn first aid

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	• Written essays • Work in small groups • Written exams with short answer questions and multiple choice questions • Evaluation language: Greek

Activity	***Semester workload***
Lectures	26
Practice clinical works	65
Literature study & analysis	21
Writing paper / assignments,	23
Clinical placement	40
Course total (25 hours workload per ECTS credit: 25 X 7= 175 hours)	175

(5) ATTACHED BIBLIOGRAPHY

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Related scientific journals:

Pediatrics and Neonatology
Journal of Neonatology

Journal of Clinical Neonatology
Journal of Neonatal Nursing
Journal of Perinatal and Neonatal Nursing
Neonatal Nursing Archives
Journal of Human Lactation
Resuscitation, Official Journal of European Resuscitation, Council
Midwifery
Advances in Neonatal Care
Journal of Obstetric, Gynecological and Neonatal nursing
Neonatal Network

PRIMARY & COMMUNITY MIDWIFERY CARE

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES		
DEPARTMENT	MIDWIFERY DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
CODE OF THE SUBJECT	7002	**SEMESTER**	**7th**
NAME OF THE SUBJECT	**PRIMARY & COMMUNITY MIDWIFERY CARE**		
SELF-ENDED TEACHING ACTIVITIES		**TEACHING HOURS PER WEEK**	**ECTS**
	Tutorials (Theory)	4 Hours Theory 5 Hours Lab	
		9	9
TYPE OF THE SUBJECT:	Specialized general knowledge (Mandatory) – (Skills development)		
PREREQUISITE COURSES	No		
LANGUAGE OF TEACHING AND ASSESSMENT	Greek		
ERASMUS STUDENT	No		
WEBSITE (URL) OF THE SUBJEST	https://exams-minutr.the.ihu.gr		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*

Guidelines for writing Learning Outcomes

Upon completion, the student is expected to be able to:

1. become familiar with the different fields of practice of obstetric care and its responsibilities in the community and Primary Health Care
2. provides out-of-hospital and emergency obstetric care, individually or in collaboration with other health scientists, based on modern guidelines and conditions
3. safely and responsibly provide maternity care for low-risk women and their newborns in the community and adhere to the principles of home care
4. safely and responsibly provides nursing and care in the community to women and newborns after their hospitalization in a nursing facility, as directed by physicians
5. understands the requirements to work as a freelance obstetrician in the community
6. organize and provide advisory services in obstetric care in the community, in the field of health education in schools, or other community structures or associations, in order to support preventive health of children, teenagers. of adults of reproductive age, menopausal or post-menopausal women, with the integration of new technologies
7. is knowledgeable about women's health risks based on epidemiological indicators, in order to be able to understand the mission of obstetric care in their prevention and early diagnosis and treatment (e.g. breast cancer)
8. advise on screening tests according to the guidelines and strengthen women's adherence to them
9. is trained in the safe and correct taking of the prevention tests that he can perform based on his professional rights

10. recognizes early signs of pathology for prevention – referral to physician or secondary/tertiary health services 11. is familiar with electronic prescribing 12. is familiar with the institutional framework of the operation of NGOs and other organizations, e.g. (Fainareti) and the responsibilities of midwives in them
General Abilities – Competencies
Search, analysis and synthesis of data and information, using the necessary technologies *Decision Making* *Autonomous work* *Teamwork* *Adaptation to new situations* *Work in an interdisciplinary environment* *Project planning and management* *Exercise criticism and self-criticism* *Respect for diversity and multiculturalism* *Promotion of free, creative and inductive thinking*

(3) SYLLABUS

1. Basic concepts, legal framework, organization and evaluation of the PF in PPH
2. Communication of the Midwife with the Community – prevention services, health education and health promotion, community midwifery health care, areas within the community that midwife can offer her care
3. Implementation and support of Family planning & reproductive health in the community by the Midwife
4. Prevention of cervical cancer and the role of the community midwife (PAP TEST and HPVdna test) Breast Cancer Prevention
5. Sampling the vaginal-cervical discharge from the midwife
6. Childbirth Preparation / Prenatal Courses in health structures or other institutions in the community, or in the freelance midwifery profession
7. Pregnancy monitoring by the midwife for low-risk pregnancies in community health facilities
8. Neonatal health and community midwifery care services
9. Postpartum Midwifery Care and new challenges
10. Breastfeeding friendly community and community midwifery services
11. Urinary incontinence in the Primary Health Care by the midwife
12. Care of the Menopausal Women by Midwives
13. The midwife at various health service organizations, international health organizations and NGOs, the role of midwives in special populations
14. Midwifery in a primary care center, practical issues: Electronic prescribing

(4) TEACHING and LEARNING METHODS - EVALUATION

WAY OF CONDUCTING LESSONS	▪ Face to face ▪ Partially online distance learning with guest speakers
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	▪ moodle" electronic platform for students to access the educational material of the course, ▪ Use of PC video projector and power point program, Internet connection for educational activities (pages of organizations for PPH, search for guidelines, scientific sources, epidemiological indicators, educational videos)
TEACHING FRAMEWORK	

Activities	***Semester Work load***
Lectures	50
Written assignments & presentations	50
Practice works – Clinical practice at the Skills Lab-Hospital (Mandatory student presence)	80
Self-directed learning Independent Study	45
Course total (25 hours workload per ECTS credit: 25 X 9= 225 hours)	225

STUDENTS ASSESSMENT	Language: Greek Multiple choice test Written assignment, oral prevention Laboratory/ clinical test*, case study* Problem solving, scenario test

(4) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

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and fragile settings: a systematic review of interventions, support systems and enabling environmentsBMJ Global Health 2022;7:e006872.

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Related Scientific Journals:

Primary health care (Greek journal)
Journal of Midwifery & Women's Health
Pregnancy & Childbirth PMC
Midwifery
European Journal of Midwifery
Cochrane Database Systematic Reviews
Series from the Lancet journals
International journal of Community based Nursing and Midwifery

Counseling Didactics-Communication

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Science		
ACADEMIC UNIT	MIDWIFERY DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**7003**	**SEMESTER OF STUDY**	7th
COURSE TITLE	Counseling Didactics-Communication		

INDEPENDENT TEACHING ACTIVITIES *in case credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits*	**WEEKLY HOURSOF TEACHING**	**CREDITS**
Tutorials (Theory)	2 hrs	3
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skills Development*	Special Background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
COURSE E-PAGE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*

Guidelines for writing Learning Outcomes

1. describe what happens when two or more people communicate.
2.List the factors influencing communication and distinguish the obstacles that can enter into any interpersonal communication.
3.state the reasons why people communicate
5.identify causes of dysfunctional situations.
6. practice communication skills in primary care and mental health (role playing, brainstorming, etc.)
7.Distinguish the types of groups and characteristics of a group.
8.analyze the operating structure of a team
9. Weigh up the advantages and disadvantages of the proposal.
10. improve and enrich this technique.
11. To use action-oriented techniques, active participation in emergency obstetric care.
12. select and combine appropriate technical actions as needed (in high-risk pregnancy, childbirth, postpartum)
13. To develop counseling programs and laboratory test instructions for early diagnosis of high-risk pregnancy, family planning, breastfeeding, hygiene, nutrition, etc.
12. use structured communication tools for the fast and efficient transmission of information (SBAR).

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them does the course aim at?.

Search, analyze and synthesize data and information, using the necessary technologies	*Project planning and management*
Adapting to new situations	*Respect for diversity and multiculturalism*
Decision-making	*Respect for the natural environment*
Autonomous work	*Demonstrate social, professional and ethical responsibility and sensitivity to gender issues*
Teamwork	*Criticism and self-criticism*
Working in an international environment	*Promoting free, creative and inductive thinking*
Working in an interdisciplinary environment	
Generation of new research ideas	

Adapting to new situations
Decision-making
Teamwork
Working in an interdisciplinary environment
Generation of new research ideas
Project planning and management
Respect for diversity and multiculturalism
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Promoting free, creative and inductive thinking

(3) SYLLABUS

Concepts of Counseling and Didactics
Needs assessment
Counseling and Didactics Applications
Reach out to groups
Means of reaching out to groups
Applications in the fields of fertility control, pregnancy, sexually transmitted diseases, prevention of genital cancers, breast, etc.
Modern applications and new knowledge
The concept of learning in general
Environment and learning
The motivation of learning
The organization of learning. Laws of learning. Binary learning theory. Sociocognitive learning.
Pedagogical and didactic evaluation
Socialized teaching
Principles of teaching. Didactics as a branch of education sciences
Critical communicative teaching. Teaching methods and pedagogical interaction.
The importance and objectives of education.
Teaching methods and pedagogical interaction.Teaching method.
Means of teaching.
Teaching models and critical communication teaching. General observations, scientific teaching.
Experiential-communicative teaching.
Communication as message relay.
Communication as social action.
Key features of communicative teaching.
The role of the teacher.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

<table>
<tr><td>DELIVERY METHOD
Face-to-face, Distance learning, etc.</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES
Use of ICT in Teaching, Laboratory Training, Communication with students</td><td>Use of audiovisual material.
-Presentations on a projector.
- Support of the learning process through the electronic platform Moodle (synchronous, asynchronous).
-Electronic communication via email and e-mail application
Evaluation forms.</td></tr>
<tr><td>TEACHING ORGANIZATION
The method and methods of teaching are described in detail. Lectures, Seminars, Field Exercise, Bibliography Study & Analysis, Interactive Teaching, Study Visits, Project Writing,
The student's study hours for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards</td><td>
<table>
<tr><th>Activity</th><th>Semester Workload</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>Interactive teaching,</td><td>24</td></tr>
<tr><td>Elaboration of a study (project), Writing of a project / assignments,</td><td>25</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total Course</td><td>75</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Others

Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.</td><td>Assessment language:Greek

Evaluation methods: In conclusion
Multiple-choice test
Short answer questions
Development Questions, Problem Solving
Written Assignment

Final written exam with development questions and/or multiple-choice questions
Evaluation criteria
1.Standard answers from teaching aids
2. Standard scheme for writing scientific papers
3. Quality of presentation of scientific work to an audience with the help of multimedia, and standard scheme for writing scientific papers
4. Evaluation of the successful selection of documented bibliographic sources</td></tr>
</table>

(5)ATTATCHED BIBLIOGRAPHY

Proposed Bibliography:

Teaching and learning in nursing and other health sciences, Stella Kotzabasaki
Modern Teaching Methods for Nurses and Other Professionals, Bradshaw M.
Teaching Methods in Nursing Education, Sandra De Young
Nursing Consulting, Freshwater D.
Counseling in the School Community, Chatzichristou G. Chryssi
Introduction to Counseling, John McLeod
Short Counseling in Education that Brings Results, Gerald b. Sklare
Boivin J. Kentenich H. (2002). *Guidelines for counseling in infertility*. ESHRE Monographs. London: Oxford University Press.
Burns LH. Covington S. (1999). *Infertility Counselling. A comprehensivehandbook for clinicians* . New York: Parthenon.
Cooper-Hilbert B. (1998). *Infertility and involuntary childlessness: helpingcouples cope*. New York: WW Norton.
Covington S., Burns LH. (2006) *Infertility Counselling. A comprehensivehandbook for clinicians*. New York: University Cambridge Press.
Diamond R., Kezur D., Meyers M. (1999). *Couple therapy for infertility.* New York: Guildford Press.
Inhorn M., Van Balen F. (2002) *Infertility around the globe: new thinking of childlessness, gender and reproductive technologies.* Los Angeles, CA: University of California Press.
Singer D., Hunter . (2003) . *Assisted human reproduction: psychological and ethical dilemmas.* London Whurr Publishers.
Stanton A. and Dunkell Schetter (1991). *Infertility: perspectives from stress and coping research*. New York: Plenum Press.

Related scientific journals:

1. European journal of midwifery
2. Midwifery
3. British journal of Midwifery
4. Midirs digest
5. Journal of Midwifery & Women's Health
6. Lancet
7. Journal of Midwifery and Reproductive Health
8. Women, Midwives and Midwifery

Psychosomatic Preparation for parenthood
COURSE OUTLINE

(1)GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**7004**	**SEMESTER**	**7TH**
COURSE TITLE	Psychosomatic Preparation for parenthood		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory) & practice works	4 hours theory &	
	2 hours Lab	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	6 hrs	6

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialized general knowledge, (Mandatory) – (Skills development)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=324 https://exams-minutr.the.ihu.gr/course/view.php?id=325

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of the course, students are expected to be able to:
1. apply their theoretical knowledge in Midwifery science for the planning and organization of childbirth & parenthood preparation programs.
2. operate at an interdisciplinary level and in groups.
3.can establish adequate and effective communication with parents to organize preparation programs according to their needs and wishes
4. recognize the physiopathological mechanisms, the theories of acute and chronic pain.
5.evaluate the psychological components of pain according to pain measurement scales
6. understand the principles of pharmaceutical treatment (entonox, epidural anesthesia, etc.) as well as alternative (TENS, acupuncture, massage, meditation, relaxation techniques, etc.) forms of labour pain relief
7. to handle technologies/techniques to relieve the pain of childbirth and enhance the progress of normal childbirth, e.g. women's mobilization, offer different birthing positions, avoidance of

unnecessary interventions
8. provide midwifery care, in accordance with research-based labour/ birth management protocols and with the recommendations of WHO
9. evaluate the effectiveness of the above protocols as well as the programs they implement
10. get to know the various methods of psychoprophylaxis and apply them on a case-by-case basis
11. encourage the contribution and presence of the partner in the application of the above methods and techniques
12. prepare educational material for the preparation for natural childbirth
13. inform the mother/couple about her/ their birth rights, the birth plan and their options
14. apply the informed consent process in practice
15. apply techniques of breathing, relaxation, exercise, use of music-dance, massage, meditation, visualizations in the process of preparation programs
16. know how to organize physical activity/exercise programs during pregnancy in collaboration with suitable professionals
17. know the advantages of using water immersion during pregnancy and childbirth as an analgesic and organize such programs accordingly
18. train parents to assume their parental role

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The purpose of the course is to present the methods of preparation for parenthood and to analyze all the stages that a pregnant woman experiences from conception to delivery. The aim is to strengthen the role of the student as a health professional through the practical application of the scientifically documented knowledge he will receive. The student will acquire the necessary knowledge and clinical skills for the use of pharmaceutical and alternative therapies and techniques as well as psychosomatic preparation methods based on scientifically documented protocols.

Students will learn to treat the pregnant woman, the father, the fetus-newborn with a holistic approach by offering knowledge, information, psychosomatic, social support and safe midwifery care so that the transition to parenthood is successful. This will be achieved through critical

analysis of original published papers and reviews of the international scientific literature.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams, Short Answer Questions Assignment of essays to student groups and oral presentation during classes (voluntary basis) Especially for the laboratory, the assessment include oral examination and/or oral presentation of project The evaluation criteria both for the essays and the course are accessible to the students and are thoroughly analysed in the first lecture and in their first visit to the hospital.

Activity	***Semester workload***
Lectures	52
study and analysis of bibliography	20
interactive teaching	10
essay writing & presenting it	25
Laboratory practise	26
Self- directed learning	17
Course total (25 hours workload per ECTS credit: 25 X 6 = 150hours)	150

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

1. Ψυχοσωματική ετοιμασία για την μητρότητα. Μάρθα Μωραίτου Επιστημονικές εκδόσεις Παρισιάνου Α.Ε. 2007
2. Nicholson B., Parker L. (Μεταφ.Επιμ.Μεταλλινού Δ., Παπαφιλίππου Μ.) Δεσμοί καρδιάς. 1η εκδ Εκδ Παπαζήσης 2019
3. Patricia Wieland Ladewig, Marcia London, Michelle Davidson. Σύγχρονη Μαιευτική Φροντίδα Μητέρας και Νεογνού. 9η εκδ. Εκδ. Λαγός 2021
4. HOLDEN GEORGE. Η ΔΥΝΑΜΙΚΗ ΤΗΣ ΣΧΕΣΗΣ ΓΟΝΕΑ- ΠΑΙΔΙΟΥ. 1η εκδ. Εκδ Κωνσταντάρας 2019
5. Leading Antenatal Classes, A practical guide. Schott J & Priest J. 2nd ed. Books for Midwives, 2003
6. Birth Reborn. Odent M. William Clowes Lim, Beccles & London, 1984
7. Μαιευτική Φροντίδα. Τραγέα Ρ. 2005. εκδ. Γιαννακόπουλος
8. Τεκμηριωμένη φροντίδα στο Φυσιολογικό Τοκετό. 2011 εκδ. Επιστημονική Εταιρεία Μαιών Ελλάδας «Μαίευση»
9. Complementary Therapies for pregnancy and childbirth. Ed Tiran D & Mack S. 2nd ed. 2000, Bailliere Tindall publ.

Related Scientific Journals:

Women and Birth
European journal of midwifery
Midwifery
Women's Health Issues
British journal of Midwifery
International Journal of Childbirth
Midirs digest
Journal of Midwifery & Women's Health
Journal of Midwifery and Reproductive Health
Journal of mother and child
Journal of Midwifery and Reproductive Health
Journal of Perinatal Education
Journal of Holistic Nursing and Midwifery
Evidence Based Midwifery
Practicing Midwife
Women's Reproductive Health
Women's Health Reports
New Zealand College of Midwives Journal
International journal of Psychology
Journal of Health Services Research & Policy
Journal of Research Development in Nursing and Midwifery

Midwifery Care for vulnerable populations
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**7005**	**SEMESTER**	**7TH**
COURSE TITLE	Midwifery Care for vulnerable populations		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hours	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=326

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of the course, students are expected to be able to:
1. know & be able to offer holistic woman-centered midwifery care (Holistic woman-centered midwifery care) with respect to diversity (Cultural awareness)
2. define vulnerable populations and prioritize their health needs and especially reproductive needs
3. recognize signs of gender-based violence and ways to provide appropriate and effective midwifery care
4. provide integrated midwifery care according to the real needs of socially excluded population groups (immigrants, refugees, drug addicts, homeless, carriers of infectious diseases)
5. to know the ways of communicating with immigrant populations, or with special needs persons with communication difficulties (e.g. deaf women) and their families in order to better support their health
6. organize programs to change unhealthy behaviours

7. take measures to protect their health and the health of the team during the practice of midwifery care
8. organize maternity care facilities in the community
9. emphasize the education of individuals in hygiene, protection from sexually transmitted diseases, strengthening the immune system by encouraging and advising on breastfeeding
10. be aware of any variations in midwifery care or guidelines on prevention, depending on the characteristics of the vulnerable populations and epidemiological data
11. indicate the need for mediation of persons belonging to vulnerable populations in order to ensure screening, or medical care and follow-up
12. organize a protection network for women and their children in collaboration with social, legal and mental health services and encourage the voluntary initiative of their support.
13. recognize the importance of their involvement in proposals to improve the health of vulnerable populations in their country with an emphasis on midwifery care.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The purpose of the course is to highlight the holistic dimension of Midwifery science. The provision of health services is not separated from the social environment, socio-economic conditions and culture of the people who receive these services.

Specialized health professionals such as midwives should acquire skills in interpersonal communication, abilities to assess the environment that may affect the quality of health of the couple - child. It takes vigilance and early recognition of cases of abuse or neglect. At the same time, it is necessary to cultivate a spirit of respect towards the diversity and the particular culture of each couple.

1. Social determinants of health and their impact on reproductive and perinatal health – good practices for reducing disparities – vulnerable populations

2. Holistic woman-centered midwifery care

3. Respect for diversity (Cultural awareness)

4. Domestic violence

5. Rape and pregnancy

6. Economic crisis and maternity care

7. Crisis management and midwifery practice (pregnancy monitoring, emergency management, breastfeeding, hygiene, psychosocial support)

8. Intercultural Midwifery care (immigrant populations)

9. Midwifery care in socially excluded population groups (drug addicts, homeless, carriers of infectious diseases)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple-Choice Exams, Short Answer Questions Assignment of essays to student groups and oral presentation during classes (voluntary basis) The evaluation criteria both for the essays and the course are accessible to the students and are thoroughly analysed during the first lecture.

Activity	***Semester workload***
Lectures	26
Study and analysis of bibliography	10
interactive teaching	9
essay writing & presenting it	15
Self-directed learning	15
Course total (25 hours workload per ECTS credit: 25 X 3 = 75hours)	75

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

MARILYN MCFARLAND, HIBA WEHBE-ALAMAH. LEININGER'S ΔΙΑΠΟΛΙΤΙΣΜΙΚΗ ΝΟΣΗΛΕΥΤΙΚΗ. 1η εκδ Εκδ. Κωνσταντάρας 2019

Lowdermilk, Perry, Cashion, Alden, Olshansky. Φροντίδα Μητρότητας και Υγείας των Γυναικών. 12η εκδ Εκδ Λαγός 2021

Patricia Wieland Ladewig, Marcia London, Michelle Davidson. Σύγχρονη Μαιευτική Φροντίδα Μητέρας και Νεογνού. 9η εκδ Εκδ Λαγός 2021

Δεοντολογία, νομοθεσία, ιστορία των μαιών/ μαιευτών, Προστασία μητρότητας. Μωραΐτου Μ. Εκδ Βήτα, 2012

Καλοκαιρινού Α. Διαπολιτισμική νοσηλευτική και πολιτισμική επάρκεια για τους επαγγελματίες υγείας. 1η

εκδ. Εκδ BROKEN HILL 2011
Αντωνίου Ευαγγελία. Ενδοοικογενειακή βία - αναπαραγωγή και πολιτικές φύλου. 1η εκδ. Εκδ Desmos dig 2018
Στρατηγάκη Μαρία. Πολιτικές ισότητας των φύλων. 1η εκδ. ΕΚΔΟΣΕΙΣ ΑΛΕΞΑΝΔΡΕΙΑ Α.Ε. 2021
Jayne Marshall, Maureen Raynor. Myles Textbook Μαιευτική Φροντίδα επιμ Αντωνάκου Αγγ. 16η εκδ/1η ελληνική Εκδ Λαγός 2020
Macdonald Sue, Johnson Gail. Maye's Περιγεννητική Μαιευτική Φροντίδα. 1η εκδ Εκδ BROKEN HILL PUBLISHERS LTD 2021
Αντωνάκου Α & Παπουτσής Δ. Μαιευτική Φροντίδα στην Κύηση εκδ. Broken Hill 2019
Καλοκαιρινού Α. και συν. Εφαρμογές Καλών Πρακτικών Ομάδας Πρωτοβάθμιας Φροντίδας Υγείας. ΣΥΝΔΕΣΜΟΣ ΕΛΛΗΝΙΚΩΝ ΑΚΑΔΗΜΑΪΚΩΝ ΒΙΒΛΙΟΘΗΚΩΝ www.kallipos.gr 2015
Moghaddam Hossieni V, Toohill J, Akaberi A, HashemiAsl B. (2017) Influence of intimate partner violence during pregnancy on fear of childbirth. Sex Reprod Healthc. 2017 Dec;14:17-23. doi: 10.1016/j.srhc.2017.09.001. Epub 2017 Sep 8. PubMed PMID: 29195630
Thomson, G., Delap, N. F., Balaam, M. C., & Van Lessen, L. (2017). Caring to make a difference with vulnerable women: the impact of targeted support on birth-related outcomes and experiences. The Practising Midwife, 20(4).
NICE Clinical Guidelines, No. 110., Pregnancy and Complex Social Factors: A Model for Service Provision for Pregnant Women with Complex Social Factors., National Collaborating Centre for Women's and Children's Health (UK). London: RCOG Press; 2010 Sep

Related Scientific Journals:

Women and Birth
European journal of midwifery
Women's Health Issues
British journal of Midwifery
International Journal of Childbirth
Midirs digest
Journal of Midwifery & Women's Health
Journal of Midwifery and Reproductive Health
Journal of mother and child
Journal of Midwifery and Reproductive Health
Women's Reproductive Health
Women's Health Reports
New Zealand College of Midwives Journal
International journal of Psychology
Journal of Health Services Research & Policy
Journal of Research Development in Nursing and Midwifery
BMC Health Serv Res
BMC Pregnancy and Childbirth
Journal of Adolescent Health
Journal of Health and Social Behavior: SAGE Journals
Ethical Issues in Maternal Child Nursing
Journal of Health Economics
Journal of Immigrant and Minority Health
Journal of Immigrant Health
International Journal of Migration, Health and Social Care
Journal of Women's Health Care

Biostatistics
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**7006**	**SEMESTER**	**7th**
COURSE TITLE	Biostatistics		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)		2 hours	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Elective)		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://moodle.teithe.gr/course		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Biostatistics is the science that deals with the management and analysis of quantitative data and research hypotheses arising from studies in the field of health. As a specialized field, it contributes to the correct and "safe" extraction of conclusions from health-related research. It is essential for the planning, design, execution, data collection, statistical analysis, presentation of results, and interpretation of findings in epidemiological and medical-obstetric research.

Upon successful completion of the course, the student will be capable of understanding, comprehending, and using basic statistical techniques for the analysis of one or more variables. The course is conducted with the support of computers, mainly using Excel and the Statistical Package for the Social Sciences (SPSS). By the end of the course, the student will be able to

successfully write and present the results of research work, as well as critically evaluate the quality and reliability of the study's findings.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

- The purpose of the course is to highlight:
- Probabilities & Inference (Probabilities, Models, Simulation, Expected Values, Inference, Significance Tests, Statistical Inference, Two-way Tables and X2 and Population Averages)
- The Excel Environment (Tools & Menus, Data Input & Validation, Data Analysis, Pivot Tables, Functions, Tables, Charts)
- The SPSS Environment (Tools & Menus, Data Entry, Variable Definitions, Labels, Frequencies / Statistics / Charts / Format Procedures, Descriptives Procedure, Explore Procedure, Plots Histograms & Boxplots, Normality Testing, Independence Control x2, Summary Reports / Case Summaries, Hypothesis Testing, Compare Procedure, Analysis of Variance Procedure, Correlation Procedure, Regression Analysis, Non-Parametric Tests)
- Logistic Regression
- Meta-Analysis

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class

<table>
<tr>
<td>TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td>
<td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>Group assignment & presentation</td><td>15</td></tr>
<tr><td>Study and analysis of bibliography</td><td>4</td></tr>
<tr><td>Interactive teaching</td><td>5</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Course total (25 hours workload per ECTS credit: 25 X 2= 50 hours)</td><td>50</td></tr>
</table>
</td>
</tr>
<tr>
<td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td>
<td>Evaluation Language: Greek
Assessment with Written Multiple-Choice Exams, Short Answer Questions
Written assignments to student groups and oral presentation during classes (voluntary basis)

The evaluation criteria both for the essays and the course are accessible to the students and are thoroughly analysed during the first lecture</td>
</tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

1. Παναγιωτάκος Δ. (2006), *Μεθοδολογία της Έρευνας και της Ανάλυσης Δεδομένων για τις Επιστήμες της Υγείας*, Εκδόσεις Κωστάκη, Αθήνα
2. Ζαφειρόπουλος Κ. (2005), «Πώς γίνεται μία επιστημονική εργασία;». Εκδόσεις Κριτική
3. Μαντζάρης Γ. (2007) «Επιστημονική Έρευνα», Εκδόσεις Εκτυπώσεις Κ. Καραμφυλλίδου
4. Γαλάνης Π, Σπάρος Λ. Εγχειρίδιο Επιδημιολογίας (2010) Ιατρικές Εκδόσεις ΒΗΤΑ,
5. Αποστολάκης Ι., Σταμούλη Μ.Α. Ασκήσεις υπολογιστικής στατιστικής στην υγεία. Τεύχος Α. Εκδόσεις Παπαζήση, Αθήνα, 2007,
6. Κουτσογιάννης Κ, Noelle-Λαζαρίδου Μ, Λαζαρίδης Α. Εφαρμοσμένη Στατιστική στις Επιστήμες Υγείας και Πρόνοιας Έλλην, 2003 ISBN,
7. Bowers D., Θεμελιώδεις έννοιες στη Βιοστατιστική. Εισαγωγή για επαγγελματίες υγείας. Ελληνική επιμέλεια – Νίκος Μίτλεττον. Ιατρικές Εκδόσεις Πασχαλίδης, Αθήνα, 2010,

Related Scientific Journal:

3. Journal of Biometrics & Biostatistics
4. Journal of Biostatistics
5. The International Journal of Biostatistics
6. American Journal of Biostatistics
7. Biostatistics

REPRODUCTIVE ENDOCRINOLOGY
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**7007**	**SEMESTER**	**7th**
COURSE TITLE	REPRODUCTIVE ENDOCRINOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hrs	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (Elective)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is for the students, to gain all the necessary knowledge, regarding to the reproductive endocrinology, the menstrual cycle physiology, the amenorrhea and the menstruation disorders, the polycystic ovary syndrome, as well as the endocrinological pathologies, that affect the human reproduction. The course offers to the students the ability to gain knowledge regarding the anatomy and physiology of the female reproductive system, its' benign diseases, and the fertility disorders. Furthermore, the students are guided through the implementation of diagnostic and surgical techniques that are used in Gynaecology and learn to recognize and deal with usual and simple endocrinological problems during pregnancy. Finally, to prepare them to provide guidance on prevention and contraception.

After the successful completion of the course, the students will be able to:
• Understand the female reproductive system physiology, as well as the anormal changes that have to do with it.
• Recognize signs and symptoms of endocrinological diseases in female patients.
• Implement and provide a complete care in gynaecological patients.
• Suggest contemporary diagnostical techniques and inform about their safe implementation. • Provide evidence-based consultation in the aforementioned diseases, and suggest preventive measures against conditions that lead to medical gynaecological conditions.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Teamwork	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Decision-making
Working independently
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Respect for difference and multiculturalism
Showing social, professional, and ethical responsibility and sensitivity to gender issues
Showing methodological approach
Production of free, creative, and inductive thinking

(3) SYLLABUS

1. The physiology of the hypothalamus – pituitary gland – gonads axis.
2. The physiology of the menstrual cycle
3. Puberty and Menopause: The borders of the reproductive age.
4. Anovulation causes
5. Menstruation disorders: Amenorrhea, long menstrual cycles, short menstrual cucles, Menorrhagea, Metrorrhagea.
6. Polycystic Ovary Syndrome
7. Thyroid gland diseases and their affect.
8. Diabetes Mellitus and its' affect.
9. Endocrinology and physiology of the breast and mammary gland.
10. Rest of endocrinological diseases.
11. Reproductive endocrinology of the male – Subfertility and Infertility: Definition of the subfertile couple – suggestions and solutions.
12. Course recap – essay presentation.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom face to face, practical implementation, asynchronous education
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	PC and video-projector use for powerpoint presentations, educational videos, Protocols' and Guidelines' presentation and use, Moodle platform, email use.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice,*	

Activity	*Semester workload*
Lectures	26
Interactive teaching	4

fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Independent Study	5
	Study and analysis of bibliography	10
	Written assignments & presentations	5
	Course total (25 hours workload per ECTS credit: 25 X 2 = 50 hours)	50
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Greek language Written exams: multiple choice question, free answer, problem solution, role-playing in case-studies. Ability for oral examination. Evaluation of essays and practical skills There is a scoring system from zero to ten (0-10), and passing score is five (5).	

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

9. "Reproductive endocrinology", Matalliotakis, Paschalidis eds, 2001.
10. "Reproductive endocrinology", Iatrakis, Desmos Digital eds, 2018.
11. "Consultation in Assisted Reproduction", Iatrakis, Desmos eds, 2009.
12. "Technology and Medical Assisted Reproduction", Kipouridou – Milapidou, Legal Librady eds, 2019.
13. "Speroff's Clinical Gynecologic Endocrinology and Infertility", Taylor - Pal - Sell, 9th Edition, Lippincott Williams and Wilkins, 2019.
14. "Yen & Jaffe's Reproductive Endocrinology", Strauss - Barbieri, 8th Edition, Elsevier, 2018
15. "Guidelines 1 (Diabetes Mellitus and Pregnancy) & 2 (Thyroid diseases and Pregnancy)", Goulis, 1st Obstetric and Gynaecological Dpt, A.U.Th.

Related Scientific Journals:

1. International Journal of Endocrinology
2. European Journal of Endocrinology
3. Journal of Endocrinology

Scientific Paper Writing Skills
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**7008**	**SEMESTER**	**7th**
COURSE TITLE	Scientific Paper Writing Skills		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Elective)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*

Guidelines for writing Learning Outcomes

At the end of this course, students will be able to:

• learn to categorize the types of writing of scientific papers and publications (bibliographic review, research article, etc.).
• define and approach the topic (title) of the work
• plan the course of implementation of a scientific work or bibliographic study
• search for relevant, documented and up-to-date literature in the databases (pubmed, scopus, etc.), through its evaluation, utilize and synthesize the bibliographic sources in writing the papers
• learn to study scientific articles related to their subject, seeing all the criteria recognize and respect the principles of ethics and ethics in writing scientific work and

avoiding plagiarism
• they adapt to the rules of morphology of scientific works defined each time
• become familiar with the use of bibliographic reference and citation systems
• are able to prepare and support collectively or individually a scientific work.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	
Production of new research ideas	

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The types of scientific works,

Objectives and importance of scientific works,

Documentation and development of the sciences

Selection and approach of the subject of scientific work under negotiation

Recording and documenting research questions

Search and evaluation of bibliographic sources, their selection and utilization

Stages of writing, academic writing style and structure of the scientific paper

Compliance with the rules of ethics for the writing of scientific papers

Systems of bibliographic references and citations

Overall formatting of scientific papers and their evaluation

Ethics

Plagiarism

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	*Semester workload*
Lectures	26
Interactive teaching	4
Independent Study	5

workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Study and analysis of bibliography	10
	Written assignments & presentations	5
	Course total (25 hours workload per ECTS credit: 25 X 2= 50 hours)	50
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with written or oral exams. Evaluation with written or oral exams. Written assignments to student groups and oral presentation during classes. The evaluation criteria both for the assignments and the course are accessible to the students and are thoroughly analysed during the first lecture.	

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

HOW TO WRITE A SCIENTIFIC PAPER Hall M. George, Greenhalgh Trisha

Day, R. & Y Gastel, B. (2006). How to write and publish a scientific paper. Westport, CT: Greenwood Press, p45-51.

Gustavii, B. (2003). How to write and illustrate a scientific paper. Cambridge University Press.

Γαλάνης, Π. (2013α). Γράφοντας τον τίτλο και την περίληψη ενός ερευνητικού άρθρου. Αρχ Ελλ Ιατρ, 30, 734-741.

Γαλάνης, Π. (2013β). Συγγραφή και δημοσίευση ερευνητικών άρθρων στις επιστήμες υγείας. Αθήνα: .Broken Hill Publishers Ltd & Εκδόσεις Π.Χ. Πασχαλίδη

Μεθοδολογία της Έρευνας στις Επιστήμες Υγείας ISBN: 978-960-603-223-3

Related Journals:

The Breast

Breast cancer research and treatment

Breast cancer research

Gynecologic Oncology

International Journal of Gynecological Cancer

European Journal of Gynaecological Oncology

American Journal of Obstetrics and Gynecology

European Journal of Obstetrics, Gynaecology and Reproductive Medicine

Archives in Gynecology and Obstetrics

Obstetrics and Gynecology

14.2 8th Semester Courses

Advance Midwifery Care in Pregnancy - Labour
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**8001**	**SEMESTER**	**8TH**
COURSE TITLE	Advance Midwifery Care in Pregnancy - Labour		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hours	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge (Mandatory)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=330

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

After completing the course, the student will be able to:

1. To identify, describe and apply the appropriate evidence-based midwifery clinical care both in cases of people without pathology and of people who may show some evidence of pathology - the diagnostic criteria of Low-risk to high risk pregnancy will be analyzed thoroughly
2. To set the conditions and goals of advanced midwifery care by practicing care with empathy and respecting the wishes and culture of recipients of care
3. To provide with clarity, empathy and respect the results of the prenatal check-up to the pregnant woman/her family
4. To analyze and explain the clinical midwifery care protocols individually for each pregnant/ labouring woman such as for example in cases of normal delivery after caesarean section, care for women with pre-eclampsia, with intrahepatic cholestasis, for women who have suffered

violence or who are at risk of experiencing abusive/racist behaviours
5. To be able to apply appropriate care to people with obesity or other comorbidities
6. To be able to offer high-quality care to newborns after birth according to their needs and corresponding counselling to their parents
7. To formulate clinical questions, to exercise critical examination in decision-making and their modification - To be able to apply correct techniques for evaluating the quality of services provided (audits, etc.)
8. To participate in the planning and evaluation of midwifery care protocols – apply Leadership
9. To seek the latest scientifically based knowledge on everyday issues of clinical midwifery practice
10. To be able to evaluate the quality of research documentation and to promote the research initiative in health structures.
11. To actively participate in interdisciplinary teams with the aim of providing optimal clinical care.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The purpose of the course is to update and strengthen the already existing knowledge of Midwifery students regarding new technologies and the most modern international protocols for Midwifery Care in pregnancy and childbirth. Students will recognize the importance of continuing education with constant renewal and updating of knowledge. This course aims to train students in evidence-based clinical midwifery practice, in the application and introduction of new innovations during pregnancy and childbirth. Students will acquire knowledge about Leadership in the health units they will be employed in and the evaluation of the quality of the services provided. This will be achieved through critical analysis of published original works and reviews of the international scientific literature as well as interactive teaching with examples from the clinical structures where the students practice.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek Assessment with Written Multiple Choice Exams, Short Answer Questions Assignment of essays to student groups and oral presentation during classes (voluntary basis) The evaluation criteria both for the essays and the course are accessible to the students and are thoroughly analysed during the first lecture.

Activity	*Semester workload*
Lectures	26
study and analysis of bibliography	15
interactive teaching	5
essay writing & presenting it	15
Self-directed learning	14
Course total (25 hours workload per ECTS credit: 25 X 3 = 75hours)	75

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Jayne Marshall, Maureen Raynor. Myles Textbook Μαιευτική Φροντίδα επιμ Αντωνάκου Αγγ. 16η εκδ/1η ελληνική Εκδ Λαγός 2020

Macdonald Sue, Johnson Gail. Maye's Περιγεννητική Μαιευτική Φροντίδα. 1η εκδ Εκδ BROKEN HILL PUBLISHERS LTD 2021

Patricia Wieland Ladewig, Marcia London, Michelle Davidson. Σύγχρονη Μαιευτική Φροντίδα Μητέρας και Νεογνού. 9η εκδ Εκδ Λαγός 2021

Αντωνάκου Α & Παπουτσής Δ. Μαιευτική Φροντίδα στην Κύηση εκδ. Broken Hill 2019

Elizabeth Stepp Gilbert. Κύηση και τοκετός υψηλού κινδύνου. 5η εκδ Εκδ Λαγός 2014

DAVID A. RICHARDS, INGALILL RAHM HALBERG. ΣΥΝΘΕΤΕΣ ΠΑΡΕΜΒΑΣΕΙΣ ΣΤΟ ΧΩΡΟ ΤΗΣ ΥΓΕΙΑΣ. 1η εκδ Εκδ. ΔΙΣΙΓΜΑ 2018

Related scientific journals:

Lancet
Women and Birth
European journal of midwifery
Midwifery
Women's Health Issues
Sexual and Reproductive Healthcare
British journal of Midwifery
International Journal of Childbirth
Midirs digest
Journal of Midwifery & Women's Health
Journal of Midwifery and Reproductive Health
Journal of mother and child
Journal of Midwifery and Reproductive Health
The Practising Midwife
Evidence Based Midwifery
Women's Reproductive Health
Women's Health Reports
New Zealand College of Midwives Journal
Journal of Health Services Research & Policy
Journal of Research Development in Nursing and Midwifery
BMC Health Serv Res
BMC Pregnancy and Childbirth
Journal of Adolescent Health
Journal of Health and Social Behavior: SAGE Journals
Ethical Issues in Maternal Child Nursing
Journal of Health Economics
Journal of Immigrant and Minority Health
Journal of Immigrant Health
International Journal of Migration, Health and Social Care
Journal of Women's Health Care
AIMS Journal

Clinical Internship
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**8002**	**SEMESTER**	**8th**
COURSE TITLE	**Clinical Internship**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory), Practise Works		24
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge (Mandatory) (Skills development)
PREREQUISITE COURSES:	The prerequisite courses that the student must have successfully completed are: 1. Midwifery care in Pregnancy 2. Special Anatomy 3. Midwifery care in labour 4. Midwifery care of the Newborn An additional requirement is to have successfully completed 2/3 of all the courses of the study program.
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the internship is to develop and cultivate the appropriate abilities and skills of the students for the application of the principles of Midwifery science in clinical practice. The most important goals are:

- Cultivating a spirit of cooperation and information transmission, between Higher Education Institutions and health structures, to promote benefits that can arise both ways.

- The acquisition of professional experience, related to the profession of midwife and their smooth professional integration under supervision, in a clinical setting through the Clinical Internship.
- The most essential assimilation of scientific knowledge, through the process of the clinical training.
- The practice of students in the application of the statutory professional rights of midwives.
- Adherence to the European guidelines for the proper clinical training of midwives.
- The practice of midwifery care according to the standards and purposes of the international code of ethics and conduct for midwives according to the International Confederation of Midwives (ICM) and the European Confederation of Midwives (EMA).
- The training in the different specialization fields in Midwifery.
- Students' familiarity with the work environment and work requirements and relationships.
- The optimal utilization of the knowledge and skills acquired by the students during their studies in the professional environment.
- The highlighting of the clinical, consulting, administrative and other skills of the interns and the development of professional conscience and responsible autonomy in the exercise of their duties.
- The cultivation of favorable conditions for creative collaboration between fellow Midwives and other Health professionals, between different scientific disciplines and the encouragement of initiative, responsibility, a cooperative climate and respect for the professional hierarchy.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search, analysis and synthesis of data and information, using the necessary technologies
Decision making
Autonomous work
Teamwork
Work in an interdisciplinary environment
Taking initiatives
Promotion of free, creative and inductive thinking
Project planning and management
Respect for diversity and multiculturalism
Demonstrating social, professional and ethical responsibility and sensitivity to gender issues
Exercise criticism and self-criticism
Promotion of new research ideas

(3) SYLLABUS

The duration of the students' clinical internship is six months and is implemented twice a year.

Students are required to work 5 days a week from Monday to Friday in all departments (morning & afternoon shifts), while in the delivery room department 5 days a week including Saturday - (Sunday and evening shifts).

The daily Shift is seven (7) hours.

Students practice in the following departments:

1. Delivery Room 12 weeks

2. Surgery unit 3 weeks

3. Ob/Gyn clinic 3 weeks

4. NICU (Neonatal Intensive Care Unit) 3 weeks.

5. Ob/Gyn Outpatient Clinics 2 weeks

6. Family planning & Health centers – 1 week

1. *Delivery room.* The students provide maternity care in pregnant women, perform normal deliveries, monitor and care for women during postpartum and they provide care for newborns in the first hours after delivery. During their practice in the delivery room, the students are required to autonomously perform 40 normal deliveries.

2. *Surgery Unit*

3. *Obstetrics – Gynaecology Clinic.* Students provide monitoring, examinations and care for pregnant women and their newborns hospitalized in the Ob/Gyn clinic in the first days after delivery. They are also monitoring and care for women with pathological conditions in the Ob/Gyn clinic.

4. *NICU.* Provide care to high-risk neonates (e.g., premature, low birth weight, small for gestational age, with pathological conditions) hospitalized in an Intensive Care Unit.

5. *Ob/Gyn Outpatient Clinics*. Students provide Midwifery care to pregnant women who are examined and monitored during pregnancy in the Outpatient Clinics. They are required to perform at least 100 prenatal examinations. They are also providing care for labouring women, evaluating and examining them in the onset (first stage) of labour & they process their admission and refer them to the Delivery Room accordingly.

6. *Family Planning – Health Centers.* Monitoring and caring for gynaecological and obstetrical cases as well as counselling on family planning issues in the community (Pap test, gynaecological infections, breast examination, contraception, etc.) carried out in Health Centers or in Family Planning structures.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face training.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Clinical practice of students in a hospital setting for six months with compulsory attendance.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Clinical Practise	500
Independent Study	100
Course total (25 hours workload per ECTS credit: 25 X 24 = 600 hours)	600

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The students is required to: 1. have a Clinical practice logo book. 2. fill in all the clinical activities-Skills that they performed as well as the forty (40) normal births that autonomously performed. Every delivery is verified and signed by the head midwife of the Delivery Room. After the completion of the Clinical Internship, the students, on dates announced, must submit the relevant documents. The Supervisor Professor together with the three-member Committee evaluate the implementation of the Clinical internship, examine the Clinical practice logo book and the relevant documents. When it is approved by the committee, a verification -completion document is signed by the head of the Midwifery Department. The requirement and the evaluation criteria for the Clinical Internship are listed in the Clinical Internship regulation, are explicitly defined and made public by the Clinical Internship Committee & announced on the department's website.

(5) ATTACHED BIBLIOGRAPHY

Proposed Bibliography:

Blumenthal P. and Berek J. (2013). A Practical Guide to Office Gynecologic Procedures.
2. Brancel M. (2017). Newborn Primary care Guidelines. 24th annual edition.
3. Coughlin M. (2016) Trauma-informed care in the NICU: Evidenced-based practice Guidelines for Neonatal Clinicians.
4. Coughlin M. (2016) Trauma-informed care in the NICU: Evidenced-based practice Guidelines for Neonatal Clinicians.
5. Hawkins Joellen W. and Roberto-Nichols Diane M. (2015). Guidelines for nurse practitioners in Gynecologic Settings. 11th edition.
6. Lang J. (2016). The Whole 9 Months: A Week-by-week Pregnancy Nutrition Guide with Recipes for a healthy start.
7. Norton M. (2016). Callen's Ultrasonography in Obstetrics and Gynecology.
8. Sunshine P and Cohen R. (2015). Neonatology: Clinical Practice and Procedures.
9. Stevenson D. and Sunshine P. (2015). Neonatology: Clinical Practice and Procedures.
10. The Institute for Postpartum Care (2017). What happens next- The 4thtrimester: Hair to the Guide for postpartum.
11. Ευρωπαϊκή Οδηγία 38/2010

Thesis
COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Health Sciences		
ACADEMIC UNIT	Midwifery Department		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**8003**	**SEMESTER**	**8th**
COURSE TITLE	**Thesis**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hrs	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background (Elective)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr/course/view.php?id=332

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The purpose of the course is to acquire the knowledge and skills required for conducting and composing scientific work.
Specifically, students are expected to:

a) Familiarize themselves with methods and techniques of writing scientific papers.
b) Recognize, manage, and solve problems that arise during the process of writing a scientific work.
c) Acquire the knowledge and skills required for presenting a scientific work.

Upon completing the thesis, the student will be able to:

- Recognize and utilize valid processes for conducting scientific research within a broader research topic.
- Identify and use effective methods of study to gain in-depth understanding in the scientific field

of their research.
- Recognize and use citation methods for a scientific paper.
- Identify and use referencing methods for an empirical study.
- Identify and use referencing methods for a literature review.
- Recognize and use methods for searching electronic databases of scientific publications to gather relevant literature necessary for their research.
- Search for and critically approach a bibliographic source.
- Recognize and use scientific methods for documenting research problems and objectives.
- Recognize and use methods and techniques for material collection in an empirical study (sampling techniques, data collection means, questionnaire construction process).
- Recognize and use methods and techniques for presenting and describing the results of their study (data tables and graphs).
- Discuss and interpret the results of an empirical study.
- Draw conclusions from their work, emphasizing their validity.
- Be able to present the strengths and limitations of their study.
- Present a scientific work in electronic format.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The topic of the bachelor's thesis is determined based on the academic subject and research interests of each supervisor in collaboration with the student, taking into account the research interests of the student as well.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom, face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Basic software (windows, word, power point, the web, etc.). Support of learning process through the electronic platform / e-class
TEACHING METHODS *The manner and methods of teaching are described in detail.*	

Activity	*Semester workload*
Research conduction	20
Written assignment &	35

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	presentation	
	Study and analysis of bibliography	10
	Self-directed learning Independent Study	10
	Course total (25 hours workload per ECTS credit: 25 X 3= 75 hours)	75
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation Language: Greek The student submits his/her thesis to be evaluated by a 3-member committee consisting of the supervising professor and other two members appointed by the Thesis Committee. After reviewing the thesis, the 3-member committee shall call the student to support the thesis on scheduled dates. The thesis is evaluated for its quality, the recent bibliography used and the ability of the student to support the content of the research or review.	

(5) ATTACHED BIBLIOGRAPHY & Links

The supervisor suggests literature relevant to the research topic selected based on the latest scientific literature.

Proposed Bibliography:

1. Sue Proctor, Linking Research and Practice in Midwifery A Guide to Evidence-Based Practice, 1st Edition - July 24, 2000, Paperback ISBN: 9780702022975
2. Beverley Copnell, Lisa McKenna, Fundamentals of Nursing and Midwifery Research A practical guide for evidence-based practice, 1st Edition, Routledge, 2018

Related Links:

PubMed http://www.ncbi.nlm.nih.gov/pubmed/

ScienceDirect
https://www.sciencedirect.com/

Scopus http://www.scopus.com/home.url

Cochrane Database of Systematic Reviews http://www.cochrane.org/cochrane-reviews
https://www.cochranelibrary.com/

National Institute for Clinical Excellence (NICE) http://www.nice.org.uk/
https://hdas.nice.org.uk/strategy/936658

iatrotek.org
http://iatrotek.org/search.asp

SURGERY
COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES		
ACADEMIC UNIT	MIDWIFERY DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**8004**	**SEMESTER**	**8th**
COURSE TITLE	**SURGERY**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Tutorials (Theory)	2 hrs	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background (Elective)
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	https://exams-minutr.the.ihu.gr

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is to clarify the basic parameters that play a key role in daily surgical practice. The students will acquire basic knowledge about the surgical treatment of diseases, pre-operative and post-operative treatment, surgical diseases of the vascular system, Shock, diseases of the stomach, intestine, rectum, pancreas, rectum, gall bladder, liver, acute abdomen, pressure ulcers, musculoskeletal injuries and fractures, cardiac surgery, head injuries and multiple trauma.
After the successful completion of the course the students will be able to:
-know the main surgical diseases.
-recognize the causes and complications of surgical diseases.
-understand how to treat surgical conditions.
-assess surgical emergencies and refer patients appropriately.
-apply the acquired theoretical knowledge to the care and counseling of patients.
-provide the corresponding nursing care to patients pre-operatively and post-operatively.
-take measures to prevent postoperative complications.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Showing social, professional, and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

1. Basic meanings and principles of General Surgery.
2. Pre-operational patient preparation, describing the procedure, surgical incisions, consent.
3. Post-operational follow-up and medication, post-op care, post-op complications, prophylactic antibiotics, prophylactic anticoagulants, post-op pain relief drugs.
4. Surgical inflammation, wound and its' healing, wound reaction, pressure ulcers.
5. Primary treatment of polytrauma patient, Shock.
6. General principles of Gynaecological surgeries
7. General principles of Gynaecological surgeries (cont.)
8. Breast surgical operations, Skin surgical operations.
9. Gastro-intestinal surgical operations (esophagus, stomach, duodenum, small and large intestine, rectum, liver, pancreas, bile system, etc.)
10. Chest surgical operations, Vascular surgical operations, Endocrine glands surgical operations.
11. Neurosurgical operations, Orthopaedical surgical operations, Urological surgical operations.
12. Ear – Nose – Throat surgical operations, Head and neck surgical operations, Plastic surgery.
13. Course recap – essays presentation.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom face to face, practical implementation, asynchronous education
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	PC and video-projector use for powerpoint presentations, educational videos, Protocols' and Guidelines' presentation and use, Moodle platform, email use.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	*Semester workload*
Lectures	25
study and analysis of bibliography	15
interactive teaching	10
essay writing	25
Course total (25 hours workload per ECTS credit: 25 X 3 = 75hours)	75

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Greek language Written exams: multiple choice question, free answer, problem solution, role-playing in case-studies. Evaluation of essays and practical skills

(5) ATTACHED BIBLIOGRAPHY

Proposed bibliography:

16. Surgery Syllabus (Washington), Paschalidis medical editions, 2006
17. Manual of Gynecological Laparoscopic Surgery. Mencaglia L., Minelli L., Wattiez A. 2nd edition, Endo Press, 2013.
18. Electrosurgery: principles and safety issues. Odell RC. Clin Obstet Gynecol 1995;38:610-612
19. An introduction to the principles and safety of electrosurgery. Veck S. Br J Hosp Med 1996;165:443-440
20. Complications of laparoscopy-operative and diagnostic. Fertility and Sterility 1996;66:30-35
21. Complications of operative Gynecological Laparoscopy. Miranda CS, Carvajal A. Journal Society Laparoscopic Surgeons 2003;7(1):53-58
22. Brunicardi C. Schwartz Surgery Principles, vol A and B, 8th Edition, Editions Parisianos, 2010.
23. Voros D, Vasileiou I, Theodosopoulos Th, Gkiokas G. Surgery, 2nd Edition, Editions Parisianos, 2014.

Related Journals:

1. American Journal of Surgery
2. World Journal of Surgery
3. Journal of Surgery
4. Surgery
5. British Journal of Surgery