

# **NEW POSTGRADUATE PROGRAMME**

## **"REPRODUCTIVE HEALTH – CHILDBIRTH – PARENTHOOD – BREASTFEEDING"**

**Department of Midwifery Science,  
School of Health Sciences  
International Hellenic University (IHU)**

### **COURSE OUTLINES**

JUNE 2025

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## COURSE OUTLINE

### 1. GENERAL

SCHOOL	SEI (School of Health Sciences)		
DEPARTMENT	Midwifery		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	MM100.	Academic Semester	1 <sup>st</sup>
COURSE TITLE	Research Methods in Health Science		
INDEPENDENT TEACHING ACTIVITIES (In case credits are awarded separately for different parts of the course, e.g., Lectures, Lab Exercises, etc. If credits are awarded as a whole, indicate weekly teaching hours and total credits.)		WEEKLY TEECHING HOURS	Credits
Lectures – interactive teaching		2	3
Laboratory exercises		1	3
Tutorial exercises			
Other			
Total		3	6
The structure and teaching methods are described in detail in section 4.			
COURSE TYPE: Background, General Knowledge, Scientific Area, Skill Development	SCIENTIFIC AREA - SKILL DEVELOPMENT		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
COURSE AVAILABLE TO ERASMUS STUDENTS:	NO		
COURSE WEBSITE (URL):	Use of IHU’s e-learning platform: Moodle Exams		

### 2. LEARNING OUTCOMES

<b>LEARNING OUTCOMES – SPECIFIC COMPETENCIES</b> <i>The learning outcomes of the course are described — the specific knowledge, skills, and competences of an appropriate level that students will acquire upon successful completion of the course.</i> <i>Please consult Annex A:</i> <i>Description of the Learning Outcomes Level for each cycle of studies according to the Qualifications Framework of the European Higher Education Area (QF-EHEA).</i>  <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning (EQF-LLL) and Annex B:</i> <i>Concise Guide for Writing Learning Outcomes.</i>
<b>COURSE PURPOSE AND LEARNING OUTCOMES</b>

*The purpose of this course is to present and thoroughly analyze the principles of research methodology, with an emphasis on its applications in the field of Health Sciences. Through attendance and participation, postgraduate students are expected to learn how to organize, conduct, analyze, and present a research project. Based on this knowledge, students will be able to comprehend research-related material and proceed confidently into any area of research. This will be achieved by linking theory with practice and integrating essential statistical knowledge into research methodology.*

1. Upon successful completion of the course, students are expected to be able to:
2. Understand the value of methodological research in the implementation of evidence-based practice in the field of health sciences.
3. Formulate research questions and hypotheses and propose appropriate data collection methods based on them.
4. Confidently write a research protocol for studies.
5. Gather and interpret relevant information to develop a suitable framework for conducting research and form reflective judgments.
6. Choose an appropriate method of statistical analysis based on the study design and the collected data.
7. Organize and analyze data using descriptive and inferential statistical techniques.
8. Recognize that proper research design preparation is the most critical step in extracting meaningful results.
9. Identify and interpret types of studies—quantitative and qualitative—and select the appropriate methodology according to the research questions; also recognize the different methodological approaches depending on each study's purpose and objectives.
10. Select, design, implement, and evaluate the steps of research design and data collection.
11. Identify commonly used techniques for the statistical analysis of medical data.
12. Become familiar with and utilize the statistical software SPSS.
13. Actively participate in literature reviews of studies in the health field and their subject area, including critical reading of scientific articles, and effectively present and comment on them.
14. Understand the importance of the collective acceptance of ethical standards for conducting scientific research.

#### **General Competences**

*Considering the general competences that a graduate should have acquired, which of these does the course aim to develop?*

Searching, analyzing, and synthesizing data and information, including the use of necessary technologies  
 Adaptation 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  
 Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues  
 Exercise of critical thinking and self-criticism  
 Promotion of free, creative, and inductive thinking  
 ...  
 Other...

#### **General Competencies**

1. Search, analysis, and synthesis of data and information, using the necessary technologies
2. Literature review
3. Critical evaluation of scientific literature
4. Time management

5. Quality management
6. Monitoring of results
7. Autonomous work
8. Teamwork – allocation of responsibilities
9. Promotion of free, creative, and inductive thinking
10. Communication skills (oral and written)
11. Adherence to professional ethics
12. Project planning and management

### 3. COURSE CONTENT

1. Concept and characteristics of scientific research
2. Types of scientific research
3. Design and structure of scientific research
4. Literature review
5. Formulation of the research problem (purpose and objectives, research hypotheses and questions)
6. Sampling
7. Qualitative and quantitative research approaches (Quantitative and Qualitative Research Methods)
8. Research tools: questionnaire design
9. Clinical trials
10. Combination of research tools
11. Validity and reliability criteria of research tools
12. Bibliographic documentation (citations, footnotes, references)
13. Evaluation and use of bibliographic sources – issues of plagiarism
14. Development of scientific writing skills
15. Development of communication and presentation skills
16. Oral presentation
17. Evaluation and publication of scientific papers
18. Interview techniques in literature review
19. Preparation of quantitative data for coding and analysis
20. Methods of qualitative and mixed research and their analysis
21. Unstructured and structured observational studies
22. Unstructured interviews and focus groups
23. Unstructured interviews
24. Focus groups
25. Mixed methods research
26. Case studies
27. Consensus methods
28. Action research and rapid appraisal techniques
29. Document research
30. Workshop on the presentation of research papers

### 4. TEACHING AND LEARNING METHODS – ASSESSMENT

<b>Mode of Delivery</b>	Distance Learning
<b>Use of Information and Communication Technologies (ICT)</b>	Use of Information and Communication Technologies: electronic and online tools

<div><div></div><div>UNIVERSITY</div></div> <div>"Use of ICT in Teaching, Laboratory Training, and Communication with Students."</div>		
<div><b>Organization of Teaching</b></div> <div>The teaching methods and organization are described in detail.</div> <div>Lectures, seminars, laboratory exercises, fieldwork, study &amp; analysis of literature, tutorials, internships (placements), clinical practice, artistic workshops, interactive teaching, educational visits, project preparation, writing of papers/assignments, artistic creation, etc.</div> <div>The student's study hours for each learning activity, as well as hours of self-directed study, are specified in accordance with the principles of the ECTS.</div>	<div>Activity</div> <div>Student Workload Hours in the Postgraduate Program</div>	
	Lectures – Interactive Teaching	39
	Laboratory Exercises	13
	Literature Review Assignments	20
	Research Project	30
	Presentation of Assignments (Oral and Written)	21
	Educational Visits	0
	Individual Study	27
	Other	0
	Total Course Workload	150 Hours ECTS : 6
	<div><b>STUDENT ASSESSMENT</b></div> <div><div><div>Description of the Assessment Process</div><div>Language of Assessment: The assessment will be conducted in the Greek language, which is also the language of instruction for the course.</div><div>Assessment Methods:</div><div>The course assessment includes both formative and summative methods, such as:</div><div>Multiple-choice tests</div><div>Short-answer questions</div><div>Essay development questions</div><div>Problem-solving exercises</div><div>Written assignments</div><div>Reports / Papers</div><div>Oral examinations</div><div>Public presentations</div><div>Laboratory work</div><div>Clinical patient examination</div><div>Artistic interpretation</div></div><div><div>Language of Assessment: The assessment process will be conducted in Greek, as will the course instruction.</div><div>Method: The supported assessment methods include formative assessment, applied throughout the course via presentations, laboratory exercises, etc., and summative assessment, which takes place at the end of the semester through scheduled written exams.</div><div>The course evaluation will be based on the following combination of assessment components with their respective weightings in the final grade:</div><div>Assignment A – Oral Presentation (15%): Finding sources online and delivering a brief oral presentation of a scientific article.</div><div>Semester Scientific Paper (35%): Writing and presenting a review paper on scientific articles (topic assigned by the end of the second week), with presentation to the class audience.</div><div>Final written examination with essay and/or multiple-choice questions (50%)</div><div>Assessment Criteria:</div><div>1. Model answers based on the teaching materials, lectures, and laboratory exercise notes</div><div>2. Standard format for scientific paper writing</div><div>3. Quality of scientific paper presentation to an audience using multimedia, and adherence to the standard scientific paper format</div><div>4. Evaluation of the successful selection of well-documented bibliographic sources</div></div></div>	

*Other methods as appropriate*

*Assessment Criteria:*

*Explicitly defined evaluation criteria are provided and accessible to students, ensuring transparency and fairness in grading.*

## 5. RECOMMENDED LITERATURE

### **Recommended Bibliography (Recent):**

1. Galanis, P. (2017). *Research Methodology in Health Sciences*. Kritiki Publications, Athens.
2. Brink, H., van der Walt, C., & van Rensburg, G. (2016). *Fundamental Principles of Research Methodology in Health Sciences*. Edited by Ch. Koutis, F. P. Babatsikou, Z. Lykoudis. Beta Medical Publications, Athens.
3. Houser, J. (2019). *Health Sciences Research: Studying, Using, and Creating Evidence*. Edited by Evridiki Kampa, Martha Kelesi-Stavropoulou, Areti Stavropoulou, Georgia Fasoi-Barka. Konstantaras Publications.
4. Bowling, A. (2014). *Research Methodology in Health: Study of Health and Health Services*. General Editor: Aikaterini E. Lykeridou-Avranioti, Victoria G. Vivilaki, Kleanthis K. Gourountis. Broken Hill Publishers Ltd.
5. Liargovas, G. P., Dermatis, Z., & Komninos, D. (2022). *Research Methodology and Scientific Writing (2nd edition)*. Tziola Publications.
6. Lagoumintzis, G., Vlachopoulos, G., & Koutsogiannis, K. (2015). *Research Methodology in Health Sciences*. Kallipos Publications.
7. Kviz, F. J. (2023). *Conducting Research in Health Sciences: Principles, Process, and Methods*. Edited by Aspasia Goula, PAD, Fotini Venetsanou, EKPA, Maria-Angeliki Stamouli, PAD, Kyriaki Emmanouilidou, DPT. Propomos Publications.
8. Triola, M. M., Triola, F. M., & Roy, J. (2021). *Biostatistics for the Biological and Health Sciences*. Broken Hill Publishers Ltd.
9. Aschengrau, A., & Seage III, G. R. (2023). *Epidemiology (2nd edition)*. Broken Hill Publishers Ltd.
10. Polit, D. F., & Tatano, B. C. (2025). *Research Methodology in Health Sciences: Collection and Evaluation of Research Data in Clinical Practice*. Broken Hill Publishers Ltd.

Additional bibliography will be provided during the course

### **Relevant scientific journals:**

1. Bioethics, Electronic Journal of the Bioethics Committee of Greece The Journal of Public Health Research
2. Journal of International Medical Research: SAGE Journals
3. Archives of Medical Research
4. Qualitative Health Research
5. Women's Health Research
6. Midwifery Journal
7. European Journal of Midwifery
8. Journal of Midwifery & Women's Health
9. International Journal of midwifery Research
10. Biostatistics & Epidemiology
11. Bioethics Journals
12. American Journal of Bioethics

13. Ethics & Bioethics
14. JAHR - European Journal of Bioethics
15. Journal of Clinical Research & Bioethics
16. Biostatistics and Biometrics Open Access Journal (BBOAJ)
17. Statistical Methods in Medical Research
18. Journal of Health Research
19. Health Research Policy and Systems



## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SEI (School of Health Sciences)		
<b>DEPARTMENT</b>	Midwifery		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>MM101</b>	<b>Academic Semester</b>	1st
<b>COURSE TITLE</b>	<b>Reproductive Health Psychology, Counselling &amp; Communication Skills</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> (In case credits are awarded separately for different parts of the course, e.g., Lectures, Lab Exercises, etc. If credits are awarded as a whole, indicate weekly teaching hours and total credits.)		<b>WEEKLY TEACHING HOURS</b>	<b>Credits</b>
<b>Lectures – Interactive Teaching</b>		2	3
<b>Laboratory Exercises</b>		1	3
<b>Literature Review Assignments</b>			
<b>Research Project</b>			
<b>Presentation of Assignments (Oral and Written)</b>		3	6
<i>The organization of teaching and the teaching methods used are described in detail in section 4.</i>			
<b>COURSE TYPE:</b> <i>Background, General Knowledge, Scientific Field, Skills Development</i>	General Knowledge and Scientific Field for Skill Development		
<b>Prerequisite Courses:</b>	NONE		
<b>Language of Instruction and Examinations:</b>	GREEK		
<b>The course is offered to ERASMUS students</b>	NO		
<b>Course Website (URL):</b>	Teaching Support System (DIPAE): MOODLE EXAMS		

### 2. LEARNING OUTCOMES

<b>COURSE PURPOSE AND LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>The learning outcomes of the course are described, specifying the knowledge, skills, and competencies of an appropriate level that students will acquire after successful completion of the course. Please consult Appendix A:</li> <li>Description of the Level of Learning Outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area</li> <li>Descriptive Level Indicators 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B:</li> <li>Concise Guide for Writing Learning Outcomes</li> </ul>
<b>Course Aim:</b> <ul style="list-style-type: none"> <li>The goal of the course is for postgraduate students to understand the concept of psychological terms and become familiar with different psychological theories. They</li> </ul>

will analyze the physiological psychological changes during pregnancy, childbirth, and the postpartum period of the fetus and the newborn. They will approach changes in social roles during reproduction, motherhood, and parenting.

- Through a series of lectures, postgraduate students will gain knowledge about the psychological particularities of women with a history of infertility, miscarriages, and cancer during the reproductive period, as well as knowledge about the mental health and emotional adaptation of women in relation to the transition to parenthood and family-attachment dynamics.
- Additionally, they will have the opportunity to develop communication and counseling skills applying basic principles such as active listening, empathy, client trust relationship, teamwork, negotiation, history-taking, and managing emotions related to loss and anger. Finally, students will be sensitized to issues related to their specialty and the improvement of communication with women facing obstetric and gynecological problems.

**By the end of the course, students should be able to:**

- Analyze human behavior and its evaluation methods, distinguishing between normal and pathological behavior.
- Analyze psychological changes during the transition to parenthood during pregnancy (prenatal psychology), childbirth, and postpartum in women both with and without pre-existing behavioral disorders.
- Recognize postpartum depression and related disorders, mother-child relationship disorders, effects of maternal care deprivation, and the care plans for women with perinatal disorders.
- Emphasize the father's role in family bonding and the differentiation of single-parent families.
- Discuss ways to address psychological problems stemming from obstetric and gynecological issues such as infertility, gynecological cancer, dysmenorrhea, menopause, as well as events like perinatal loss, miscarriage, abortion, sexual abuse, and domestic violence.
- Analyze the fear of childbirth (tocophobia) exhibited by some women.
- Be familiar with the use of psychometric tools.
- Define the psychological grieving process of parents in case of infant loss and the psychological consequences of pregnancy termination.
- Recognize and discuss the broader social context (economic inequality, educational differences, limited or no access to information) that determines important factors such as fertility control, regulation of reproductive health, and the provision of health services.
- Know the determinants of human communication and distinguish barriers in interpersonal communication along with ways to manage them.
- Identify causes of dysfunctional situations.
- Practice communication skills in primary care and mental health settings
- Distinguish types of groups and the characteristics of a group.
- Analyze the structure and function of a group.
- Assess the advantages and disadvantages of presentations.
- Improve and enrich presentation techniques.
- Use action-oriented techniques and active participation in urgent obstetric care.
- Select and combine appropriate action techniques based on needs (high-risk pregnancy, childbirth, postpartum).

- Develop counseling programs and instructions for laboratory tests for early diagnosis of high-risk pregnancy, family planning, breastfeeding, hygiene, nutrition, etc.
- Use structured communication tools for rapid and effective information transfer (SBAR).
- Review international literature, critically evaluate, and be able to write a scientific paper related to the course topics.

### General Competences

*Considering the general competences that a graduate should have acquired, which of these does the course aim to develop?*

*Searching, analyzing, and synthesizing data and information, including the use of necessary technologies*

*Adaptation 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

Demonstration of social, professional, and ethical

responsibility and sensitivity to gender issues

Exercise of critical thinking and self-criticism

Promotion of free, creative, and inductive thinking

...

Other...

1. Literature review
2. Critical evaluation of literature
3. Definition of objectives
4. Search, analysis, and synthesis of data and information, including the use of necessary technologies
5. Project planning
6. Setting priorities
7. Decision making
8. Quality management
9. Monitoring of results
10. Autonomous work
11. Teamwork – distribution of responsibilities
12. Quality management
13. Time management
14. Respect for diversity and multiculturalism
15. Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues
16. Work in an interdisciplinary environment
17. Adherence to professional ethics
18. Compliance with guidelines of good practice

### 3. COURSE CONTENT

1. The science of Psychology. The specialties of Psychology. The methods of Psychology.
2. Behavior – Evaluation of behavior.
3. Defining the boundaries between pathological and normal behavior.
4. Psychology of women during the perinatal period. Pregnancy: A phase of a woman's development or a prelude to motherhood. Childbirth: A family is born. The phenomenon of attachment. The role of the father. Deprivation of maternal care and its effects. Single-parent families.

5. Adolescence and pregnancy.
6. The effects of childbirth on mothers with pre-existing behavioral disorders.
7. High-risk children and their parents
8. Psychological management of gynecological problems.
9. Interpersonal relationships in the family.
10. Introduction to the counseling process: Definition and basic concepts of Counseling.
11. Counseling in the humanities and health sciences.
12. Basic skills of effective communication.
13. Theoretical background of Active Listening Skills, practical training in Basic Active Listening Skills (role play).
14. The role of empathy in the counseling process.
15. Counselor skills.
16. Self-awareness and personal development. The counselor's personal development as a therapeutic tool.
17. Criteria for choosing a partner.
18. Racial stereotypes in intimate relationships.
19. The importance of communication in the couple's relationship.
20. Couples and family counseling.
21. Counseling on parenting roles.
22. Implementation of counseling intervention programs – Case studies.

#### 4. TEACHING AND LEARNING METHODS – ASSESSMENT

<b>MODE OF DELIVERY</b> <i>Face-to-face, Distance learning, etc..</i>	Distance Learning	
<b>Use of Information and Communication Technologies (ICT)</b> <i>"Use of ICT in Teaching, Laboratory Training, and Communication with Students."</i>	Use of information and communication technologies: electronic and online media	
<b>Course Organization</b> <i>The teaching methods and approaches are described in detail. These include: Lectures, Seminars, Laboratory Exercises, Field Work, Study &amp; Analysis of Bibliography, Tutorials, Practicum (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Project Work, Writing Assignments, Artistic Creation, etc.</i>  <i>The number of student study hours for each learning activity is specified, as well as the hours of self-directed study, in accordance with the principles of ECTS (European Credit Transfer and Accumulation System).</i>	<b>Activity</b>	<b>Student Workload Hours in the Postgraduate Program (MSc)</b>
	lectures- Interactive Teaching	39
	Laboratory Exercises	13
	Literature review	30
	Research project	25
	Presentation of assignments (oral and written)	25
	Educational Visit	
	Individual study	18
	Other	0
	<b>Total workload</b>	<b>150 ECTS 6</b>
<b>STUDENT ASSESSMENT</b> <i>Description of the Assessment Process</i>  <i>Language of Assessment: The</i>	<b>Student Assessment</b>  Student evaluation is based on the final written exam (summative method) and on assignments submitted	

<p><i>assessment will be conducted in the Greek language, which is also the language of instruction for the course.</i></p> <p><b>Assessment Methods:</b>  <i>The course assessment includes both formative and summative methods, such as:</i></p> <p><i>Multiple-choice tests</i></p> <p><i>Short-answer questions</i></p> <p><i>Essay development questions</i></p> <p><i>Problem-solving exercises</i></p> <p><i>Written assignments</i></p> <p><i>Reports / Papers</i></p> <p><i>Oral examinations</i></p> <p><i>Public presentations</i></p> <p><i>Laboratory work</i></p> <p><i>Clinical patient examination</i></p> <p><i>Artistic interpretation</i></p> <p><i>Other methods as appropriate</i></p> <p><b>Assessment Criteria:</b>  <i>Explicitly defined evaluation criteria are provided and accessible to students, ensuring transparency and fairness in grading.</i></p>	<p>during the course (formative method). Part of the grade will also include the oral presentation of the assignments.</p> <p><b>Language of Assessment:</b> The assessment process will be conducted in Greek, as will the course instruction.</p> <p><b>Assessment Methods:</b> The course evaluation will be conducted using the following combination of assessment procedures and their respective percentage contribution to the final grade:</p> <p><b>Semester Scientific Paper (35%):</b> Writing and presenting a review paper of scientific articles (topic assigned at the end of the second week), presentation in front of the classroom audience.</p> <p><b>Final Written Exam (65%):</b> Written exam with essay questions and/or multiple-choice questions.</p> <p><b>Assessment Criteria:</b></p> <p>Model answers from teaching materials, lectures, and laboratory exercise notes.</p> <p>Standard format for writing scientific papers.</p> <p>Quality of scientific paper presentation to an audience using multimedia, and standard format for writing scientific papers.</p>
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## 5. RECOMMENDED LITERATURE

### **Recommended Bibliography (Recent):**

1. Elsevier, *Effective Communication for Healthcare Professionals*, Edition: 1/2021  
 Publisher: KONSTANTARAS PUBLISHING, Ltd.
2. Van de Akker Olga (2015), *Psychology of the Reproductive Period*, Translated and Edited by Kleanthis Gourountis, Dimitrios Lagos Medical Publications, Athens
3. Papadatou D., Anagnostopoulos F. (2012), *Psychology in Healthcare*, Papazisis Publications, Athens
4. Wenzel Amy (2016), *Perinatal Psychology: A Field with an Impressive Past and an Exciting Future*, The Oxford Handbook of Perinatal Psychology
5. England C., Morgan R. (2012), *Communication Skills for Midwives: Challenges in Everyday Practice*, McGraw-Hill Education (UK)
6. Mivšek A. P., Zakšek T. S. (2012), "Mood Disorders in the Postpartum and the Role of the Midwife: Study on Improvement of Midwives' Knowledge About Post-Natal Depression After

*an Educational Intervention,” in Clinical, Research and Treatment Approaches to Affective Disorders, Dr. Mario Juruena (Ed.), ISBN: 978-953-51-0177-2, InTech*

7. *Malikiōsi-Loizou M. (2010), Counseling from a Gender Perspective, Greek Letters Publications, Athens*
8. *Malikiōsi-Loizou M. (2017), Counseling Psychology, Pedio Publications, Athens*
9. *James W. Kalat (2019), Biological Psychology, Odysseus Publishing Ltd*
10. *Kolb B. & Whishaw I. (eds. Giakoumakis S., Kastellakis A.) (2018), Basic Principles of Human Neuropsychology, G. Dardanos - K. Dardanos & Co. Ltd.*
11. *B.D. Smith (2015), Psychology: Science and Understanding, Parisianou Publications*
12. *Straub O. Richards (2021), Health Psychology - A Biopsychosocial Approach, Broken Hill Publishers Ltd*
13. *Athanasiadou Christina (2020), Counseling Psychology: Research and Applications, Gutenberg Publications*
14. *Sakellaropoulos P., Papazisis (2001), Mother-Child Relationships During the First Year of Life*
15. *John McLeod, Julia McLeod (2020), Scientific Editing: Stefanos Vasilopoulos, Counseling Skills: A Practical Guide for Counselors and Human Support Professionals, Gutenberg Publications*
16. *Potamianos Grigoris A. (2013), Counseling Psychology, Papazisis Publications*

*Related Scientific Journals:*

-Journal of Health Psychology, SAGE Publications

1. British Journal of Health Psychology
2. Psychology & Health, Official Journal of the European Health Psychology Society
3. European Journal of Health Psychology
4. International Journal of Health and Psychology Research
5. The Journal of Prenatal and Perinatal Psychology and Health
6. Journal of Reproductive and Infant Psychology
7. The Journal of Perinatal Education
8. Journal of Perinatology
9. Journal of Obstetric, Gynecologic, & Neonatal Nursing
10. Journal of Counseling Psychology
11. Psychology of Women Quarterly, SAGE Publications
12. Journal of Women's Health Care
13. The European Journal of Counselling Psychology
14. International Journal of Psychology and Counselling
15. Journal of Women's Health, Issues and Care
16. Journal of Women and Mental health
17. Reproductive health
18. Journal of Research Development in Nursing and Midwifery

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SEI (School of Health Sciences)		
<b>DEPARTMENT</b>	Midwifery		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>MM102</b>	<b>ACADEMIC SEMESTER</b>	1st
<b>COURSE TITLE</b>	<b>Woman's/ Family's Health Care: Health Promotion Models for Reproductive Health</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> (In case credits are awarded separately for different parts of the course, e.g., Lectures, Lab Exercises, etc. If credits are awarded as a whole, indicate weekly teaching hours and total credits.)		<b>WEEKLY TEACHING HOURS</b>	<b>Credits</b>
<b>Lectures – Interactive Teaching</b>		2	3
<b>Laboratory Exercises</b>		1	3
<b>Literature Review Assignments</b>			
<b>Research Project</b>			
<b>Presentation of Assignments (Oral and Written)</b>		3	6
<i>The organization of teaching and the teaching methods used are described in detail in section 4.</i>			
<b>COURSE TYPE:</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Background, Scientific Area, Skill Development		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE WEBSITE (URL):</b>	Use of IHU's e-learning platform: Moodle Exams		

### 2. LEARNING OUTCOMES

<b>COURSE PURPOSE AND LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>The learning outcomes of the course are described, specifying the knowledge, skills, and competencies of an appropriate level that students will acquire after successful completion of the course. Please consult Appendix A:</li> <li>Description of the Level of Learning Outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area</li> <li>Descriptive Level Indicators 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B:</li> <li>Concise Guide for Writing Learning Outcomes</li> </ul>
<b>Course Objective</b> The aim of the course is to provide understanding and training for postgraduate students on

contemporary models of reproductive health promotion, based on scientifically validated practices and socially acceptable methods and technologies. The main characteristic of these techniques is that they must be accessible to all individuals and their families, with their full and active participation and at a cost they can afford. Furthermore, the state should be able to meet the cost of these services under the given circumstances. This care is considered an integrated part of both the country's healthcare system, where it constitutes the core and main activity, and the broader social and economic development of the community.

As the first point of contact between individuals, families, and the healthcare system, postgraduate students will learn how to bring this care as close as possible to people's homes and workplaces, with the aim of ensuring continuity of care.

The course also aims to present and analyze in depth the principles of nutrition for meeting individual needs at all stages of life (infancy, childhood-adolescence, adulthood, pregnancy, breastfeeding). Special attention will be given to identifying and analyzing nutrition problems and their consequences on health and socioeconomic life. This will be achieved through critical analysis of published original papers and reviews from the international scientific literature.

During the lessons, topics will be covered regarding the following:

1. The concept of Primary Healthcare (PHC) and its relationship with Obstetric care
2. Methods for assessing the community's wellness level - Indicators
3. PHC team - Health Centers and Birth Centers
4. Theoretical models in the application of PHC
5. The concept of family and how it is influenced by the culture of each population
6. Health education in the community
7. Promotion of women's health
8. Prenatal and perinatal care within the family
9. Home visits and care for mother and newborn
10. Environment and community midwifery care
11. Midwifery care and the environment - Epidemiological research
12. Policy, strategy, and legislation of community care
13. Case studies in community midwifery care (women with special needs, homeless women, women in socially excluded groups, etc.)
14. The importance of nutrition prior to conception and during pregnancy for perinatal outcomes
15. The impact of nutrition on breastfeeding

Upon completion of this course, postgraduate students will be able to:

1. Recognize and identify the nutritional needs of individuals at each stage of development and create a dietary plan based on the recommended daily nutrient intakes
2. Provide evidence-based nutritional counseling to pregnant women and lactating mothers according to their increased dietary needs, or special cases, and collaborate effectively with other specialties for specific populations or conditions (e.g. gestational diabetes, etc.)
3. Search modern databases, electronic sources, and scientific libraries for research data in order to synthesize and write papers on primary healthcare issues and disseminate them to the community
4. Work in teams, collaborate with peers, and demonstrate teamwork to complete the writing and presentation of papers related to issues in this course, with a focus on women's health and the health of newborns and infants
5. Exercise informed critique on reproductive health promotion models and successfully design programs for community populations

#### **General Competences**

*Considering the general competences that a graduate should have acquired, which of these does the*



*course aim to develop?*

*Searching, analyzing, and synthesizing data and information, including the use of necessary technologies*  
*Adaptation 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  
 Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues  
 Exercise of critical thinking and self-criticism  
 Promotion of free, creative, and inductive thinking  
 ...  
 Other...

1. Search, analysis, and synthesis of data and information, using the necessary technologies
2. Literature review
3. Critical evaluation of literature
4. Setting objectives
5. Project design
6. Decision-making
7. Time management
8. Quality management
9. Monitoring results
10. Independent work
11. Teamwork – distribution of responsibilities
12. Generation of new research ideas
13. Communication skills (oral, written)
14. Respect for diversity and multiculturalism
15. Adherence to professional ethics
16. Adherence to guidelines for best practices

### 3. COURSE CONTENT

1. Food groups / Design of daily diet / Nutrients / Metabolism
2. Recommended Daily Allowance (RDA) of nutrients for infants, children, adults, pregnant and breastfeeding women
3. Nutrition before and around conception / during pregnancy / during breastfeeding
4. Nutrition and health (diabetes, hypertension, obesity, hyperlipidemia)
5. Theories of dietary behavior change
6. Counseling for nutritional interventions
7. Methods for assessing the community's wellness level - Indicators
8. Theoretical models in the application of Primary Healthcare (PHC)
9. The concept of family and how it is influenced by the culture of each population
10. Health education in the community
11. Prenatal and perinatal care within the family
12. Environment and community midwifery care
13. Midwifery care and the environment – Epidemiological research
14. Policy, strategy, and legislation for community care
15. Case studies in community midwifery care (women with special needs, homeless women, women in socially excluded groups, etc.)

#### 4. TEACHING AND LEARNING METHODS – ASSESSMENT

<b>MODE OF DELIVERY</b> <i>Face-to-face, Distance learning, etc..</i>	Distance learning	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)</b> <i>"Use of ICT in Teaching, Laboratory Training, and Communication with Students."</i>	Use of Information and Communication Technologies: electronic and online tools	
<b>ORGANIZATION OF TEACHING</b> <i>The teaching methods and organization are described in detail.</i> <i>Lectures, seminars, laboratory exercises, fieldwork, study &amp; analysis of literature, tutorials, internships (placements), clinical practice, artistic workshops, interactive teaching, educational visits, project preparation, writing of papers/assignments, artistic creation, etc.</i>  <i>The student's study hours for each learning activity, as well as hours of self-directed study, are specified in accordance with the principles of the ECTS.</i>	<b>Activity</b>	<b>Student Workload Hours in the Postgraduate Program</b>
	Lectures – interactive teaching	39
	Laboratory exercises	23
	Literature review studies	25
	Research project	30
	Presentation of assignments (oral or written)	15
	Educational visits	
	Personal studying	31
	Other	0
	<b>Total</b> (e.g. workload ratio: number of faculty members = 26:1)	<b>150 ECTS 6</b>
<b>STUDENT ASSESSMENT</b> <i>Description of the Assessment Process</i>  <i>Language of Assessment: The assessment will be conducted in the Greek language, which is also the language of instruction for the course.</i>  <i>Assessment Methods:</i> <i>The course assessment includes both formative and summative methods, such as:</i>  <i>Multiple-choice tests</i>  <i>Short-answer questions</i>  <i>Essay development questions</i>  <i>Problem-solving exercises</i>  <i>Written assignments</i>  <i>Reports / Papers</i>  <i>Oral examinations</i>  <i>Public presentations</i>	<b>Student Assessment</b> The assessment of students is based on the final written exam (summative method) and the assignments they submit during the course (formative method). Part of the grade will also be based on the oral presentation of the assignments.  <b>Language of Assessment:</b> The assessment process will be conducted in Greek, as is the teaching of the course.  <b>Assessment Methods:</b> The assessment of the course will be carried out through the following combination of evaluation processes and their respective percentage contribution to the final grade:  <b>Semester Scientific Paper (35%):</b> Writing and presenting a literature review paper (topic selection at the end of the second week) and presenting it to the class.  <b>Final Written Exam with open-ended questions or multiple-choice questions (65%)</b>  <b>Evaluation Criteria:</b>  Model answers from teaching materials, lectures, and laboratory exercise notes.  Standard format for writing scientific papers.	

<p><i>Laboratory work</i></p> <p><i>Clinical patient examination</i></p> <p><i>Artistic interpretation</i></p> <p><i>Other methods as appropriate</i></p> <p><b>Assessment Criteria:</b>  <i>Explicitly defined evaluation criteria are provided and accessible to students, ensuring transparency and fairness in grading.</i></p>	<p>Quality of the scientific paper presentation to the audience using multimedia, and adherence to the standard format for writing scientific papers.</p>
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## 5. RECOMMENDED LITERATURE

### *Recommended Bibliography (Recent)*

1. Nikolaos Katsilambros, Charilaos Dimosthenopoulos, Meropi Kontogianni, Evangelia Manglara, Kalliopi-Anna Poulia (2017), *Clinical Nutrition in Practice*, Parisianou Scientific Publications, Athens
2. Gibney M. J., Lanham-New S. A., Cassidy A., Vorster H.H. (2015), *Introduction to Human Nutrition*, Edited by: A. Matala, M. Giannakoulia, 2nd Edition, Athens
3. Giannakoulia, M., Fappa, E. (2015), *Nutritional Counseling and Behavior*, Athens: Hellenic Academic Libraries Association
4. *National Nutritional Guidelines and Scientific Documentation Texts: For Adults, Decalogue, Dietary Recommendations, Practical Eating Habits, Maintenance of Normal Weight, For Infants, Children & Adolescents, Decalogue, Nutritional Recommendations for Infants, Nutritional Recommendations for Children and Adolescents, Meal Frequency and Types, Behavior Techniques Related to Eating, For Women, Pregnant & Breastfeeding Women, Summary of Recommendations for All Life Stages of a Woman, Nutrition During Reproductive Age, Nutrition During Pregnancy, Nutrition During Lactation, Nutrition During Menopause, For Individuals Aged 65 and Above*, Athens, 2014
5. Patricia Wieland Ladewig, Marcia London, Michelle Davidson, *Contemporary Maternal-Newborn Nursing Care*, 9th Edition (2022), LAGOS Medical Publications
6. Lowdermilk, Perry, Cashion, Alden, Olshansky, *Maternity and Women's Health Care*, 12th Edition (2022), LAGOS Medical Publications
7. World Health Organization (2017), *The International Code of Marketing of Breast-Milk Substitutes, Frequently Asked Questions, 2017 Update*, Geneva
8. World Health Organization (2016), *Daily Iron Supplementation in Postpartum Women, Guideline*, ISBN: 978 92 4 154958 5
9. World Health Organization (2013), *Long-Term Effects of Breastfeeding: A Systematic Review*, ISBN: 978 92 4 150530 7, Geneva
10. Ryan AS, Hay WW Jr. (2016), *Challenges of Infant Nutrition Research: A Commentary*, *Nutr J.* 2016 Apr 22;15:42. doi: 10.1186/s12937-016-0162-0. Review
11. Blocka T., El-Ostaabc A. (2017), *Epigenetic Programming, Early Life Nutrition and the Risk of Metabolic Disease, Atherosclerosis*, Volume 266, November 2017, Pages 31-40, Review
12. Walker A & Humphries C. (2006), *The Harvard Medical School Guide to Healthy Eating During Pregnancy*, published by McGraw Hill
13. Antonakou A, Skenderi KP, Chiou A, Anastasiou CA, Bakoula C, Matalas AL. (2012), *Breast Milk Fat Concentration and Fatty Acid Pattern During the First Six Months in Exclusively Breastfeeding Greek Women*, *Eur J Nutr*
14. Antonakou, I. Panou, A.L. Matalas (2009), *Greek Women's Diet During Pregnancy: Preliminary Results of a Research Study*, *A. Review Clinical Pharmacology and Pharmacokinetics International Edition*; 24: 229-233

15. KAREN WAMBACH, BECKY SPENCER (2019), *Maternal Breastfeeding and Lactation*, Konstantaras Publications
16. Gandy J., British Dietetic Association, (2024), *Dietetic Practice Handbook and Case Studies*, BROKEN HILL PUBLISHERS LTD
17. Zampelas Antonios, (2017), *Nutrition Across the Life Stages*, 2nd Edition, BROKEN HILL PUBLISHERS LTD
18. Judith E. Brown (2015), *Nutrition Through the Life Cycle*, LAGOS Dimitrios Publications

*Additional bibliographic resources will be provided during the course.*

**Relevant Scientific Journals:**

1. Hellenic Journal of Dietetics and Nutrition
2. The Journal Of Nutrition, American Society of Nutrition
3. Nutrition Journal, BMC
4. Journal of Nutrition Science Research
5. Journal of Nutrition (JN), Oxford Academic
6. Nutrition, Elsevier
7. Journal of Human Lactation
8. International Breastfeeding Journal, BMC
9. Breastfeeding Medicine
10. Journal of Midwifery & Women's Health
11. Pregnancy & Childbirth PMC
12. Nutrients
13. Maternal and Child Nutrition
14. Journal of Women's Health
15. American Journal of Obstetrics and Gynecology
16. American Journal of Public Health
17. European Journal of Nutrition
18. Nutrients MDPI
19. ESPHAGAN
20. Centers for Disease Control and Prevention

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SEI (School of Health Sciences)		
<b>DEPARTMENT</b>	Midwifery		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	MM103	<b>ACADEMIC SEMESTER</b>	1st
<b>COURSE TITLE</b>	Prenatal Testing/ Pregnancy complications		
<b>INDEPENDENT TEACHING ACTIVITIES</b> (In case credits are awarded separately for different parts of the course, e.g., Lectures, Lab Exercises, etc. If credits are awarded as a whole, indicate weekly teaching hours and total credits.)		<b>WEEKLY TEACHING HOURS</b>	<b>Credits</b>
<b>Lectures – Interactive Teaching</b>		2	3
<b>Laboratory Exercises</b>		1	3
<b>Literature Review Assignments</b>			
<b>Research Project</b>			
<b>Presentation of Assignments (Oral and Written)</b>		3	6
<i>The organization of teaching and the teaching methods used are described in detail in section 4.</i>			
<b>COURSE TYPE:</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area, Skill Development		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE WEBSITE (URL):</b>	Use of IHU's e-learning platform: Moodle Exams		

### 2. LEARNING OUTCOMES

#### COURSE PURPOSE AND LEARNING OUTCOMES

*The learning outcomes of the course are described, specifying the knowledge, skills, and competencies of an appropriate level that students will acquire after successful completion of the course.*

*Please consult Appendix A:*

- *Description of the Level of Learning Outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area*
- *Descriptive Level Indicators 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B:*
- *Concise Guide for Writing Learning Outcomes*

Prenatal Screening refers to the examination of genetic material, either directly or indirectly, to determine the presence or absence of a specific condition and to detect the presence of pathological or normal karyotype in a fetus at an early stage. The aim of the course is the training and application of modern diagnostic and screening methods related to prenatal screening. Screening tests have wide applications and significant practical utility in prenatal care. Additionally, the course aims to familiarize students with basic genetic concepts and understanding of the fundamental principles of heredity and the ways through which genetic

diversity is created, as well as acquiring knowledge and skills in basic and applied clinical research.

After successfully completing the course, students should be able to:

1. Understand and communicate pregnancy screening tests for monitoring fetal health, including the purpose, preparation, implementation, indications, risks, and convey this information clearly to recipients.
2. Follow the process of obtaining written informed consent for prenatal screening tests based on the model of patient-centered care.
3. Answer couples' questions regarding screening tests and respect their decisions without offering negative criticism.
4. Apply and interpret basic ultrasound examinations in pregnancy according to international guidelines.
5. Familiarize with the safe use and maintenance of equipment and technologies involved in prenatal screening.
6. Recognize changes and modifications in the schedule of screening tests when suspicious signs of pathology arise or based on the woman's medical history before and during pregnancy.
7. Know when to refer the woman to specialists and specialized centers for further examination and monitoring (e.g., IUGR)
8. Make decisions based on interdisciplinary health care, involving other medical specialties when necessary.
9. Maintain accurate records of examinations and document instructions given to the couple.
10. Understand the legal aspects related to the provision of care to avoid omissions and gaps, as well as their professional responsibilities.
11. Diagnose pregnancy pathologies early and collaborate as equal members of an interdisciplinary care team with physicians of all specialties to ensure optimal perinatal outcomes and safeguard the health of the woman.

Regarding Cardiotocography, students will be able to:

1. Evaluate fetal well-being during pregnancy using the cardiotocograph, identify early signs of pathology, and distinguish between normal and abnormal cardiotocographs.
2. Apply cardiotocography as a tool with both potential benefits and limitations, considering the indications for its use.
3. Explain to the mother and her partner the function and importance of cardiotocography according to the circumstances.
4. Make decisions based on the guidelines provided by international organizations in managing cases.
5. Be knowledgeable about the legal issues related to the use of cardiotocography during pregnancy.
6. This course structure seems focused on equipping students with both theoretical and practical knowledge, ensuring they can provide comprehensive prenatal care with a strong focus on patient-centered approaches, legal awareness, and teamwork in multidisciplinary care.

### **General Competences**

*Considering the general competences that a graduate should have acquired, which of these does the course aim to develop?*

<i>Searching, analyzing, and synthesizing data and information, including the use of necessary technologies</i>	Project planning and management
<i>Adaptation to new situations</i>	Respect for diversity and multiculturalism
<i>Decision making</i>	Respect for the natural environment
<i>Autonomous work</i>	Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues
<i>Teamwork</i>	Exercise of critical thinking and self-criticism
<i>Working in an international environment</i>	Promotion of free, creative, and inductive thinking
<i>Working in an interdisciplinary environment</i>	...
<i>Generation of new research ideas</i>	Other...

1. Search, analyze, and synthesize data and information, using the necessary technologies
2. Literature review
3. Critical evaluation of literature
4. Decision-making
5. Quality management
6. Monitoring outcomes
7. Working in an interdisciplinary environment
8. Adherence to professional ethics
9. Communication skills (oral, written)
10. Adherence to best practice guidelines

### 3. COURSE CONTENT

1. Introduction to Prenatal Screening – Historical Overview
2. Basic Principles of Embryology
3. Embryo Development
4. Basic Principles of Ultrasound
5. First Trimester Ultrasound Screening
6. Introduction to Nuchal Translucency and Screening for Chromosomal Abnormalities
7. Role of Biochemical Markers in the First Trimester
8. Second Trimester Ultrasound - Level II Screening
9. Third Trimester Ultrasound - Biophysical Profile
10. Abnormal Biophysical Profile
11. Cardiotocography & Physiology of the Cardiotocograph
12. Invasive Techniques for Diagnosing Chromosomal Abnormalities
13. Non-invasive Prenatal Testing (NIPT)
14. Contribution of Doppler Ultrasound in Pregnancy
15. Physiology/Pathology of Doppler
16. Human Genetics
17. Genetic Counseling
18. Congenital Infections in the Fetus
19. Multiple Pregnancy
20. Gestational Diabetes
21. Preeclampsia

### 4. TEACHING AND LEARNING METHODS – ASSESSMENT

<b>MODE OF DELIVERY</b>	Distance learning
Face-to-face, Distance learning, etc..	



<b>Use of Information and Communication Technologies (ICT)</b> <i>"Use of ICT in Teaching, Laboratory Training, and Communication with Students."</i>	Use of Information and Communication Technologies: electronic and online tools	
<b>ORGANIZATION OF TEACHING</b> <i>The teaching methods and organization are described in detail.</i> <i>Lectures, seminars, laboratory exercises, fieldwork, study &amp; analysis of literature, tutorials, internships (placements), clinical practice, artistic workshops, interactive teaching, educational visits, project preparation, writing of papers/assignments, artistic creation, etc.</i>  <i>The student's study hours for each learning activity, as well as hours of self-directed study, are specified in accordance with the principles of the ECTS.</i>	<b>Activity</b>	<b>Student Workload Hours in the Postgraduate Program</b>
	Lectures – interactive teaching	39
	Laboratory exercises	15
	Literature review studies	10
	Research project	30
	Presentation of assignments (oral or written)	25
	Educational visits	
	Personal studying	31
	Other	0
	<b>Total workload</b>	<b>150 ECTS 6</b>
<b>STUDENT ASSESSMENT</b> <i>Description of the Assessment Process</i>  <i>Language of Assessment: The assessment will be conducted in the Greek language, which is also the language of instruction for the course.</i>  <i>Assessment Methods:</i> <i>The course assessment includes both formative and summative methods, such as:</i>  <i>Multiple-choice tests</i>  <i>Short-answer questions</i>  <i>Essay development questions</i>  <i>Problem-solving exercises</i>  <i>Written assignments</i>  <i>Reports / Papers</i>  <i>Oral examinations</i>  <i>Public presentations</i>  <i>Laboratory work</i>  <i>Clinical patient examination</i>	<b>Student Evaluation</b>  The evaluation of students is based on the final written exam (summative method) and the assignments submitted during the course (formative method). Part of the grade will also include the oral presentation of the assignments. Language of Evaluation: The evaluation process will be conducted in the Greek language, just as the course is taught.  <b>Evaluation Methodology:</b> The evaluation of the course will be carried out using the following combination of assessment procedures and their corresponding weight in the final grade:  <b>Scientific Term Paper (35%):</b> Writing and presenting a review of scientific articles (topic assignment at the end of the second week) and presenting it to the classroom audience.  <b>Final Written Exam with Developmental and/or Multiple-Choice Questions (65%)</b>  <b>Evaluation Criteria:</b> Standardized answers from the teaching materials, lessons, and notes from practical exercises. Standard structure for scientific papers. Quality of the scientific paper presentation to an audience with multimedia support, following the standardized structure for scientific papers.	



Artistic interpretation  Other methods as appropriate  Assessment Criteria: Explicitly defined evaluation criteria are provided and accessible to students, ensuring transparency and fairness in grading.	
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## 6. RECOMMENDED LITERATURE

### **Recommended Recent Literature:**

1. WHO (2018), *WHO Recommendations on Antenatal Care for a Positive Pregnancy Experience: Ultrasound Examination*, WHO Recommendations on Antenatal Care for a Positive Pregnancy Experience.
2. *Highlights and Key Messages from the World Health Organization's 2016 Global Recommendations.*
3. Iatrakis G. M., Pechlivani F., Antoniou E., Rokopanos T. (2017), *Pathology of Pregnancy*, 2nd edition - Athens: Desmos.
4. Wladimiroff, J. Eik-Nes S., (2021), *Ultrasound in Obstetrics and Gynecology*, Laggos Publications, Athens.
5. Holmlunt S et al. (2017), *Improved maternity care if midwives learn to perform ultrasound: A qualitative study of Rwandan midwives' experiences and views of obstetric ultrasound*. *Global Health Action* 2017;10(1):1-12.
6. Edwards H. (2009), *Midwife sonographer activity in the UK. Evidence Based Midwifery.*
7. Edvardsson K, Morgen I, Lalos A, Persson M, Small R. (2015), *A routine tool with far-reaching influence: Australian midwives' views on the use of ultrasound during pregnancy*. *BMC Pregnancy Childbirth* 2015;27(15):195.
8. Khalil A, Rodgers M, Baschat A, Bhide A, Gratacos E, Hecher K, Kilby MD, Lewi L, Nicolaides KH, Oepkes D, Raine-Fenning N, Reed K, Salomon LJ, Sotiriadis A, Thilaganathan B, Ville Y. (2016), *ISUOG Practice Guidelines: Role of Ultrasound in Twin Pregnancy*. *Ultrasound Obstet Gynecol* 2016;47:247–263.
9. Zavlanos A., Botsis D., Antsaklis A. (2016), *Guidelines for Ultrasound Screening in Obstetrics. First Trimester Ultrasound, Nuchal Translucency*, Hellenic Society of Ultrasound in Obstetrics & Gynecology. Edited by Athanasiadis A. P.
10. Gange, Henderson (2008), *Cardiotocography - An Easy Approach*, 3rd Edition, Translation - Edited by Lykkeridou-Abramioti A., Gourounti K., Medical Publications Laggos Dimitrios, Athens.
11. National Institute for Health and Care Excellence (2017), *Interpretation of Cardiotocograph Traces, Intrapartum Care: NICE Guideline CG190* (February 2017).
12. FIGO Consensus Guidelines on Intrapartum Fetal Monitoring, *Cardiotocography* by Diogo Ayres-de-Campos, Catherine Y. Spong, Edwin Chandrachan, for the FIGO Intrapartum Fetal Monitoring Consensus Panel, 2014.
13. Smith P. Roger, Netter H. Frank (2019), *Netter's Obstetrics and Gynecology*, 2nd edition, BROKEN HILL PUBLISHERS LTD.
14. Hacker, Gambone, Hobel (2021), *Principles of Obstetrics and Gynecology*, Laggos Publications, Athens.
15. Asimakopoulos, Eustratios A. (2022), *Clinical Ultrasound in Obstetrics and Gynecology*, UNIVERSITY STUDIO PRESS.
16. Mary E. Norton, MD (2017), *Callen's Ultrasonography in Obstetrics and Gynecology*, 6th Edition, Medical Publications Zita.
17. Trish Chudleigh, Alison Smith, Sonia Cumming (2021), *Ultrasound in Obstetrics and Gynecology:*

*HOW, WHY, and WHEN, Edited by Nikolaidis Petros, Konstantaras Publications.*

18. *Sotiriadis Alexandros (2022), Obstetric and Gynecological Ultrasound, Kyriakidis Publications.*

***Relevant Scientific Journals:***

1. Ultrasound in Obstetrics and Gynecology, Hellenic Society of Ultrasound in Obstetrics & Gynecology.
2. Journal of Medical Ultrasound
3. Journal of Ultrasound in Medicine, American Institute of Ultrasound in Medicine
4. Journal of Ultrasound, Elsevier
5. Ultrasound in Obstetrics & Gynecology
6. American Journal of Obstetrics & Gynecology
7. Prenatal Diagnosis Journal
8. Journal of clinical medicine MDPI
9. Prenatal screening, Journal of General Internal Medicine
10. The New England Journal of Medicine

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SEI (School of Health Sciences)		
<b>DEPARTMENT</b>	Midwifery		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	MM104	<b>ACADEMIC SEMESTER</b>	1st
<b>COURSE TITLE</b>	Intercultural Approach, Sociological Aspects and Legal Issues in Midwifery Care Practice		
<b>INDEPENDENT TEACHING ACTIVITIES</b> (In case credits are awarded separately for different parts of the course, e.g., Lectures, Lab Exercises, etc. If credits are awarded as a whole, indicate weekly teaching hours and total credits.)		<b>WEEKLY TEACHING HOURS</b>	<b>Credits</b>
<b>Lectures – Interactive Teaching</b>		2	3
<b>Laboratory Exercises</b>		1	3
<b>Literature Review Assignments</b>			
<b>Research Project</b>			
<b>Presentation of Assignments (Oral and Written)</b>		3	6
<i>The organization of teaching and the teaching methods used are described in detail in section 4.</i>			
<b>COURSE TYPE:</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	General Knowledge, Scientific Area, Skill Development		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE WEBSITE (URL):</b>	Use of IHU's e-learning platform: Moodle Exams		

### 2. LEARNING OUTCOMES

<b>COURSE PURPOSE AND LEARNING OUTCOMES</b> <i>The learning outcomes of the course are described, specifying the knowledge, skills, and competencies of an appropriate level that students will acquire after successful completion of the course.</i> <i>Please consult Appendix A:</i> <ul style="list-style-type: none"> <li>• Description of the Level of Learning Outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptive Level Indicators 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B:</li> <li>• Concise Guide for Writing Learning Outcomes</li> </ul>
<b>Course Objective:</b>  The purpose of this course is to highlight the holistic dimension of obstetrics as a science. The

provision of healthcare services is not isolated from the social context, the socio-economic conditions, and the culture of the individuals receiving these services. Specialized healthcare professionals must acquire skills in interpersonal communication, as well as the ability to assess the environment that may affect the health quality of the couple and the child. Vigilance and early recognition of cases of abuse or neglect are essential. At the same time, respect for diversity and the unique culture of each couple should be cultivated.

Upon completion of this module, the student will be able to:

1. Contribute to designing creative solutions for ethical and deontological problems that may arise in the practice of obstetrics.
2. Utilize all modern technical/electronic tools to acquire up-to-date knowledge of legislations related to the practice of obstetrics in Greece and worldwide and apply them creatively in their work environment.
3. Understand the ethical dilemmas arising from the application of modern technologies in obstetrics and propose solutions based on the principles of equality, freedom, and the rights of the patient (pregnant woman) as described by International Organizations.
4. Know and communicate the Charter of Reproductive Rights of individuals and the rights of the patient, pregnant woman, and parturient.
5. Understand and be aware of the legal framework governing the operation of healthcare centers, as well as the conditions necessary to provide safe care (including civil liability insurance)
6. Recognize the importance of the environment for reproductive health and contribute to the formulation of proposals to improve it.
7. Identify quality indicators for intercultural care across age groups and understand the factors affecting the provision of care to different population groups.
8. Assess the dynamics of healthcare professionals in providing healthcare services during mass loss situations.
9. Promote cultural sensitivity in the provision of obstetric care across different cultural contexts.

#### General Competences

*Considering the general competences that a graduate should have acquired, which of these does the course aim to develop?*

*Searching, analyzing, and synthesizing data and information, including the use of necessary technologies*  
*Adaptation 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  
 Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues  
 Exercise of critical thinking and self-criticism  
 Promotion of free, creative, and inductive thinking  
 ...  
 Other...

#### Skills and Competencies:

1. Literature Review

2. Critical Evaluation of Literature
3. Setting Objectives
4. Project Design
5. Establishing Priorities
6. Decision Making
7. Time Management
8. Quality Management
9. Monitoring Results
10. Independent Work
11. Teamwork – Responsibility Distribution
12. Working in an International Environment
13. Working in an Interdisciplinary Environment
14. Generating New Research Ideas
15. Respect for Diversity and Multiculturalism
16. Respect for the Natural Environment
17. Demonstrating Social, Professional, and Ethical Responsibility and Sensitivity on Gender Issues
18. Critical and Self-Critical Thinking
19. Promoting Free, Creative, and Inductive Thinking
20. Communication Skills (Oral and Written)
21. Adherence to Professional Ethics
22. Adherence to Best Practice Guidelines

### **3. COURSE CONTENT**

1. Topics in Midwifery and Reproductive Health:
2. Social Determinants of Health and Their Impact on Reproductive and Perinatal Health – Best Practices to Reduce Disparities – Vulnerable Populations
3. Holistic Woman-Centered Midwifery Care
4. Respect for Diversity (Cultural Awareness)
5. Domestic Violence
6. Rape and Pregnancy
7. Economic Crisis and Maternity Care
8. Crisis Management and Midwifery Practice (Monitoring Pregnancies, Emergency Management, Maternal Breastfeeding, Hygiene, Psychosocial Support)
9. Intercultural Maternity Care (Migrants and Refugee Populations)
10. Maternity Care for Socially Excluded Groups (Drug Addicts, Homeless, Individuals with Infectious Diseases)
11. Adolescence and Pregnancy
12. Pregnancy Over 40 Years of Age
13. Counseling
14. Early Diagnosis of Intervention Behaviors
15. Programs for Changing Unhealthy Behaviors
16. Legal Issues in Maternity and Their Management
17. Code of Ethics in Midwifery from International and European Organizations
18. Minorities, Trafficking, Violence, Homosexuality

### **4. TEACHING AND LEARNING METHODS – ASSESSMENT**

<b>MODE OF DELIVERY</b> <i>Face-to-face, Distance learning, etc..</i>	Distance learning	
<b>Use of Information and Communication Technologies (ICT)</b> <i>"Use of ICT in Teaching, Laboratory Training, and Communication with Students."</i>	Use of Information and Communication Technologies: electronic and online tools	
<b>ORGANIZATION OF TEACHING</b> <i>The teaching methods and organization are described in detail.</i> <i>Lectures, seminars, laboratory exercises, fieldwork, study &amp; analysis of literature, tutorials, internships (placements), clinical practice, artistic workshops, interactive teaching, educational visits, project preparation, writing of papers/assignments, artistic creation, etc.</i>  <i>The student's study hours for each learning activity, as well as hours of self-directed study, are specified in accordance with the principles of the ECTS.</i>	<b>Activity</b>	<b>Student Workload Hours in the Postgraduate Program</b>
	Lectures – interactive teaching	39
	Laboratory exercises	13
	Literature review studies	15
	Research project	23
	Presentations of assignments (oral and written)	25
	Educational visits	
	Personal studying	35
	Other	0
	<b>Total Workload:</b>	<b>150 hours : : 6 ECTS</b>
<b>STUDENT ASSESSMENT</b> <i>Description of the Assessment Process</i>  <i>Language of Assessment: The assessment will be conducted in the Greek language, which is also the language of instruction for the course.</i>  <i>Assessment Methods:</i> <i>The course assessment includes both formative and summative methods, such as:</i>  <i>Multiple-choice tests</i>  <i>Short-answer questions</i>  <i>Essay development questions</i>  <i>Problem-solving exercises</i>  <i>Written assignments</i>  <i>Reports / Papers</i>  <i>Oral examinations</i>  <i>Public presentations</i>  <i>Laboratory work</i>	<b>Student Assessment</b>  The evaluation of students is based on the final written exam (summative assessment method) and the assignments submitted during the course (formative assessment method). A part of the grade will also be based on the oral presentation of the assignments.  Language of Evaluation: The evaluation process will be conducted in Greek, as is the teaching of the course.  <b>Evaluation Structure:</b>  The course evaluation will follow the combination of the following assessment methods with their respective percentage contributions to the final grade:  <b>Semester Scientific Paper (35%):</b> Writing and presenting a literature review of scientific articles (topic assignment at the end of the second week) with a presentation to the class.  <b>Final Written Exam (65%):</b> Includes both development and multiple-choice questions.  <b>Evaluation Criteria:</b>  Standardized Answers: Based on teaching materials, lectures, and laboratory exercise notes.	

<p><i>Clinical patient examination</i></p> <p><i>Artistic interpretation</i></p> <p><i>Other methods as appropriate</i></p> <p><b>Assessment Criteria:</b>  <i>Explicitly defined evaluation criteria are provided and accessible to students, ensuring transparency and fairness in grading.</i></p>	<p>Standard Structure: Following the typical format for writing scientific papers.</p> <p>Quality of Presentation: The ability to present the scientific paper to the audience with the help of multimedia, adhering to the standardized structure of scientific writing.</p>
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## 5. RECOMMENDED LITERATURE

### - Recommended Recent Bibliography :

1. Patricia Wieland Ladewig, Marcia London, Michelle Davidson. *Contemporary Obstetric Care for Mother and Newborn*, 9th Edition (2022). Medical Publications Lagos.
2. Lowdermilk, Perry, Cashion, Alden, Olshansky. *Maternity and Women's Health Care*, 12th Edition (2022). Medical Publications Lagos.
3. Moraïtou, M. *Ethics, Legislation, History of Midwives, Maternity Protection*. Beta Publications, 2012.
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.
5. Owens, C., Dandy, J., Hancock, P. *Perceptions of Pregnancy Experiences when Using a Community-Based Antenatal Service: A Qualitative Study of Refugee and Migrant Women in Perth, Western Australia*. *Women Birth*. 2016 Apr;29(2):128-137. doi: 10.1016/j.wombi.2015.09.003. Epub 2015 Sep 26. PubMed PMID: 26410632.
6. Mengesha, Z.B., Perz, J., Dune, T., Ussher, J. *Refugee and Migrant Women's Engagement with Sexual and Reproductive Health Care in Australia: A Socio-Ecological Analysis of Health Care Professional Perspectives*. *PLoS One*. 2017 Jul 20;12(7):e0181421. doi: 10.1371/journal.pone.0181421. eCollection 2017.
7. Correa-Velez, I., Ryan, J. *Developing a Best Practice Model of Refugee Maternity Care*. *Women Birth*. 2012 Mar;25(1):13-22. Epub 2011 Feb 11.
8. Deery, R., Denny, E., Letherby, G. *Sociology for Midwives*. Wiley, 2015.
9. Shwayder, J.M. *What Is New in Medical-Legal Issues in Obstetrics and Gynecology?: Best Articles From the Past 2 Years*. *Obstet Gynecol*. 2016 Dec;128(6):1441-1442. PubMed PMID: 27824766.
10. Dodge, L.E., Haider, S., Hacker, M.R. *Attitudes toward Abortion Among Providers of Reproductive Health Care*. *Womens Health Issues*. 2016 Sep-Oct;26(5):511-516. Epub 2016 Aug 10.
11. Nolan, M. *Preparation for Birth and Beyond: Who Is There for Us? People and Services*. *Pract Midwife*. 2012 Oct;15(9):33-34.
12. Haider, S., Stoffel, C., Dude, A.M. *Adolescent Contraception Use After Pregnancy, An Opportunity for Improvement*. *J Pediatr Adolesc Gynecol*. 2018 Mar 15. PubMed PMID: 29551429.
13. Edwin Roland van Teijlingen. *The Medical and Social Model of Childbirth, Editorial*, *KONTAKT* 2(2017): 81-82.
14. Kelly, C., Alderdice, F., Lohan, M., Spence, D. *'Every Pregnant Woman Needs a Midwife' - The Experiences of HIV-Affected Women in Maternity Care*. *Midwifery*. 2012 Nov 10.
15. Comiskey, C.M., O'Sullivan, K., Quirke, M.B., Wynne, C., Hollywood, E., McGilloway, S. *Baseline Results of the First Healthy Schools Evaluation Among a Community of Young, Irish, Urban Disadvantaged Children and a Comparison of Outcomes with International Norms*. *J Sch Health*. 2012 Nov;82(11):508-513.
16. Mumtaz, Z., O'Brien, B., Bhatti, A., Jhangri, G.S. *Are Community Midwives Addressing the Inequities in Access to Skilled Birth Attendance in Punjab, Pakistan? Gender, Class and Social Exclusion*. *BMC Health Serv Res*. 2012 Sep 19;12:326.
17. Vivilaki, V.G., Dafermos, V., Daglas, M., Antoniou, E., Tsopelas, N.D., Theodorakis, P.N., Brown, J.B., Lionis, C. *Identifying Intimate Partner Violence (IPV) During the Postpartum Period in a Greek*

- Sample. Arch Womens Ment Health. 2010 Dec;13(6):467-476. doi: 10.1007/s00737-010-0155-5.*
18. Antoniou, E., Ioannidi-Kapoulou, E., Daglas, M., Vivilaki, V., Karamitros, D., Dafermos, G., Iatrakis, V. Abuse Assessment Screen (AAS) Questionnaire: The Greek Validation. *Clin Exp Obstet Gynecol.* 2010;37(4):313-316.
  19. International Confederation of Midwives. *International Code of Ethics for Midwives, CD2008\_001 V2014 ENG Adopted at Glasgow International Council meeting, 2008, Reviewed and Adopted at Prague Council meeting, 2014, Due for Next Review 2020.*
  20. *Ethical Issues in Obstetrics and Gynecology by the FIGO Committee for the Study of Ethical Aspects of Human Reproduction and Women's Health, October 2011.*
  21. *Statistics with SPSS 16: Applications in Psychology and Social Sciences, Translation by Kontakos, P. Stavros, 2011, Kleidarithmos Publications.*
  22. Sevil Güner et al., 2024, *Midwives' Intercultural Effectiveness Levels and Influencing Factors, Journal of Transcultural Nursing, Volume 35, Issue 3. https://doi.org/10.1177/10436596241229479.*
  23. *Supplementary Bibliography: Additional bibliography will be provided during the course.*

**-Related Scientific Journals:**

1. Interdisciplinary Health Care
2. BMC Pregnancy and Childbirth
3. Journal of midwifery & women's health
4. Journal of Adolescent Health
5. Journal of Health and Social Behavior: SAGE Journals
6. Ethical Issues in Maternal Child Nursing
7. Obstetrics and Gynecology
8. Journal of Health Economics
9. Women and Birth
10. Journal of Immigrant and Minority Health
11. Journal of Immigrant Health
12. International Journal of Migration, Health and Social Care
13. Journal of Women's Health Care
14. Journal of Transcultural Nursing



## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SEI (School of Health Sciences)		
<b>DEPARTMENT</b>	Midwifery		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>MM.200</b>	<b>ACADEMIC SEMESTER</b>	2nd
<b>COURSE TITLE</b>	Biostatistics, Applying research in Health Sciences, Writing a paper		
<b>INDEPENDENT TEACHING ACTIVITIES</b> (In case credits are awarded separately for different parts of the course, e.g., Lectures, Lab Exercises, etc. If credits are awarded as a whole, indicate weekly teaching hours and total credits.)		<b>WEEKLY TEACHING HOURS</b>	<b>Credits</b>
<b>Lectures – Interactive Teaching</b>		2	3
<b>Laboratory Exercises</b>		1	3
<b>Literature Review Assignments</b>			
<b>Research Project</b>			
<b>Presentation of Assignments (Oral and Written)</b>		3	6
The structure and teaching methods are described in detail in section 4.			
<b>COURSE TYPE:</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Background, General Knowledge, Skill Development		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE WEBSITE (URL):</b>	Use of IHU's e-learning platform: Moodle Exams		

### 2. LEARNING OUTCOMES

#### COURSE PURPOSE AND LEARNING OUTCOMES

The learning outcomes of the course are described, specifying the knowledge, skills, and competencies of an appropriate level that students will acquire after successful completion of the course.

Please consult Appendix A:

- Description of the Level of Learning Outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area
  - Descriptive Level Indicators 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning
- and Appendix B:
- Concise Guide for Writing Learning Outcomes

Biostatistics is the science that deals with the management and analysis of quantitative data and research hypotheses that arise from studies in the field of health. As a specialized area, statistics contributes to the accurate and "safe" drawing of conclusions from health-related research. It is

essential for planning, designing, executing, collecting data, statistical analysis, presenting results, and interpreting findings in epidemiological studies and medical-obstetric research.

The course aims to familiarize postgraduate students with real-world data analysis problems using appropriate software. Additionally, the course introduces Inferential Statistics, which develops the fundamental concepts of statistics intended for generalizations and safe conclusions, based on the data from patients from whom measurements are obtained. The course concludes by presenting the core statistical techniques in the analysis of one or more variables. The course is supported by computer use, primarily using Excel and the statistical package SPSS. Upon completion of the course, students will be able to write and successfully present the results of a research project. After successfully completing the module, postgraduate students are expected to:

1. Understand the significance of biostatistics for research in health and be able to manage data and variables, create charts and tables and present and explain them with ease.
2. Choose the appropriate statistical test for the research problem at hand.
3. Apply statistical tests and hypothesis testing to their results.
4. Interpret statistical results correctly.
5. Choose sampling methods and understand the characteristics of the sample depending on the research question and study design.
6. Evaluate published research studies based on their statistical analysis and understand the differences between types of research articles.
7. Apply biostatistical methods for evaluating the results of research designs and strategies relevant to the health field.
8. Become familiar with the SPSS statistical package and its capabilities for conducting statistical tests and checks.
9. Recognize the steps and process for writing a scientific publication.
10. Formulate the "discussion" section of a research study's results effectively.
11. Present the necessary skills to write a review article and a research paper.
12. Understand the importance of adhering to research ethics when conducting and reporting the results of studies.
13. This course aims to provide students with both the theoretical foundation and practical skills necessary for conducting and analyzing health-related research, focusing on statistical methods, tools, and ethical considerations in research.

### General Competences

*Considering the general competences that a graduate should have acquired, which of these does the course aim to develop?*

*Searching, analyzing, and synthesizing data and information, including the use of necessary technologies*  
*Adaptation 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  
 Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues  
 Exercise of critical thinking and self-criticism  
 Promotion of free, creative, and inductive thinking  
 ...  
 Other...

1. Search, analysis, and synthesis of data and information, using the necessary technologies.
2. Setting goals.
3. Project design.
4. Setting priorities.
5. Decision-making.
6. Time management.

7. Quality management.
8. Monitoring results.
9. Independent work.
10. Teamwork – distribution of responsibilities.
11. Promotion of free, creative, and inductive thinking.
12. Generation of new research ideas.
13. Adherence to professional ethics.
14. Adherence to guidelines for good practice.

### 3. COURSE CONTENT

1. Probabilities & Inference  
(Probabilities, Models, Simulation, Expected Values, Inference, Significance Tests, Statistical Inference, Contingency Tables and Chi-Square, Population Mean)
2. The Excel Environment  
(Tools & Menus, Data Entry & Validation, Data Analysis, Pivot Tables, Functions, Tables, Graphs)
3. The SPSS Environment  
(Tools & Menus, Data Entry, Variable Definition, Labels, Frequencies / Statistics / Charts / Format, Descriptives, Explore Process, Plots, Histograms & Boxplots, Normality Test, Chi-Square Independence Test, Summary Statistics Reports / Case Summaries, Hypothesis Testing, Compare Process, ANOVA, Correlation, Correlation Process, Regression Analysis, Non-Parametric Tests, Non-Parametric Tests Process)
4. Logistic Regression
5. Presentation of Research Articles
6. Meta-analysis
7. Writing a Research Paper – Steps and Procedures
8. Ethical Issues
9. Application of Artificial Intelligence in Scientific Research

### 4. TEACHING AND LEARNING METHODS – ASSESSMENT

<b>MODE OF DELIVERY</b> <i>Face-to-face, Distance learning, etc..</i>	Distance learning	
<b>Use of Information and Communication Technologies (ICT)</b> <i>"Use of ICT in Teaching, Laboratory Training, and Communication with Students."</i>	Use of Information and Communication Technologies: electronic and online tools	
<b>ORGANIZATION OF TEACHING</b> <i>The teaching methods and organization are described in detail.</i> <i>Lectures, seminars, laboratory exercises, fieldwork, study &amp; analysis of literature, tutorials, internships (placements), clinical practice, artistic workshops, interactive teaching, educational visits, project preparation, writing of papers/assignments, artistic creation, etc.</i>  <i>The student's study hours for each learning activity, as well as hours of self-directed study, are specified in</i>	<b>Activity</b>	<b>Student Workload Hours in the Postgraduate Program</b>
	Lectures – interactive teaching	39
	Laboratory exercises	16
	Literature review studies	15
	Research project	35
	Presentation of assignments (oral and written)	15
	Educational visits	
	Personal studying	30
	Total Workload:	<b>150 hours :</b>

accordance with the principles of the ECTS.		: 6 ECTS
<p><b>STUDENT ASSESSMENT</b></p> <p><i>Description of the Assessment Process</i></p> <p><i>Language of Assessment: The assessment will be conducted in the Greek language, which is also the language of instruction for the course.</i></p> <p><i>Assessment Methods:</i> <i>The course assessment includes both formative and summative methods, such as:</i></p> <p><i>Multiple-choice tests</i></p> <p><i>Short-answer questions</i></p> <p><i>Essay development questions</i></p> <p><i>Problem-solving exercises</i></p> <p><i>Written assignments</i></p> <p><i>Reports / Papers</i></p> <p><i>Oral examinations</i></p> <p><i>Public presentations</i></p> <p><i>Laboratory work</i></p> <p><i>Clinical patient examination</i></p> <p><i>Artistic interpretation</i></p> <p><i>Other methods as appropriate</i></p> <p><i>Assessment Criteria:</i> <i>Explicitly defined evaluation criteria are provided and accessible to students, ensuring transparency and fairness in grading.</i></p>	<p><b>Student Evaluation</b></p> <p>The evaluation of students is based on the final written examination (summative method) and the assignments that they will submit during the course (formative method). Part of the grade will also come from the oral presentation of the assignments.</p> <p>Language of Evaluation: The evaluation process will be conducted in the Greek language, as is the instruction of the course.</p> <p>The course evaluation will be carried out using the following combination of assessment procedures and their respective weightings in the final grade:</p> <p><b>Semester Research Paper (40%):</b> Writing and presenting a paper with the application of statistical tools (topic assignment at the end of the second week) and presentation in the classroom.</p> <p><b>Final Written Exam with Development or Multiple Choice Questions (60%)</b></p> <p><b>Evaluation Criteria:</b></p> <p>Standard answers from the teaching materials, lectures, and laboratory exercise notes.</p> <p>Standard format for writing scientific papers.</p> <p>Quality of the scientific paper presentation to the audience using multimedia, and adherence to the standard format for writing scientific papers.</p>	

## 6. RECOMMENDED BIBLIOGRAPHY

### - Recommended Bibliography (Recent):

1. WHO Reference Group on Global Health Statistics (RGHS), 14-15 March 2017, Geneva, Switzerland, Report & Recommendations.
2. Healthy People 2020: Leading Health Indicators (Department of Health and Human Services).
3. Luby, S., 2015, A Guide to Quantitative Writing in the Health Sciences, Research. Center for Innovation in Global Health, Stanford University.
4. Galanis, P., 2015, Writing and Publishing Articles in Health Sciences. BROKEN HILL PUBLISHERS LTD.
5. Oermann, M.H., & Hays, J.C., 2015, Writing for Publication in Nursing, Third Edition. Springer

*Publishing Company.*

6. Poulis, P., Meimeti, E., 2017, *Health Informatics*. Publisher: IOANNIS KONSTANTARAS.
7. Vermaat, M., Sebok, S., Freund, S., Campbell, J., Frydenberg, M., 2017, *Discovering Computers: Tools, Applications, Devices, and the Impact of Technology*. Publisher: BROKEN HILL PUBLISHERS LTD.
8. Venot, A., Burgun, A., Quantin, C., 2019, *Medical Informatics-eHealth-Basic Principles and Applications*. Publisher: BROKEN HILL PUBLISHERS LTD.
9. Triola, M.M., Triola, F., Roy, J., 2021, *Biostatistics in Biological and Health Sciences*. Publisher: BROKEN HILL PUBLISHERS LTD.

*Supplementary Bibliography: Additional bibliography will be provided during the course.*

- ***Related scientific journals:***

1. Biostatistics
2. Biometrika
3. Epidemiology, Biostatistics and Public Health
4. The International Journal of Biostatistics
5. Biostatistics & Epidemiology
6. American Journal of Biostatistics
7. Statistics in Medicine
8. Journal of International Medical Research: SAGE Journals
9. Archives of Medical Research

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SEI (School of Health Sciences)		
<b>DEPARTMENT</b>	Midwifery		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	MM201	<b>ACADEMIC SEMESTER</b>	2nd
<b>COURSE TITLE</b>	Advanced Midwifery Care for Promoting Normal Childbirth		
<b>INDEPENDENT TEACHING ACTIVITIES</b> (In case credits are awarded separately for different parts of the course, e.g., Lectures, Lab Exercises, etc. If credits are awarded as a whole, indicate weekly teaching hours and total credits.)		<b>WEEKLY TEACHING HOURS</b>	<b>Credits</b>
Lectures – Interactive Teaching		2	3
Laboratory Exercises		1	3
Literature Review Assignments			
Research Project			
Presentation of Assignments (Oral and Written)		3	6
The organization of teaching and the teaching methods used are described in detail in section 4.			
<b>COURSE TYPE:</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area, Skill Development		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE WEBSITE (URL):</b>	Use of IHU's e-learning platform: Moodle Exams		

#### COURSE PURPOSE AND LEARNING OUTCOMES

The learning outcomes of the course are described, specifying the knowledge, skills, and competencies of an appropriate level that students will acquire after successful completion of the course.

Please consult Appendix A:

- Description of the Level of Learning Outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area
  - Descriptive Level Indicators 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning
- and Appendix B:
- Concise Guide for Writing Learning Outcomes

#### Course Objective:

The aim of this course is for postgraduate students to acquire advanced, comprehensive, and evidence-based knowledge and skills for the monitoring of pregnant women and laboring women and the management of normal childbirth in a hospital setting, health center, as well as in non-hospital settings. Special emphasis will be placed on the role of midwifery in the newly established Natural Birth Centers, which, according to recent Greek legislation, will be established in Greece soon.

Additionally, the course aims to train postgraduate students in Evidence-Based Clinical Midwifery Practice, enabling them to implement changes and introduce innovations in perinatal and postpartum care. Special focus will be given to the practical application of protocols adopted by

international organizations. An in-depth analysis will also be provided on how to create such protocols. Furthermore, all methods for pain relief during labor described in international and Greek literature will be discussed. Finally, special attention will be given to natural methods for promoting normal childbirth.

At the end of this unit, the postgraduate student will:

1. Understand the mechanism of the onset of normal labor and be able to identify the factors that affect the onset and progression of labor.
2. Understand and apply the appropriate methods for promoting normal labor and be aware of how to enhance their role in the newly established Birth Centers.
3. Realize the principles of woman-centered healthcare for childbirth, and ensure the co-creation of a birth plan with the woman and her partner, as well as support the implementation of this plan in the healthcare structures they work in.
4. Be able to design a model environment (with full technical infrastructure, privacy, safety, and comfort) appropriate for welcoming and supporting the laboring woman, new mother, and newborn, in accordance with modern specifications for maternity wards and birth centers.
5. Monitor, evaluate, and support the normal progression of labor with clinical observation and the use of technological tools (e.g., cardiotocograph, Doppler, etc.).
6. Assess the condition of the fetus during labor using a cardiotocograph according to evidence-based guidelines and apply supplementary methods for fetal health monitoring, such as fetal blood sampling and measuring fetal pH, as well as electrocardiotocographic monitoring (STAN).
7. Personalize the birth care plan according to the wishes and needs of the laboring woman, and choose whether or not to use cardiotocography.
8. Recognize early signs of pathology during normal labor (e.g., dystocia, fetal heart rate abnormalities, etc.).
9. Apply protocols of midwifery-centered, woman-centered, holistic, continuous care in tertiary centers, Birth Centers, and the community.
10. Provide excellent midwifery care during labor using all available pain relief methods, both pharmacological and non-pharmacological, such as the use of water.
11. Provide excellent midwifery care during immediate postpartum with particular focus on skin-to-skin contact during the first hour after birth, and the early identification and management of any pathology.
12. Utilize modern tools for obtaining evidence-based and reliable scientific knowledge on midwifery care protocols during childbirth.
13. Act as an autonomous healthcare professional and contribute to the improvement of the midwifery profession through the creation of modern midwifery care protocols.
14. Understand and apply the autonomous role in Birth Centers, providing holistic care to pregnant women, laboring women, and newborns.

#### General Competences

Considering the general competences that a graduate should have acquired, which of these does the course aim to develop?

*Searching, analyzing, and synthesizing data and information, including the use of necessary technologies*

*Adaptation 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

Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues

Exercise of critical thinking and self-criticism

Promotion of free, creative, and inductive thinking

...

Other...

1. Work within an interdisciplinary environment
2. Generation of new research ideas
3. Respect for diversity and multiculturalism
4. Exercise of critical thinking and self-reflection
5. Promotion of free, creative, and inductive thinking
6. Communication skills (oral, written)
7. Adherence to professional ethics
8. Adherence to guidelines for best practices
9. Searching, analyzing, and synthesizing data and information, using the necessary technologies
10. Literature review
11. Critical evaluation of literature
12. Setting objectives
13. Project design
14. Setting priorities
15. Decision-making
16. Time management
17. Quality management
18. Monitoring outcome
19. Autonomous work
20. Teamwork – delegation of responsibilities

### 3. COURSE CONTENT

1. Anatomy of the Female Reproductive System / Theories of Onset of Labor
2. Monitoring of the Pregnant Woman and Fetus in Hospital Settings / Birth Center / Community
3. Mechanism of Labor / Execution of Normal Labor and Breech Presentation
4. Use of Simulation / Labor Scenarios / Use of AI in Labor / Digital Systems
5. Hospital Birth / Birth Center (Birth Center)
6. Physiological Methods of Labor Promotion / Enhancement
7. Physiological Methods of Assessing the Progress of Labor
8. Pharmacological and Alternative Pain Relief Methods during Labor
9. The Use of Water during Labor
10. Perinatal Care – Postpartum Hemorrhage and Emergency Situations in the Third Stage of Labor
11. Preparation of the Couple for Labor (Normal Birth, Cesarean Section, Vaginal Birth after Cesarean Section [VBAC], Water Birth)
12. Labor Plan and Informed Consent
13. Methods of Relaxation and Pain Relief
14. The Postpartum Period and Neonatal Care
15. Communication and Educational Skills

### 4. TEACHING AND LEARNING METHODS – ASSESSMENT

<b>MODE OF DELIVERY</b> <i>Face-to-face, Distance learning, etc..</i>	Distance learning	
<b>Use of Information and Communication Technologies (ICT)</b> <i>"Use of ICT in Teaching, Laboratory Training, and Communication with Students."</i>	<b>Use of Information and Communication Technologies: electronic and online tools</b>	
<b>ORGANIZATION OF TEACHING</b> <i>The teaching methods and organization</i>	<b>Activity</b>	<b>Student Workload Hours in the Postgraduate</b>



<p>are described in detail.  <i>Lectures, seminars, laboratory exercises, fieldwork, study &amp; analysis of literature, tutorials, internships (placements), clinical practice, artistic workshops, interactive teaching, educational visits, project preparation, writing of papers/assignments, artistic creation, etc.</i></p> <p><i>The student's study hours for each learning activity, as well as hours of self-directed study, are specified in accordance with the principles of the ECTS.</i></p>	<table> <tr> <th colspan="2"><b>Program</b></th></tr> <tr> <td>Lectures – interactive teaching</td><td>39</td></tr> <tr> <td>Laboratory exercises</td><td>20</td></tr> <tr> <td>Literature review studies</td><td>20</td></tr> <tr> <td>Research project</td><td>25</td></tr> <tr> <td>Presentation of assignments (oral and written)</td><td>15</td></tr> <tr> <td>Educational visits</td><td></td></tr> <tr> <td>Personal studying</td><td>31</td></tr> <tr> <td>Other</td><td>0</td></tr> <tr> <td>Total Workload:</td><td><b>150 ώρες : 6 ECTS</b></td></tr> </table>	<b>Program</b>		Lectures – interactive teaching	39	Laboratory exercises	20	Literature review studies	20	Research project	25	Presentation of assignments (oral and written)	15	Educational visits		Personal studying	31	Other	0	Total Workload:	<b>150 ώρες : 6 ECTS</b>
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Other	0																				
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<p align="center"><b>STUDENT ASSESSMENT</b></p> <p><i>Description of the Assessment Process</i></p> <p><i>Language of Assessment: The assessment will be conducted in the Greek language, which is also the language of instruction for the course.</i></p> <p><i>Assessment Methods:</i>  <i>The course assessment includes both formative and summative methods, such as:</i></p> <p><i>Multiple-choice tests</i></p> <p><i>Short-answer questions</i></p> <p><i>Essay development questions</i></p> <p><i>Problem-solving exercises</i></p> <p><i>Written assignments</i></p> <p><i>Reports / Papers</i></p> <p><i>Oral examinations</i></p> <p><i>Public presentations</i></p> <p><i>Laboratory work</i></p> <p><i>Clinical patient examination</i></p> <p><i>Artistic interpretation</i></p> <p><i>Other methods as appropriate</i></p> <p><i>Assessment Criteria:</i>  <i>Explicitly defined evaluation criteria are provided and accessible to students,</i></p>	<p><b>Student Evaluation</b></p> <p>The evaluation of students is based on the final written examination (summative method) and the assignments they will submit during the course (formative method). Part of the grade will also come from the oral presentation of the assignments.</p> <p>Language of Evaluation: The evaluation process will be conducted in Greek, as is the teaching of the course.</p> <p>The evaluation of the course will be carried out using the following combination of assessment procedures and their respective percentage contributions to the final grade:</p> <p><b>Semester Research Paper (35%):</b> Writing and presenting a review paper on scientific articles (topic assignment at the end of the second week) and presenting it to the classroom audience.</p> <p><b>Final Written Exam with Development or Multiple-Choice Questions (65%)</b></p> <p><b>Evaluation Criteria:</b></p> <p>Standard answers based on the teaching materials, lectures, and notes from laboratory exercises.</p> <p>Standard format for writing scientific papers.</p> <p>Quality of the scientific paper presentation to the audience with the use of multimedia, and adherence to the standard format for writing scientific papers.</p>																				

ensuring transparency and fairness in grading.

## 5. RECOMMENDED LITERATURE

### - Suggested Bibliography (Recent):

1. Papoutsis, D., & Antonakou, A. (2023). *Obstetric Care of Labor [Undergraduate Handbook]*. Kallipos, Open Academic Editions. <https://dx.doi.org/10.57713/kallipos-228>
2. Schott, J. & Priest, J. (2003). *Leading Antenatal Classes, A Practical Guide (2nd ed.)*. Books for Midwives.
3. Odent, M. (1984). *Birth Reborn*. William Clowes Ltd., Beccles & London.
4. Antonakou, A., Papoutsis, D. (2019). *Obstetric Care during Pregnancy*. BROKEN HILL PUBLISHERS LTD.
5. Marshall, J., Raynor, M. (2020). *Myles Textbook of Midwifery Care*. Edited by Antonakou, A., LAGOS, DIMITRIOS EDITIONS.
6. Posner, G., Dy, J., Black, A., Jones, G. (2020). *Labor and Birth*. Parisian Editions.
7. Macdonald, S., Johnson, G. (2021). *Maye's Perinatal Midwifery Care*. Edited by Vivilaki, V., Gourounti, K., Lykkeridou, A. BROKEN HILL PUBLISHERS LTD.
8. Wieland Ladewig, P., London, M., Davidson, M. (2021). *Contemporary Obstetric Care for Mother and Newborn*. LAGOS, DIMITRIOS EDITIONS.
9. *Evidence-Based Care for Normal Childbirth*. (2012). Published by the Greek Scientific Society of Midwives "Maieusi".
10. Papoutsis, D., Antonakou, A., Gornall, A., Tzavara, C. (2023). "The Purple Line and its Association with Cervical Dilation in Labor: A Systematic Review and Meta-Analysis." *European Journal of Obstetrics & Gynecology and Reproductive Biology*, 289, 91-99. doi: 10.1016/j.ejogrb.2023.08.383. Epub August 25, 2023. PMID: 37651813.
11. Papoutsis, D., Antonakou, A. (2023). "Normal Childbirth: The Natural, Non-Medical, Alternative Approaches to the Most Common Medical Interventions in Labor." *European Journal of Midwifery*, 7, 36. doi: 10.18332/ejm/174525. PMID: 38045472; PMCID: PMC10690818.
12. O'Brien, E., Rauf, Z., Alfirevic, Z., Lavender, T. (2012). "Women's Experiences of Outpatient Induction of Labor with Remote Continuous Monitoring." *Midwifery*, November. doi: S0266-6138(12)00022-8. 10.1016/j.midw.2012.01.014.
13. Firouzbakht, M., et al. (2015). "The Effectiveness of Prenatal Intervention on Pain and Anxiety during the Process of Childbirth—Northern Iran: Clinical Trial Study." *Annals of Medical and Health Sciences Research*, 5(5), 348-352. PMC. Web. 29 Mar. 2018.
14. Fenwick, J., et al. (2015). "Effects of a Midwife Psycho-Education Intervention to Reduce Childbirth Fear on Women's Birth Outcomes and Postpartum Psychological Wellbeing." *BMC Pregnancy and Childbirth*, 15, 284. PMC. Web. 29 Mar. 2018. The incidence of and risk factors for a repeat obstetric anal sphincter injury (OASIS) in the vaginal birth subsequent to a first episode of OASIS: a hospital-based cohort study.
15. Antonakou, A., Papoutsis, D., Henderson, K., Qadri, Z., Tapp, A. (2017). "The Incidence of and Risk Factors for a Repeat Obstetric Anal Sphincter Injury (OASIS) in Vaginal Birth Subsequent to a First Episode of OASIS: A Hospital-Based Cohort Study." *Archives of Gynecology and Obstetrics*, 295(5), 1201-1209. doi: 10.1007/s00404-017-4352-6. Epub March 24, 2017.
16. Antonakou, A., Papoutsis, D. (2016). "The Effect of Epidural Analgesia on the Delivery Outcome of Induced Labor: A Retrospective Case Series." *Obstetrics & Gynecology International*, 2016:5740534. Epub November 20, 2016.
17. Papoutsis, D., Antonakou, A., Gornall, A., Tzavara, C., Mohajer, M. (2017). "The SaTH Risk-Assessment Tool for the Prediction of Emergency Cesarean Section in Women Having Induction of Labor for All Indications: A Large-Cohort Based Study." *Archives of Gynecology and Obstetrics*, 295(1), 59-66. doi: 10.1007/s00404-016-4209-4. Epub September 27, 2016.

### -Related Scientific Journals:

1. Women and Birth
2. Midwifery

3. British Journal of Midwifery
4. Birth
5. Issues in Perinatal Care
6. International Journal of Birth and Parent Education
7. The Journal of Perinatal & Neonatal Nursing
8. Clinics in Perinatology
9. Women's Health Issues
10. Reproductive Health
11. The Annals of Medical and Health Sciences Research
12. European Journal of Midwifery

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SEI (School of Health Sciences)		
<b>DEPARTMENT</b>	Midwifery		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>MM202</b>	<b>ACADEMIC SEMESTER</b>	2nd
<b>COURSE TITLE</b>	<b>Advanced Midwifery Care during Parental Preparation</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> (In case credits are awarded separately for different parts of the course, e.g., Lectures, Lab Exercises, etc. If credits are awarded as a whole, indicate weekly teaching hours and total credits.)		<b>WEEKLY TEACHING HOURS</b>	<b>Credits</b>
Lectures – Interactive Teaching		2	3
Laboratory Exercises		1	3
Literature Review Assignments			
Research Project			
Presentation of Assignments (Oral and Written)			
The organization of teaching and the teaching methods used are described in detail in section 4.		3	6
<b>COURSE TYPE:</b> Background, General Knowledge, Scientific Area, Skill Development	Scientific Area, Skill Development		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE WEBSITE (URL):</b>	Use of IHU's e-learning platform: Moodle Exams		

### 2. LEARNING OUTCOMES

<b>COURSE PURPOSE AND LEARNING OUTCOMES</b> <i>The learning outcomes of the course are described, specifying the knowledge, skills, and competencies of an appropriate level that students will acquire after successful completion of the course. Please consult Appendix A:</i> <ul style="list-style-type: none"> <li>Description of the Level of Learning Outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area</li> <li>Descriptive Level Indicators 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning</li> </ul> <i>and Appendix B:</i> <ul style="list-style-type: none"> <li>Concise Guide for Writing Learning Outcomes</li> </ul>
<p>In the section on preparation for parenthood, the lectures aim to present the methods of preparation for parenthood and analyze all the stages experienced by the pregnant woman from conception to postpartum/parenthood.</p> <p>The goal is to empower the role of the postgraduate student as a healthcare professional through the application of scientifically validated knowledge that they will receive. The students will learn to approach the pregnant woman, partner, fetus, and newborn holistically, offering knowledge, information, psychosomatic, and social support, as well as safe obstetric care, so that the transition</p>

to parenthood will be successful.

This will be achieved through critical analysis of published original papers and reviews from international scientific literature. Special emphasis and weight will be given to the training of healthcare professionals in designing and organizing inclusive parenthood preparation programs suitable for different types of families (nuclear, single-parent, LGBTQIA+ community members, etc.). There will be particular focus on applying modern technological tools for providing preparation services through the internet, e-learning platforms, etc.

After the successful completion of the unit, postgraduate students are expected to be able to:

1. Define scientifically (theories – clinical practice) the methods for prenatal preparation for parenthood and their combination.
2. Distinguish the levels of preparation for each method, both individually and combined, and apply them according to the family's needs.
3. Design a psychosomatic preparation program and solve issues related to the parent population and the material and logistical support provided to them.
4. Use relaxation and breathing techniques to manage stress during labor and the daily life of parents through an interdisciplinary approach.
5. Organize and implement integrated exercise programs during pregnancy, labor, and the postpartum period safely.
6. Take a leading role in organizing preparation programs either in the community, in Birth Centers, or in tertiary healthcare institutions and coordinate the interdisciplinary team.
7. Teach relaxation techniques and methods at each stage of pregnancy, labor, and in the daily lives of parents with or without specialized equipment (music, TENS, aromatherapy, hypnosis, etc.).
8. Empower pregnant women and their partners for the transition to motherhood/parenthood through knowledge, communication, and by supporting the initiation of positive emotions, while also creating a trusting environment where negative emotional states or concerns can be freely expressed.
9. Practice techniques in groups with hypothetical obstetric cases, focusing on the combination of obstetric knowledge and effective communication with parents.
10. Successfully apply short sessions for pregnant women, postpartum women, and their partners, with active participation and feedback.
11. Ensure the confidentiality of communication and provide individual counseling when needed or when offered as a service.
12. Utilize group dynamics to encourage positive experiences and promote the health of pregnant women and embryos for better perinatal outcomes.
13. Organize and implement the first interview with parents and create a trusting and respectful environment.
14. Review the literature for the latest data and practices regarding prenatal preparation methods.
15. Analyze the objectives and strategies of developmental models and guidelines for optimal maternal care outcomes.
16. Formulate clinical questions and participate in decision-making, adjusting them when necessary.
17. Organize and maintain monitoring records for each pregnant woman and understand the legal implications of providing healthcare during pregnancy.
18. Apply research to gather new information in the knowledge field.
19. Safely administer medications and manage technologies/techniques for pain relief during labor.
20. Provide care according to evidence-based protocols for labor management and the WHO guidelines for labor management.

#### **General Competences**

*Considering the general competences that a graduate should have acquired, which of these does the*

*course aim to develop?*

*Searching, analyzing, and synthesizing data and information, including the use of necessary technologies*  
*Adaptation 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  
 Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues  
 Exercise of critical thinking and self-criticism  
 Promotion of free, creative, and inductive thinking  
 ...  
 Other...

Search, analysis, and synthesis of data and information, utilizing the necessary technologies  
 Literature review  
 Critical evaluation of literature  
 Setting priorities  
 Decision making  
 Time management  
 Working in an interdisciplinary environment  
 Respect for diversity and multiculturalism  
 Communication skills (oral, written)  
 Adherence to professional ethics  
 Adherence to guidelines for best practices

### 3. COURSE CONTENT

1. Introduction to Theories and Methods of Parenting Preparation
2. Psychological and Psychosocial Changes During Pregnancy
3. Organization and Design of Psychosomatic Preparation Programs
4. Transition to Parenthood / Assumption of Parental Role
5. The Role of the Father / Partner
6. The Preconception Period and Pregnancy
7. Physiology of Pregnancy, Fetal Development, Labor, and Postpartum
8. Management and Organization of Vitamin, Mineral, and Medication Intake During Pregnancy in Low-Risk Women
9. Management of Labor Pain
10. Management of Obstetric Trauma
11. Responsibility in the Practice of Obstetrics and Medicine During Pregnancy, Labor, and the Perinatal Period
12. General and Specific Goals of Parental Counseling
13. The Framework of Neonatal Development: The Ideal Parent, Stages of Neonatal and Infant Development
14. The Family as a Team - 1: (The Problem as a Symptom of the Whole Framework)
15. The Family as a Team - 2: (Characteristics of the Parental Role, Setting Boundaries, Relationships with Siblings, Stages of Family Evolution)
16. Attachment Theory

### 4. TEACHING AND LEARNING METHODS – ASSESSMENT

<b>MODE OF DELIVERY</b> <i>Face-to-face, Distance learning, etc..</i>	Distance learning
<b>Use of Information and Communication Technologies (ICT)</b> <i>"Use of ICT in Teaching, Laboratory Training, and</i>	<b>Use of Information and Communication Technologies: electronic and online tools</b>

Communication with Students."	
<p><b>ORGANIZATION OF TEACHING</b></p> <p>The teaching methods and organization are described in detail.</p> <p>Lectures, seminars, laboratory exercises, fieldwork, study &amp; analysis of literature, tutorials, internships (placements), clinical practice, artistic workshops, interactive teaching, educational visits, project preparation, writing of papers/assignments, artistic creation, etc.</p> <p>The student's study hours for each learning activity, as well as hours of self-directed study, are specified in accordance with the principles of the ECTS.</p>	<p><b>Activity</b></p>
	<p><b>Student Workload Hours in the Postgraduate Program</b></p>
	<p>Lectures – interactive teaching</p>
	<p>39</p>
	<p>Laboratory exercises</p>
	<p>20</p>
	<p>Literature review studies</p>
	<p>25</p>
	<p>Research project</p>
	<p>20</p>
<p><b>STUDENT ASSESSMENT</b></p> <p>Description of the Assessment Process</p> <p>Language of Assessment: The assessment will be conducted in the Greek language, which is also the language of instruction for the course.</p> <p>Assessment Methods:</p> <p>The course assessment includes both formative and summative methods, such as:</p> <p>Multiple-choice tests</p> <p>Short-answer questions</p> <p>Essay development questions</p> <p>Problem-solving exercises</p> <p>Written assignments</p> <p>Reports / Papers</p> <p>Oral examinations</p> <p>Public presentations</p> <p>Laboratory work</p> <p>Clinical patient examination</p> <p>Artistic interpretation</p> <p>Other methods as appropriate</p> <p>Assessment Criteria:</p>	<p>Presentation of assignments (oral and written)</p>
	<p>15</p>
	<p>Educational visits</p>
	<p>Personal studying</p>
	<p>31</p>
	<p>Other</p>
	<p>0</p>
	<p>Total Workload:</p>
	<p>150</p>
	<p>6 ECTS</p>
<p><b>STUDENT EVALUATION</b></p> <p>Student Evaluation is based on the final written exam (summative method) and the assignments submitted during the course (formative method). Part of the grade will also be the oral presentation of the assignments.</p> <p>Language of Evaluation: The evaluation process will be conducted in Greek, as well as the teaching of the course.</p> <p>The evaluation of the course will be carried out with the following combination of assessment procedures and the respective percentage distribution in the final grade:</p> <ul style="list-style-type: none"> <li>• <b>Semester Scientific Paper (40%):</b> Writing and presenting a review paper of scientific articles and practical application of a preparation program for parenthood (topic selection by the end of the second week) with a presentation to the class.</li> <li>• <b>Final Written Examination with Essay or Multiple Choice Questions (60%)</b></li> </ul> <p><b>Evaluation Criteria:</b></p> <p>Model answers from teaching aids, lectures, and laboratory notes.</p> <p>Standard structure for writing scientific papers.</p> <p>Quality of the scientific paper presentation to the audience with multimedia aids, following the standard structure for writing scientific papers.</p>	



Explicitly defined evaluation criteria are provided and accessible to students, ensuring transparency and fairness in grading.

## 7. RECOMMENDED LITERATURE

### - Suggested Recent Literature:

1. *Leading Antenatal Classes, A Practical Guide.* Schott J & Priest J. 2nd ed. Books for Midwives, 2003
2. *Birth Reborn.* Odent M. William Clowes Lim, Beccles & London, 1984
3. Papoutsis, D., & Antonakou, A. (2023). *Maternity Care during Labour [Undergraduate Manual]*. Kallipos, Open Academic Editions. <https://dx.doi.org/10.57713/kallipos-228>
4. Jayne Marshall, Maureen Raynor. (2020). *Myles Textbook of Midwifery Care.* Edited by Antonakou Angeliki, LAGOS DIMITRIOS PUBLISHERS.
5. Glen Posner, Jessica Dy, Amanda Black, Griffith Jones. (2020). *Labour and Birth.* Parisian Editions
6. Macdonald Sue, Johnson Gail. (2021). *Maye's Perinatal Maternity Care.* Edited by Vivlaki Victoria, Gourounti Kleanthe, Lykeridou Aikaterini, BROKEN HILL PUBLISHERS LTD.
7. Patricia Wieland Ladewig, Marcia London, Michelle Davidson. (2021). *Contemporary Maternity Care for Mother and Newborn.* LAGOS DIMITRIOS PUBLISHERS.
8. *Evidence-Based Care in Normal Labour.* (2012) Published by the Scientific Society of Midwives in Greece "Maternity"
9. *Heart Bonds.* Nicholson B., Parker L. (Transl. Edited by Metallinou D., Papafilippou M.) 1st ed. / 2019. Publisher: A. PAPAZISIS PUBLICATIONS, PRIVATE LIMITED COMPANY.
10. HOLDEN W. GEORGE. *The Dynamics of the Parent-Child Relationship.* 1st ed. / 2019, Publisher: Konstantaras I.
11. Papoutsis D, Antonakou A, Gornall A, Tzavara C. *The purple line and its association with cervical dilation in labour: A systematic review and meta-analysis.* Eur J Obstet Gynecol Reprod Biol. 2023 Oct;289:91-99. doi: 10.1016/j.ajogrb.2023.08.383. Epub 2023 Aug 25. PMID: 37651813.
12. Papoutsis D, Antonakou A. *Normal childbirth: The natural, non-medical, alternative approaches to the most common medical interventions in labour.* Eur J Midwifery. 2023 Dec 1;7:36. doi: 10.18332/ejm/174525. PMID: 38045472; PMCID: PMC10690818.
13. World Health Organization (2016). *Recommendations on antenatal care for a positive pregnancy experience,* Geneva
14. American College of Obstetricians and Gynecologists (2016). *Preterm Labor and Birth, Women's Health Care Physicians,* AP087
15. World Health Organization (2017). *Managing Complications in Pregnancy and Childbirth: A Guide for Midwives and Doctors,* ISBN 978-92-4-156549-3
16. Royal College of Obstetricians and Gynaecologists (2015). *Blood Transfusion in Obstetrics,* Green-top Guideline No. 47
17. *Comprehensive Textbook of Midwifery.* Annamma Jacob, Jaypee Brothers Publishers, 2008
18. *Anatomy and Physiology for Midwives.* J. Coad & M. Dunstall. 3rd ed. Churchill Livingstone, 2012
19. *The New Midwifery.* L.A. Page & R. McCandlish, 2nd ed. Churchill Livingstone, 2006
20. Akün, E. (2017). *Relations among adults' remembrances of parental acceptance–rejection in childhood, self-reported psychological adjustment, and adult psychopathology.* Comprehensive Psychiatry, 77, 27-37
21. Sanders, M. R., Kirby, J. N., Tellegen, C. L., & Day, J. J. (2014). *The Triple P-positive parenting program: A systematic review and meta-analysis of a multi-level system of parenting support.* Clinical Psychology Review, 34(4), 337-357
22. Giovazolias, T. (2014). *The moderating role of parental power and prestige on the relationship between remembered parental acceptance and psychological adjustment among young Greek adults.* Cross-Cultural Research, 48(3), 240-249



23. Nicholson B., Parker L. (2019). *Heart Bonds*. Translated by Metallinou D., Papafilippou M. Publisher: A. Papazisis
24. WHO Recommendations on Antenatal Care for a Positive Pregnancy Experience: Summary Highlights and Key Messages from the World Health Organization's 2016 Global Recommendations for Routine Antenatal Care. 2018
25. Rohan Palshetkar, Nandita Palshetkar, Pratima Mittal, Ruchika Garg, Sadhana Gupta. (2022). *FOGSI Handbook of Antenatal Care*

*Additional literature will be provided during the course.*

**-Related Scientific Journals:**

1. Journal of Pregnancy and Child Health
2. Pregnancy and Childbirth
3. Journal of Pregnancy
4. Journal of Pregnancy and Neonatal Medicine
5. The new England Journal of Medicine, Pregnancy Complications
6. Midwifery Journal
7. International Journal of Gynecology & Obstetrics
8. Obstetrics and Gynecology International
9. Journal of Perinatology
10. Journal of Obstetric, Gynecologic, & Neonatal Nursing
11. Antenatal care

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SEI (School of Health Sciences)		
<b>DEPARTMENT</b>	Midwifery		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>MM203</b>	<b>ACADEMIC SEMESTER</b>	2nd
<b>COURSE TITLE</b>	<b>Advanced Midwifery Care for Mother &amp; Newborn-Breastfeeding</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> (In case credits are awarded separately for different parts of the course, e.g., Lectures, Lab Exercises, etc. If credits are awarded as a whole, indicate weekly teaching hours and total credits.)		<b>WEEKLY TEACHING HOURS</b>	<b>Credits</b>
Lectures – Interactive Teaching		2	3
Laboratory Exercises		1	3
Literature Review Assignments			
Research Project			
Presentation of Assignments (Oral and Written)			
The organization of teaching and the teaching methods used are described in detail in section 4.		3	6
<b>COURSE TYPE:</b> Background, General Knowledge, Scientific Area, Skill Development	Scientific Area, Skill Development		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE WEBSITE (URL):</b>	Use of IHU's e-learning platform: Moodle Exams		

### 2. LEARNING OUTCOMES

<b>COURSE PURPOSE AND LEARNING OUTCOMES</b> <i>The learning outcomes of the course are described, specifying the knowledge, skills, and competencies of an appropriate level that students will acquire after successful completion of the course. Please consult Appendix A:</i> <ul style="list-style-type: none"> <li>• Description of the Level of Learning Outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptive Level Indicators 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning</li> </ul> <i>and Appendix B:</i> <ul style="list-style-type: none"> <li>• Concise Guide for Writing Learning Outcomes</li> </ul>
<i>This thematic unit provides the opportunity for the postgraduate student to broaden their scientific knowledge base and acquire specialized, in-depth, clinically applied, and evidence-based knowledge and a series of advanced skills required for maternal and neonatal health care, breastfeeding, and newborn care. The skills covered involve supporting physiology as well as preventing and providing therapeutic care for pathological and special health conditions throughout the entire period. Specifically, through this educational program, the student is expected to acquire skills in organizing</i>

care protocols, educational ability, counseling, leadership skills, and related clinical and technological skills.

Graduates of the program who will work with mothers and newborns/infants during the postpartum period will have a key role in promoting exclusive breastfeeding during the first months and its continuation after the introduction of solid foods. This course aims to provide healthcare professionals with the ability to understand the needs of breastfeeding mothers, design counseling models, intervene in specific knowledge areas, modify and reassess their program, and establish confidence-building qualifications to effectively help mothers. Emphasis will be placed on neonatal care in the NICU, where the framework for intervention and monitoring has expanded in recent years, and is complemented by the operation of human milk banks.

Upon completion of the program, postgraduate students should:

1. Be able to organize and update the obstetric care and monitoring plan for the mother-newborn/infant dyad, in accordance with updated guidelines for supporting breastfeeding.
2. Integrate a support strategy for informed decision-making regarding newborn nutrition into the care plan for mothers and newborns, and support any choice made by the mother and her partner.
3. Be knowledgeable about the advantages of breastfeeding over formula feeding and be able to provide relevant information to mothers and their partners.
4. Be aware of the contraindications for breastfeeding or the administration of breast milk, as well as cases where the use of formula milk is medically indicated.
5. Be able to collaborate with all specialties in perinatal care to organize the optimal care plan for the mother-infant dyad.
6. Possess skills to support breastfeeding techniques and teach them to the mother and other healthcare professionals, as well as individualize instructions according to each mother-infant dyad. Be familiar with guidelines for managing breastfeeding mothers in special circumstances, such as working mothers or the weaning period.
7. Apply prevention and management of lactation problems, based on an understanding of lactation physiology and considering the health of both the mother and the newborn-infant.
8. Be capable of performing basic and advanced clinical skills in breast assessment before and during lactation, hand-expressing techniques, and the correct use of breast pumps.
9. Provide evidence-based guidance for establishing personal milk banks for mothers.
10. Know the safe management of breast milk, even for research purposes as a biological fluid, and be able to organize the operation of human milk banks within healthcare facilities.
11. Provide evidence-based contraception guidance to breastfeeding mothers that is compatible with breastfeeding and explain the phenomenon of lactational amenorrhea.
12. Promote the policy and philosophy of "Baby-Friendly" healthcare units and communities to support breastfeeding and organize the necessary steps for certification.
13. Participate as experts in relevant committees promoting Baby-Friendly policies in Greece and internationally.
14. Be able to use reliable databases for checking medications compatible with breastfeeding.
15. Be knowledgeable about databases for searching and evaluating evidence-based guidelines on the field of breastfeeding.
16. Be able to develop educational materials on breastfeeding and train other healthcare professionals.

#### **General Competences**

Considering the general competences that a graduate should have acquired, which of these does the course aim to develop?

Searching, analyzing, and synthesizing data and information, including the use of necessary technologies  
 Adaptation to new situations

Project planning and management  
 Respect for diversity and multiculturalism  
 Respect for the natural environment  
 Demonstration of social, professional, and ethical

<i>Decision making</i>	responsibility and sensitivity to gender issues
<i>Autonomous work</i>	Exercise of critical thinking and self-criticism
<i>Teamwork</i>	Promotion of free, creative, and inductive thinking
<i>Working in an international environment</i>	...
<i>Working in an interdisciplinary environment</i>	Other...
<i>Generation of new research ideas</i>	
<ol style="list-style-type: none"> <li>1. Search, analysis, and synthesis of data and information, using necessary technologies</li> <li>2. Literature review</li> <li>3. Critical evaluation of literature</li> <li>4. Setting goals</li> <li>5. Project design</li> <li>6. Defining priorities</li> <li>7. Decision-making</li> <li>8. Time management</li> <li>9. Quality management</li> <li>10. Monitoring results</li> <li>11. Independent work</li> <li>12. Teamwork – distribution of responsibilities</li> <li>13. Respect for diversity and multiculturalism</li> <li>14. Respect for the natural environment</li> <li>15. Promotion of free, creative, and inductive thinking</li> <li>16. Communication skills (oral, written)</li> <li>17. Adherence to professional ethics</li> <li>18. Adherence to guidelines for best practices</li> </ol>	

### 3. COURSE CONTENT

1. Evidence-based management of obstetric care during the postpartum period in the mother-newborn dyad
2. Human microbiome and postnatal care
3. Early bonding and adaptation to the new family
4. Psychosomatic changes in the mother during the puerperium and management of complications – postpartum disorders
5. Pelvic floor and urinary system care
6. Support for sexual and reproductive health during the postpartum period and restoration of the new mother's activities
7. Physiology of lactation / stages of lactogenesis
8. Breastfeeding technique and individualized care plan – clinical application – case studies
9. Systematic evaluation of successful lactation – breastfeeding
10. Problems during lactation: prevention and early intervention – management of complications (a. early days, b. after establishment of lactation)
11. Breastfeeding clinics and community-based breastfeeding centers: management and design of support protocols for breastfeeding mothers – Psychosocial support: education with simulation
12. Breastfeeding and lifestyle (addictions, use of transportation, social life)
13. Use of breast pumps and breastfeeding aids, and personal milk banks
14. Increasing lactation and relactation – Weaning

15. Medications and breastfeeding
16. Introduction of solid foods to the infant
17. Advanced obstetric care for neonates in the NICU (Neonatal Intensive Care Unit)
18. Prematurity and lactation – organization and operation of milk banks
19. Accreditation for the Baby-friendly policy: importance, organization, and dissemination

#### 4. TEACHING AND LEARNING METHODS – ASSESSMENT

<b>MODE OF DELIVERY</b> <i>Face-to-face, Distance learning, etc..</i>	Distance learning	
<b>Use of Information and Communication Technologies (ICT)</b> <i>"Use of ICT in Teaching, Laboratory Training, and Communication with Students."</i>	<b>Use of Information and Communication Technologies: electronic and online tools</b>	
<b>ORGANIZATION OF TEACHING</b> <i>The teaching methods and organization are described in detail.</i> <i>Lectures, seminars, laboratory exercises, fieldwork, study &amp; analysis of literature, tutorials, internships (placements), clinical practice, artistic workshops, interactive teaching, educational visits, project preparation, writing of papers/assignments, artistic creation, etc.</i> <i>The student's study hours for each learning activity, as well as hours of self-directed study, are specified in accordance with the principles of the ECTS.</i>	<b>Activity</b>	<b>Student Workload Hours in the Postgraduate Program</b>
	Lectures – interactive teaching	39
	Laboratory exercises	15
	Literature review studies	20
	Research project	20
	Presentation of assignments (oral and written)	25
	Educational visits	
	Personal studying	31
	Other	0
	Total Workload:	<b>150 6 ECTS</b>
<b>STUDENT ASSESSMENT</b> <i>Description of the Assessment Process</i>  <i>Language of Assessment: The assessment will be conducted in the Greek language, which is also the language of instruction for the course.</i>  <i>Assessment Methods:</i> <i>The course assessment includes both formative and summative methods, such as:</i>  <i>Multiple-choice tests</i>  <i>Short-answer questions</i>  <i>Essay development questions</i>  <i>Problem-solving exercises</i>  <i>Written assignments</i>	<b>Student Evaluation Criteria</b> The evaluation of students will be based on the final written exam (summative assessment method) and the assignments they submit during the course (formative assessment method). Part of the grade will also be based on the oral presentation of the assignments.  Evaluation Language: The evaluation process will be conducted in Greek, as will the instruction for the course.  The course evaluation will follow the combination of assessment methods below, along with their percentage contribution to the final grade:  <b>Semester Scientific Paper (40%)</b>  Writing and presenting a review paper on scientific articles (topic assignment at the end of the second week).  Presentation to the class audience.	

<p><i>Reports / Papers</i></p> <p><i>Oral examinations</i></p> <p><i>Public presentations</i></p> <p><i>Laboratory work</i></p> <p><i>Clinical patient examination</i></p> <p><i>Artistic interpretation</i></p> <p><i>Other methods as appropriate</i></p> <p><b>Assessment Criteria:</b>  <i>Explicitly defined evaluation criteria are provided and accessible to students, ensuring transparency and fairness in grading.</i></p>	<p><b>Final Written Exam (60%)</b></p> <p>The exam will include development questions or multiple-choice questions.</p> <p><b>Evaluation Criteria:</b>          Standard Answers from Course Materials:          Answers should be based on the teaching materials, lectures, and laboratory exercise notes.          Standard Structure for Writing Scientific Papers:          The student must adhere to the required format for scientific papers.</p> <p>Quality of the Presentation:</p> <p>The quality of the oral presentation of the scientific paper, using multimedia tools, and adherence to the standard scientific writing format will also be assessed.</p>
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## 8. Recommended Bibliography

### - Recommended Bibliography (resent):

1. KAREN WAMBACH, BECKY SPENCER. "Breastfeeding and Lactation"  
Edition: 1st/2019 Publisher: Konstantaras Editions, Alternative Company
2. K. CADWELL, C. TURNER-MAFFEI. "Handbook for Breastfeeding"  
Edition: 2nd English, 1st Greek/2013. Publisher: Parisianou Single-Member Limited Publishing Company, Scientific Books
3. Academy of Breastfeeding Medicine (ABM). "Protocols to Facilitate Best Practices In Breastfeeding Medicine"
4. Antoniadou-Koumato I. et al. (2015) *Breastfeeding: A Guide for Health Professionals*, Institute for Child Health, Athens
5. Linou A. (2014), *National Nutrition Guide for Infants, Children, and Adolescents*, Athens
6. Boyle R., Khan T., Ierodiakonou D., Chivinge J., et al. (2016) Hydrolyzed formula and the risk of allergic or autoimmune disease: systematic review and meta-analysis, *BMJ* 2016;352
7. Buckle A, Taylor C. Cost and Cost-Effectiveness of Donor Human Milk to Prevent Necrotizing Enterocolitis: Systematic Review. *Breastfeed Med.* 2017 Nov;12(9):528-536.
8. Trivedi D. Cochrane Review Summary: Support for Healthy Breastfeeding Mothers with Healthy Term Babies. *Prim Health Care Res Dev.* 2018 Mar 25:1-2.
9. *The Lancet*. Breastfeeding: A Missed Opportunity for Global Health. *Lancet.* 2017
10. Guideline: Protecting, Promoting and Supporting Breastfeeding in Facilities Providing Maternity and Newborn Services. Geneva: World Health Organization; 2017
11. Alianmoghaddam N, Phibbs S, Benn C. Reasons for Stopping Exclusive Breastfeeding Between Three and Six Months: A Qualitative Study. *J Pediatr Nurs.* 2018 Mar-Apr;39:37-43.
12. Smith HA, Becker GE. Early Additional Food and Fluids for Healthy Breastfed Full-Term Infants. *Cochrane Database Syst Rev.* 2016 Aug 30;(8):CD006462
13. Moore ER, Bergman N, Anderson GC, Medley N. Early Skin-to-Skin Contact for Mothers and Their Healthy Newborn Infants. *Cochrane Database Syst Rev.* 2016 Nov
14. Flint A, New K, Davies MW. Cup Feeding Versus Other Forms of Supplemental Enteral Feeding for Newborn Infants Unable to Fully Breastfeed. *Cochrane Database Syst Rev.* 2016 Aug 31;(8):CD005092.
15. Wood RB. Effective Communication Strategies for Nurses to Discuss Infant Feeding with New Mothers During Postpartum Hospitalization. *MCN Am J Matern Child Nurs.* 2018 Mar 16.
16. Black RE; Lancet Nutrition Interventions Review Group, the Maternal and Child Nutrition Study Group. Evidence-Based Interventions for Improvement of Maternal and Child Nutrition:

- What Can Be Done and at What Cost? Lancet. 2013 Aug 3;382(9890):452-477.*
17. Saadeh RJ. *The Baby-Friendly Hospital Initiative 20 Years On: Facts, Progress, and the Way Forward. J Hum Lact. 2012 Aug;28(3):272-5.*
  18. Antonakou A. (2012, Harokopio University), *The Composition of Breast Milk from Greek Mothers and How It Is Affected by Their Diet in the First Six Months of Lactation.*
  19. *Link to Thesis*
  20. Antonakou A, Papoutsis D, Panou I, Chiou A, Matalas AL. *Role of Exclusive Breastfeeding in Energy Balance and Weight Loss During the First Six Months Postpartum. Clin Exp Obstet Gynecol. 2013;40(4):485-8.*
  21. Antonakou A, Chiou A, Andrikopoulos NK, Bakoula C, Matalas AL. *Breast Milk Tocopherol Content During the First Six Months in Exclusively Breastfeeding Greek Women. Eur J Nutr. 2011 Apr;50(3):195-202. doi: 10.1007/s00394-010-0129-4.*
  22. Antonakou A, Skenderi KP, Chiou A, Anastasiou CA, Bakoula C, Matalas AL. *Breast Milk Fat Concentration and Fatty Acid Pattern During the First Six Months in Exclusively Breastfeeding Greek Women. Eur J Nutr. 2013 Apr;52(3):963-73. doi: 10.1007/s00394-012-0403-8.*
  23. Thomas W. Hale RPh PhD & Kaytlin Krutsch PhD PharmD MBA BCPS. *Hale's Medications & Mothers' Milk 2025-2026: A Manual of Lactational Pharmacology, 21st Edition, 2024. Kendall Editions, Springer Publication*
  24. *Lizbeth Yousef. IBCLC Study Guide 2024-2025*
  25. *La Leche League International Book. The Art of Breastfeeding: 9th Edition, 2024. Ballantine Books*
  26. *Barbara Wilson-Clay & Kay Hoover. The Breastfeeding Atlas, 7th Edition (January 1, 2022).*
  27. KAREN WAMBACH, BECKY SPENCER. *Breastfeeding and Lactation, 6th Edition, 2019. Konstantaras Editions*
  28. *Maya Bunik MD. Breastfeeding Phone Triage and Advice, 4th Edition (November 1, 2021). American Academy of Pediatrics*

**-Relevant Scientific Journals:**

*Eleftho, Greek Journal of Midwives*  
*Journal of Women's Health*  
*Journal of Human Lactation*  
*European Journal of Nutrition*  
*International Breastfeeding Journal, BMC*  
*Breastfeeding Medicine*  
*Journal of Midwifery & Women's Health*  
*Pregnancy & Childbirth PMC*  
*Midwifery*  
*European Journal of Midwifery*  
*Cochrane Database Systematic Reviews*  
*Series from the Lancet Journals*



## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SEI (School of Health Sciences)		
<b>DEPARTMENT</b>	Midwifery		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>MM204</b>	<b>ACADEMIC SEMESTER</b>	2nd
<b>COURSE TITLE</b>	<b>Dealing With Obstetric &amp; Neonatal Emergencies</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> (In case credits are awarded separately for different parts of the course, e.g., Lectures, Lab Exercises, etc. If credits are awarded as a whole, indicate weekly teaching hours and total credits.)		<b>WEEKLY TEACHING HOURS</b>	<b>Credits</b>
Lectures – Interactive Teaching		2	3
Laboratory Exercises		1	3
Literature Review Assignments			
Research Project			
Presentation of Assignments (Oral and Written)		3	6
<i>The organization of teaching and the teaching methods used are described in detail in section 4.</i>			
<b>COURSE TYPE:</b> <b>Background, General Knowledge, Scientific Area, Skill Development</b>	Scientific Area, Skill Development		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE WEBSITE (URL):</b>	Use of IHU's e-learning platform: Moodle Exams		

### 3. LEARNING OUTCOMES

#### **COURSE PURPOSE AND LEARNING OUTCOMES**

*The learning outcomes of the course are described, specifying the knowledge, skills, and competencies of an appropriate level that students will acquire after successful completion of the course.*

*Please consult Appendix A:*

- *Description of the Level of Learning Outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area*
- *Descriptive Level Indicators 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning*

*and Appendix B:*



• *Concise Guide for Writing Learning Outcomes*

The learning objectives of this course aim to train students in the management and treatment of pathological emergency situations in Obstetrics.

This course focuses on the training of students in neonatal emergencies, such as neonatal resuscitation, stabilization of respiratory function, care for premature neonates, and care for neonates in the Neonatal Intensive Care Unit (NICU). Additionally, it covers the management and care of mothers with preterm labor, labor induction, abnormal presentations, shoulder dystocia, perineal tears, cesarean section, and prolonged pregnancy. The course also aims to provide in-depth understanding of the mechanisms of complications during pregnancy, with the goal of timely, informed, and scientifically substantiated interventions. The primary aim is to provide students with decision-making skills for the proper management of obstetric emergencies.

Through the detailed analysis of topics, the ultimate goal is the introduction of obstetric protocols that will expand knowledge and develop skills for effective and efficient modern obstetrics. The student will develop the ability to recognize pathophysiology early, manage clinical information about the pregnant woman, and handle complications that may arise during pregnancy, labor, and neonatal care. The student will also develop effective strategies to promote a smooth outcome for high-risk pregnancies, ensuring safe service delivery with low morbidity and perinatal mortality.

**Expected Learning Outcomes**

By the end of the course, the student should be able to:

**Recognize Pathology in Labor:** Be able to identify and diagnose pathologies during labor (e.g., dystocia, fetal heart rate abnormalities, etc.) at an early stage.

**Manage Obstetric Emergencies:** Effectively manage any emergency situations that may arise during labor by organizing the obstetric team and collaborating with other healthcare professionals (e.g., shoulder dystocia, cord prolapse, postpartum hemorrhage, etc.).

**Continuous Evaluation of the Team's Effectiveness:** Implement a continuous evaluation system for the effectiveness of the obstetric and neonatal emergency team based on updated guidelines concerning staff knowledge, skills, and protocols.

**Perform Safe Normal Delivery:** Safely execute a normal delivery in tertiary centers, delivery rooms, and community settings.

**Provide Excellent Postpartum Care:** Offer excellent care during the postpartum period, with particular attention to early recognition and treatment of potential pathologies.

**Cardiopulmonary Resuscitation (CPR) in Pregnant Women:** Evaluate and apply cardiopulmonary resuscitation in pregnant women or post-delivery women following international algorithms.

**Neonatal Resuscitation:** Evaluate and resuscitate neonates who require support using the latest resuscitation tools (e.g., ventilators, airways, electrocardiography, etc.) and organize post-resuscitation care.

**Use Modern Tools for Evidence-Based Practice:**

1. Utilize modern available tools to find scientifically validated knowledge on obstetric care protocols for labor and postpartum, and actively contribute to the development of new strategies.
2. **Autonomous Healthcare Professional:** Act as an autonomous healthcare professional, contributing to the improvement of the obstetric profession by developing modern obstetric care protocols.
3. **Work in an Interdisciplinary Team:** Participate in an interdisciplinary team, interact effectively, and take initiative in solving problems, crises, etc.
4. **Communication Skills and Support:** Exhibit communication skills and offer support to recipients of healthcare services based on a human-centered care approach.
5. **Adapt Emergency Care:** Adapt emergency care according to available resources.
6. **Review and Disseminate Modern Literature:** Be able to review modern literature on emergency care and cardiopulmonary resuscitation for pregnant women and neonates, and

disseminate new knowledge to the scientific community and within the work environment.

### General Competences

*Considering the general competences that a graduate should have acquired, which of these does the course aim to develop?*

*Searching, analyzing, and synthesizing data and information, including the use of necessary technologies*  
*Adaptation 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  
 Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues  
 Exercise of critical thinking and self-criticism  
 Promotion of free, creative, and inductive thinking  
 ...  
 Other...

1. Literature Review
2. Critical Evaluation of Literature
3. Setting Objectives
4. Project Design
5. Setting Priorities
6. Decision Making
7. Time Management
8. Quality Management
9. Monitoring Results
10. Independent Work
11. Teamwork – Distribution of Responsibilities
12. Working in an Interdisciplinary Environment
13. Communication Skills (Oral, Written)
14. Adherence to Professional Ethics
15. Following Guidelines for Good Practice
16. Search, Analysis, and Synthesis of Data and Information Using Necessary Technologies

### 3. COURSE CONTENT

1. Management of Umbilical Cord Prolapse
2. Modern Interventions for Preterm Labor
3. Induction and Progression of Labor
4. Prevention, Management, and Care of Abnormal Presentations and Obstetric Emergencies
5. Safe and Effective Delivery Methods for Various Types of Abnormal Presentations
6. Indications and Requirements for the Use of Vacuum Extraction and Forceps
7. Risk Factors for Dystocia and Methods that Increase Dystocia
8. Methods for the Prevention and Management of Dystocia
9. Causes of Cesarean Section and Obstetric Care for the Post-Cesarean Woman
10. Perineal Tears and Explanation of 3rd and 4th Degree Lacerations
11. Care for Women with Prolonged Pregnancy
12. Postpartum Period: Signs, Symptoms, and Management of Hemorrhage
13. Care of the Postpartum Woman with Hemorrhagic Shock
14. Causes of Postpartum Infection and Care of the Postpartum Woman with Infectio

15. Low Birth Weight Neonates, Preterm Neonates, Problems, and Complications in Newborns
16. Modern Protocols for Neonatal Care
17. Physiology of the Perinatal Period in Newborns
18. Pathophysiology of the Preterm Newborn
19. Reception and Resuscitation of the Newborn in the Delivery Room
20. Post-resuscitation Care
21. Transport and Stabilization of the Newborn
22. Support for Respiratory Function in Neonates – Use and Application of Respirators in Newborns
23. Sleep Guidelines
24. Pharmacology During Labor, the Neonatal Period, and Breastfeeding
25. Follow-up for High-Risk Neonates
26. Ethical and Legal Issues in Neonatal Care

#### 4. TEACHING AND LEARNING METHODS – ASSESSMENT

<b>MODE OF DELIVERY</b> <i>Face-to-face, Distance learning, etc..</i>	Distance learning	
<b>Use of Information and Communication Technologies (ICT)</b> <i>"Use of ICT in Teaching, Laboratory Training, and Communication with Students."</i>	<b>Use of Information and Communication Technologies: electronic and online tools</b>	
<b>ORGANIZATION OF TEACHING</b> <i>The teaching methods and organization are described in detail.</i> <i>Lectures, seminars, laboratory exercises, fieldwork, study &amp; analysis of literature, tutorials, internships (placements), clinical practice, artistic workshops, interactive teaching, educational visits, project preparation, writing of papers/assignments, artistic creation, etc.</i>  <i>The student's study hours for each learning activity, as well as hours of self-directed study, are specified in accordance with the principles of the ECTS.</i>	<b>Activity</b>	<b>Student Workload Hours in the Postgraduate Program</b>
	Lectures – interactive teaching	39
	Laboratory exercises	13
	Literature review studies	20
	Research project	22
	Presentation of assignments (oral and written)	17
	Educational visits	
	Personal studying	36
	Other	0
	Total Workload:	<b>150 6 ECTS</b>
<b>STUDENT ASSESSMENT</b> <i>Description of the Assessment Process</i>  <i>Language of Assessment: The assessment will be conducted in the Greek language, which is also the language of instruction for the course.</i>  <i>Assessment Methods:</i> <i>The course assessment includes both formative and summative methods, such as:</i>  <i>Multiple-choice tests</i>	<b>Student Evaluation</b> The evaluation of students is based on the final written examination (summative method) and the assignments they will submit during the course (formative method). Part of the grade will also come from the oral presentation of the assignments. Language of Evaluation: The evaluation process will be conducted in Greek, as is the teaching of the course.  The course evaluation will be carried out using the following combination of assessment procedures and their respective percentage contribution to the final grade:  <b>Semester Research Paper (35%):</b> Writing and presenting a paper reviewing scientific articles regarding the	

Short-answer questions	management of obstetric emergencies (topic assignment at the end of the second week) and presenting it to the class audience.
Essay development questions	
Problem-solving exercises	<b>Final Written Exam with Development or Multiple-Choice Questions (65%)</b>
Written assignments	<b>Evaluation Criteria:</b>
Reports / Papers	Standard answers from the teaching materials, lectures, and laboratory exercise notes.
Oral examinations	
Public presentations	Standard format for writing scientific papers.
Laboratory work	Quality of the scientific paper presentation to the audience with the help of multimedia, and adherence to the standard format for writing scientific papers.
Clinical patient examination	
Artistic interpretation	
Other methods as appropriate	
Assessment Criteria: Explicitly defined evaluation criteria are provided and accessible to students, ensuring transparency and fairness in grading.	

## 9. RECOMMENDED BIBLIOGRAPHY

### **-Recommended Bibliography (Recent):**

1. Papoutsis, D., & Antonakou, A. (2023). *Midwifery Care in Childbirth [Undergraduate Manual]*. Kallipos, Open Academic Editions. <https://dx.doi.org/10.57713/kallipos-228>
2. Antonakou, A., Papoutsis, D. (2019). *Midwifery Care in Pregnancy*, BROKEN HILL PUBLISHERS LTD
3. Jayne Marshall, Maureen Raynor, (2020). *Myles Textbook of Midwifery Care*, Edited by Angeliki Antonakou, Dimitrios Lagos Publishing
4. Glen Posner, Jessica Dy, Amanda Black, Griffith Jones, (2020). *Childbirth and Birth*, Parisianou Publications
5. Macdonald Sue, Johnson Gail, (2021). *Myles Perinatal Midwifery Care*, Edited by Viktoria Vivilaki, Kleanthi Gourounti, Aikaterini Lykeridou, BROKEN HILL PUBLISHERS LTD
6. Patricia Wieland Ladewig, Marcia London, Michelle Davidson, (2021). *Contemporary Maternal and Newborn Care*, Dimitrios Lagos Publishing
7. *Evidence-Based Care in Normal Childbirth*. 2012. *Scientific Society of Midwives of Greece "Maievsis"*
8. Gilbert S. Elizabeth, *High-Risk Pregnancy and Childbirth*, 5th edition, 2016, Medical Editions Lagos
9. Lykeridou, A. & Gourounti, K. (2005). *Cardiotocography: An Easy Approach*, 3rd ed., Athens: Medical Editions Lagos Dimitrios
10. Parsons, H. (2017). *Thermoregulation for Neonates*. Great Ormond Street Hospital for Children NHS Foundation Trust.
11. Van de Ven J, et al. (2017). *Cost-effectiveness of simulation-based team training in obstetric emergencies (TOSTI study)*. *Eur J Obstet Gynecol Reprod Biol*, 216:130-137.
12. Allott HA, et al. (2017). *Possible Reasons for Limited Effectiveness of a Skills and Drills Intervention to Improve Emergency Obstetric and Newborn Care*. *Glob Health Sci Pract*, 5(1):175-176.
13. Lavelle M, et al. (2018). *MBRRACE in simulation: evaluation of multi-disciplinary simulation*

- training for medical emergencies in obstetrics (MEMO). J Obstet Gynaecol.*
14. *Supporting the Most Vulnerable Through Appropriate Infant and Young Child Feeding in Emergencies. J Hum Lact, 34(1):40-46.*
  15. *Stanescu AL, et al. (2017). Neonatal Gastrointestinal Emergencies: Step-by-Step Approach. Radiol Clin North Am, 55(4):717-739.*
  16. *Victoria Kain & Trudi Mannix (2022). Neonatal Care for Nurses and Midwives, 2nd Edition, Elsevier*
  17. *Avroy Fanaroff, Jonathan Fanaroff (2023). Klaus and Fanaroff's Care of the High-Risk Neonate, Dimitrios Lagos Publishing*
  18. *Gardner L. Sandra, et al. (2019). Merestein and Gardner's Neonatal Intensive Care, Edited by Christina Nanou, Maria Dagla, Maria Bouroutzoglou*
  19. *Lisa Miller, David Miller, Rebecca Cypher (2018). MOSBY'S Electronic Fetal Monitoring Manual, Konstantaras Editions*
  20. *Cunningham Gary F., et al. (2021). Williams Obstetrics, BROKEN HILL PUBLISHERS LTD*
  21. *Hacker, Gambone, Hobel (2021). Principles of Obstetrics and Gynecology, Dimitrios Lagos Publishing*
  22. *Tricia Gomella (2023). Gomella's Neonatology, Konstantaras Editions*
  23. *AWHONN (2020). Core Curriculum for Neonatal Intensive Care Nursing, 6th Ed., Editors: M. Terese Verklan, M. Walden, S. Forest*
  24. *Sheen JJ, et al. (2022). Simulation in Obstetric Emergencies. Obstet Gynecol Clin North Am, 49(3):637-646.*
  25. *Huguelet PS, Galan HL (2022). Emergencies in Obstetrics and Gynecology: Advances and Current Practice. Obstet Gynecol Clin North Am, 49(3):xv-xvi.*
  26. *Rayburn WF (2022). Emergencies in Obstetrics and Gynecology: Readiness, Recognition, Response, and Reporting. Obstet Gynecol Clin North Am, 49(3):xiii-xiv.*
  27. *Crimmins S, et al. (2022). Impact of Obstetric Communication on Decision-to-Delivery Time. Am J Perinatol, 39(13):1389-1395.*
  28. *Davis DD, Roshan A, Varacallo MA (2023). Shoulder Dystocia. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing.*
  29. *Hong J, et al. (2023). Comparison of Maternal Labor-Related Complications and Neonatal Outcomes Following Elective Induction of Labor at 39 Weeks of Gestation vs Expectant Management: Systematic Review and Meta-analysis. JAMA Netw Open, 6(5):e2313162.*
  30. *Michal Rosie Meroz, et al. (2022). Preparedness for maternal and neonatal emergencies in UK midwifery units: National survey using UK Midwifery Study System (UKMidSS). Midwifery, 110.*

**Related Scientific Journals:**

1. Emergency Medicine Journal
2. American Journal of Emergency Medicine
3. European Journal of Emergency Medicine
4. Archive of "Emergency Medicine Journal
5. Journal of Obstetric, Gynecologic & Neonatal Nursing
6. Circulation
7. Pediatrics and Neonatology
8. Journal of Clinical Neonatology
9. Neonatology
10. Academic Journal of Pediatrics and Neonatology (AJPN)

