

1. OVERVIEW

Subject area	Maternity and Reproductive Health
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	Third
ECTS	3 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 5

2. INTRODUCTION

"Maternity and Reproductive Health" is a compulsory subject area within the curriculum of the Bachelor's Degree in Nursing of the Universidad Europea de Madrid. This subject area focuses on knowledge of sexual and reproductive health care for women from adolescence to the climacteric.

The aim of this subject area is for students to learn about and understand the role of nursing in the care of women at different stages of life, focusing on adolescence, sexuality, contraception, fertility, pregnancy, childbirth, the postpartum period, breastfeeding, climacteric and gender violence.

The learning outcomes aim to ensure students' understanding of the characteristics of women in the different stages of the reproductive cycle, as well as to train students in general care through effective communication with women, family members and social groups, taking into account prevention, early detection, assistance and rehabilitation for different health problems, as well as the promotion of health education in self-care.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB2: Students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (normally within their area of study) to form opinions which include reflecting on relevant social, scientific or ethical matters.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT2: Manage information, resources and technologies independently to achieve your learning objectives.
- CT3: Contribute actively in work teams, assuming shared responsibilities.

Specific skills (CE, by the acronym in Spanish):

- CE18: Identify the characteristics of women in the various stages of the reproductive cycle, menopause and related disorders, providing the necessary care at each stage in each situation.
- CE19: Provide general care at all stages of maternity and understand the specific aspects of neonatal care to support women and their newborns in adapting to new challenges and to prevent complications.

Learning outcomes (RA, by the acronym in Spanish):

- RA1. Explain the characteristics of women in the different stages of the reproductive cycle and in the climacteric, the most frequent health problems in these stages, and the main concepts related to sexuality and reproduction.
- RA2. Plan nursing care for women in the different stages of the reproductive cycle, including pregnancy and childbirth, as well as in the climacteric period, promoting health education in self-care.
- RA3. Describe concepts related to the prevention and early detection of gender-based violence, the physical and psychological problems caused by it, as well as the assistance and rehabilitation of the victims of this type of violence.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB2, CT2, CE18	RA1. Explain the characteristics of women in the different stages of the reproductive cycle and in the climacteric, the most frequent health problems in these stages, and the main concepts related to sexuality and reproduction.

CB2, CB3, CT2, CT3, CE19	RA2. Plan nursing care for women in the different stages of the reproductive cycle, including pregnancy and childbirth, as well as in the climacteric period, promoting health education in self-care.
CB2, CE19	RA3. Describe concepts related to the prevention and early detection of gender-based violence, the physical and psychological problems caused by it, as well as the assistance and rehabilitation of the victims of this type of violence.

4. CONTENTS

The subject area is organised into the following units:

Unit 1. Female Reproductive Cycle

It is advisable to review the topic "Structure and Function of the Reproductive System" from the subject area "Structure and Function of the Human Body 2" (1st year / second semester)

Unit 2. Nursing care of the woman and family during pregnancy

- 2.1. Genesis and foetal development
- 2.2. Changes in the pregnant woman and prenatal care
- 2.3. Most common health problems in pregnancy

Unit 3. Nursing care of the woman and family during childbirth

- 3.1. Normal birth / Eutocia
- 3.2. Complicated birth / Dystocia

Unit 4. Nursing care of the woman and family during the postpartum period and breastfeeding

- 4.1. Physiological postpartum. Most common health problems in the postpartum period
- 4.2. Breastfeeding. Physiology and care of the breastfeeding mother

Unit 5. Nursing care of women in puberty/adolescence and the climacteric

- 5.1. Care for women in the adolescent years
- 5.2. Care for women in the climacteric period

Unit 6. Sexual and reproductive health throughout the life cycle

- 6.1. Reproductive health disorders: fertility and infertility
- 6.2. Gender-based violence. Impact on health

Unit 7. Family planning and contraception

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

MD1. Lecture MD2. Case

studies

MD3. Collaborative learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Lectures	16
Asynchronous lectures	5
Case studies	20
Group tutorials	2
Simulation activities	2
Searching resources and choosing information sources	4
Oral presentations	4
On-campus knowledge tests	2
Independent working	20
TOTAL	75

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

On campus:

Assessment system	Weighting
Activity 1: Problem case/group work	30%
Activity 2: Oral presentation	10%
Activity 3: Objective knowledge test	60%

On the Virtual Campus, when you open the subject area, you can check the guide with the details of your assessment activities, including the deadlines and assessment procedure for each.

8. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Bajo Arenas JM, Melchor Marcos JC, Merc. LT (2007) *Fundamentos de Obstetricia*, SEGO.
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- Collins S., Arulkumaran S., Hayes K., Jackson S., Impey L (2011) *Oxford Handbook of Obstetrics and Gynecology*, Oxford University Press Inc.
- Gary Cunningham, F. J. Leveno, K. L. Bloom, S. Y. Spong, C et al (2018) *Williams Obstetrics*. Mc Graw Hill.
- González Merlo, Laílla Vicens, Fabre González y González Bosquet (2018) *Gonzalez Merlo Obstetricia*. Elsevier.
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- Pellicer A, Hidalgo JJ, Perales A, Díaz C (2013) *Obstetricia y Ginecología, guía de actuación*. Editorial Médica Panamericana.
- Raffensperger B, Lloyd Zusy E, Marchesseault M.C (2005) *Manual de Enfermería*. Ed. Océano.
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- Sociedad Española de Ginecología y Obstetricia (2018). Control prenatal del embarazo normal. *Prog Obstet Ginecol* . 61(05): 510-527. DOI: 10.20960/j.pog.00141

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- Vázquez Lara JM et al (2017) *Manual básico de Obstetricia y Ginecología*. Instituto Nacional de Gestión Sanitaria. MSSl.

Clinical Practice Guidelines

Implementation guide for the WHO medical eligibility criteria and selected practice recommendations for contraceptive use. WHO. 2018

Guidelines for gender mainstreaming in the design of health education workshops. Madrid Health Service. Directorate General for Primary Care. 2011.

Guide to the rights of women who suffer gender-based violence. Ministry of Health, Social Services and Equality. 2016.

Common protocol for healthcare actions in response to gender-based violence. Ministry of Health, Social Services and Equality. 2012.

Bibliography and electronic resources related to nursing methodology:

NNN Consult (2018) Available as an electronic resource in the UEM online library.
Bulecheck, G.M., et al.

Herdman, T.H. (2015) *Nursing Intervention Classification (NIC) (2015)*. Mosby Guide to
Nursing Diagnosis: Definitions and Classification 2015-2017. Elsevier.

Herdman, T.H., Kamitsuru, S. (2017). *Nursing Diagnoses: Definitions and Classification 2018-2020*. Thieme.

Moorhead, S, et al (2018). *Nursing Outcomes Classification (NOC)* Mosby.

Recommended websites:

Spanish Association for the Study of the Menopause. www.aeem.es

Spanish Midwives Confederation. www.federacion-matronas.org

Initiative for the humanised care for birth and breastfeeding. www.lhan.es

Women's Institute for Equal Opportunities. www.inmujer.gob.es

World Health Organization. www.who.int