



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM ORDER (CMO)

NO. 54

Series of 1997

**SUBJECT: UPDATED POLICIES AND STANDARDS FOR MIDWIFERY EDUCATION**

---

In accordance with pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and for the purpose of rationalizing Midwifery Education in the country with the end in view of keeping pace with the demands of global competitiveness, the following policies and standards for Midwifery Education are hereby adopted and promulgated by the Commission, thus:

**ARTICLE I**  
**Authorization**

Section 1. The Midwifery course shall be operated only upon express provision of law or with proper authority issued pursuant to law by the Commission on Higher Education (CHED).

**ARTICLE II**  
**Mission Statement**

Section 1. The midwifery course is geared towards the preparation for creative and useful membership in society.

At the end of the course, the student should have acquired the necessary concepts, attitudes and skills essential to her personal development and her being a member of a community health development team.

- d. To supervise, coordinate and consult with the head of student personnel services particularly on the admission of students, promotions and retention of students.

Section 3. When a hospital assumes the responsibility for the conduct of the school, it must provide the framework within which its purposes can be achieved i.e. an organizational structure which clearly defines the place of the school in the organization, financial support for the development of the school, a budget which identifies the source of income of the school and the cost of the educational program.

#### ARTICLE IV Faculty

Section 1. The faculty shall have academic preparation appropriate to teaching assignment. In addition, she/he:

- a. must be at least a bachelor's degree holder or a Doctor of Medicine (MD) and must have credentials on file and available when needed;
- b. must show evidence of competence in the field of specialization she is handling;
- c. must have at least one (1) year of satisfactory teaching experience and/or one (1) year efficient performance in a maternity ward/community;
- d. must be a registered nurse and registered midwife in the Philippines;
- e. A registered midwife maybe allowed to follow-up student midwives in the community/ward provided she/he has:
  1. At least two years experience in the area of assignment;
  2. undergone training in the supervision of student.

Section 2. The following conditions of employment should be observed.

- a. Salary rates of faculty members shall be commensurate with their rank, academic preparation, experience, in instruction and research and comparable with others who teach other baccalaureate courses.
- b. At least sixty percent (60%) of the midwifery course shall be taught by permanent full-time instructors except for highly technical or specialized subject for which prior approval from the Commission on Higher Education must be secured.

**ARTICLE III**  
**Administration**

**Section 1.** The school should be administered by a principal with the following qualifications:

- a. Must be a Filipino citizen.
- b. Must be a Registered Nurse and Registered Midwife in the Philippines
- c. OBSTETRICIAN - provided she can render full-time service to the school
- d. A graduate Registered Midwife with a bachelor's degree, preferably a master's degree holder.
- e. At least three years experience in a maternity ward, one year of which, in a supervisory capacity.
- f. Two-year teaching experience in a school of midwifery.

**Section 2.** The general functions and responsibilities of the principal are:

- a. To provide leadership in the attainment of the institutional goals.
  1. instituting faculty development program.
  2. recommending the appointment, promotion or separation of faculty members.
  3. to direct and to assign faculty to advice students in their program of studies and to approve their load.
- b. To exercise educational leadership among his/her faculty by:
  1. initiating programs for curriculum development;
  2. instituting a definite program of supervision in order to raise the efficiency of instruction;
  3. supervising and evaluating instructional strategies with the purpose of improving them when necessary;
  4. supervising and evaluating co-curricular activities of the school.
- c. To assume total responsibility for implementing the requirements for graduation.

- d. To supervise, coordinate and consult with the head of student personnel services particularly on the admission of students, promotions and retention of students.

Section 3. When a hospital assumes the responsibility for the conduct of the school, it must provide the framework within which its purposes can be achieved i.e. an organizational structure which clearly defines the place of the school in the organization, financial support for the development of the school, a budget which identifies the source of income of the school and the cost of the educational program.

#### ARTICLE IV Faculty

Section 1. The faculty shall have academic preparation appropriate to teaching assignment. In addition, she/he:

- a. must be at least a bachelor's degree holder or a Doctor of Medicine (MD) and must have credentials on file and available when needed;
- b. must show evidence of competence in the field of specialization she is handling;
- c. must have at least one (1) year of satisfactory teaching experience and/or one (1) year efficient performance in a maternity ward/community;
- d. must be a registered nurse and registered midwife in the Philippines;
- e. A registered midwife maybe allowed to follow-up student midwives in the community/ward provided she/he has:
  1. At least two years experience in the area of assignment;
  2. undergone training in the supervision of student.

Section 2. The following conditions of employment should be observed.

- a. Salary rates of faculty members shall be commensurate with their rank, academic preparation, experience, in instruction and research and comparable with others who teach other baccalaureate courses.
- b. At least sixty percent (60%) of the midwifery course shall be taught by permanent full-time instructors except for highly technical or specialized subject for which prior approval from the Commission on Higher Education must be secured.

Section 3. The faculty development program plays a major role in the effective operation of the school. It may consist of:

- a. An annual scholarship program given to a full-time permanent faculty member.
- b. Faculty development programs.

Section 4. The teaching load of faculty members shall be as follows:

- a. The teaching load of the principal shall not exceed twelve (12) hours of lecture a week.
- b. Government employees who serve as part-time instructors may be given a maximum teaching load of nine (9) units.
- c. Part-time instructors employed elsewhere may carry a total load of not more than fifteen (15) units in all the schools in which he/she teaches.
- d. Faculty members teaching in more than one school must give formal notice of their teaching assignments to all schools concerned.

Section 5. It is recommended that every school develops a faculty manual containing information and policies on all matters pertaining to faculty.

#### **ARTICLE V Curriculum (See APPENDIX A)**

Section 1. The minimum curricular requirements for the midwifery course may be amended or revised, as the need arises.

#### **ARTICLE VI Instructional Standards**

Section 1. The institution must maintain a high standard of instruction, utilizing appropriate and updated syllabi and instructional procedures. A system of supervision should be instituted and implemented for the purpose of evaluating teaching competence.

Section 2. The institution shall provide for a systematic and continuing plan of evaluation of the student's progress through a marking system that is consistent and congruent to the objectives set by the institution.

Section 3. The Commission on Higher Education does not issue specific requirements for promotion except that no student should be given credit for the completion of a course unless he has fulfilled the requirements for entrance thereto and attendance in classes and has acquired reasonable proficiency in each subject. The promotional records should be kept in the school within the following semester for examination in case of any grievance or complaint.

Section 4. The Principal should see to it that instructors and students have the necessary textbook and instructional materials. Field trips and educational tours must be encouraged.

Section 5. The different subjects in midwifery may adopt any textbook of fairly recent edition, preferably written by Filipino authors.

Section 6. Schools may change textbooks only once in three years.

Section 7. The ratio of faculty to student in fundamental (skill) laboratory class is 1:25.

Section 8. To determine the adequacy and effectivity of the field experience, the following factors must be considered:

- a. Background knowledge and capacity of the learner.
- b. Size and nature of the learning resources both in the institution and community.

1. Hospital

- a) The school should be connected/affiliated with a 50-bed capacity general hospital which provides the following:

(1) In-patient and out-patient services:

Maternity Care

- (a) pre-natal
- (b) labor
- (c) delivery
- (d) post-natal

Pediatric Care

- (e) nursery
- (f) well-baby
- (g) sick children

Medical Surgical Care

- (2) Lying in clinic may supplement the hospital services provided these clinics are adequately staffed with competent obstetricians, nurse-midwives and registered midwives.

## 2. Community

- a) The school should affiliate with a community health agency which utilizes the primary health care approach, such as:
  - (1) Health services are community-based.
  - (2) Involvement of the community in health development.
  - (3) Community-based workers participate in the delivery of health services.
  - (4) Health agency collaborates with various sectors in health development
- b) Requirements for graduation\*
  - (1) 20 deliveries actually handled
  - (2) 5 domicillary deliveries

## ARTICLE VII Library

Section 1. Every school offering the midwifery program should have library resources necessary for General Education and Midwifery. This implies quality and quantity that meet the needs for scholarship and research of students and faculty.

- a. **Quality** refers to such factors as breadth and depth of coverage and representativeness of authorship in various discipline.
- b. **Quantity** refers to the number of holdings and reference materials which should be in proportion to the enrollment and needs of the student and faculty.

Section 2. The following are the minimum staff requirements:

- a. the school should have a full time librarian, with a bachelor's degree, major in library science and at least have three (3) years experience in library work.

\*Handled - normal deliveries actually performed by the student midwife throughout the second, third and fourth stages of labor.

Section 3. Institutions offering the Midwifery Education Program must have its own Midwifery library which is:

- a. Adequately provided with all the required textbooks and references as well as currently published books, journals and CD-Roms or equivalent, in Midwifery, visual sciences and related health sciences;
- b. Adequately provided with computers with CD-Rom or equivalent, and Internet connections;
- c. Accessible to students and open during school days from the first hour of classes to the last.

Section 4. The following are the minimum requirements for the library quarters:

- a. There should be adequate reading space for the student population.
- b. The reading room should be able to accommodate at one seating a minimum of fifteen to twenty percent (15-20%) of the student enrollment. The reading room should provide at least 2 sq. m. per reader, a space that include allowance for furniture and equipment and comfort room.

Section 5. The open-shelf system should be encouraged.

#### ARTICLE VIII Laboratory

Section 1. Demonstration Room - The classrooms used for teaching midwifery fundamentals should have adequate space for teaching demonstration and practice.

- a. It should have fixture, equipment, supplies and linen similar to those in the hospital.
- b. A unit-consisting of a bed, bedside table and chair should be available for every two students practicing at a time.
- c. Provisions should be made for running water, electrical outlets, storage space, good lighting and adequate ventilation.
- d. Appropriate models, gadgets and teaching aids should be available.



Section 2. Recommended Equipment for Clinical Instructions and Demonstrations. (SEE APPENDIX B)

Section 3. Clinical Facilities and Services - Resources for clinical experience should include general hospitals, lying in/out patient clinics and community agencies.

1. The hospital may be independent or owned and operated by the institution or utilized by the school in accordance with contractual agreement between the school and the hospital which clearly specifies the responsibilities of each party.
2. The hospital/agency utilized by the students for clinical experience should be accredited by the Department of Health, Bureau of Medical Services as a teaching and training hospital to include:

1. In-patient and out-patient services:

Maternity Care

- a) pre-natal
- b) labor
- c) delivery
- d) post-natal

Pediatric Care

- (a) nursery
- (b) well-baby
- (c) sick children

Medical/Surgical Care

2. Lying in maternity clinic may supplement the hospital services provided these clinics are adequately staffed with competent obstetricians, nurse-midwife and registered midwives.
3. Parties to the contract of affiliation should provide and maintain an environment conducive to the attainment of the objectives. Open communication should exist among the nursing medical staff and the school personnel. The college and the hospital/agency should establish effective coordination and cooperation.
4. The hospital service should be provided with an adequate staff of personnel and qualified professional and non-professional personnel.
5. Provision should be made for adequate physical facilities, supplies and equipment for good nursing care and students learning experience. Conference rooms suitable for ward classes should be provided.

6. The hospital/agency should be accessible to the school.
7. The communities used for the students' learning either urban or rural should be a community health agency which utilizes the primary health care approach, such as:
  1. Health services are community based.
  2. Involvement of the community in health development
  3. Community-based workers participate in the delivery of health services.
  4. Health agency collaborates with various sectors in health development.
8. The community agency should have the following components:

Facilities

1. classroom for conference
2. Reading room with reference materials
3. Comfort rooms
4. Dressing room

Faculty

1. The faculty member of the college and the community health nurse of the agency should work together.
2. The pharmacist, or anyone, who may be expert in herbal medicine should be a member of the teaching team.

**Article IX**  
**Admission, Selection and Retention of Students**

**Section 1.** Every student enjoys the right to enrol in any college or university, upon meeting the specific and reasonable requirements. Except in the cases of academic delinquency and violation of disciplinary regulations, the student who qualifies for enrolment should be allowed to stay for the entire period he is expected to complete his course, without prejudice to his right to transfer to other schools within the period prescribed.

**Section 2.** As a general rule, no applicant shall be enrolled in any approved course unless he presents the required credentials by the school before the end of the enrolment period. Students who believe that they have been unduly deprived of their transfer credentials by officials of the school they are leaving may seek the assistance from the Commission on Higher Education.

Section 3. Requirements in the admission and retention of students in the school of midwifery shall be determined by the Principal of the School and/or the admission and the standard committee.

#### Article X Residence and Unit Requirements

Section 1. As a general rule, a candidate for graduation must have taken the last curriculum year in the college which is to confer the degree. The student should be evaluated according to the criteria or system of evaluation made by the college to determine proficiency in all major courses.

Section 2. No student should be permitted to take any subject until he has satisfactorily passed the pre-requisite subjects.

Section 3. A student shall be allowed to carry only the regular semestral load. Units in excess of these requirements shall need a special permit from the Commission on Higher Education.

Section 4. If the student receives an INC. "Incomplete" for non-compliance with some requirements of the course, he should not be given any credit for the subject or course unless he satisfactorily removes the incomplete grade within one year from the date it was obtained. The completion grade and the incomplete grade not removed within one year shall be recorded and submitted immediately on a supplementary Form XIX. No school shall give a final grade of "4" or "conditioned".

#### Article XI Dormitory Facilities

Section 1. As a general policy, the school is not required to provide dormitory for midwifery students. The school, however, may maintain and manage a dormitory under the following conditions:

- a. The dormitory building should be located in a decent and safe place.
- b. It should be on a voluntary basis (clearly stated in their catalogues and written on the Bulletin Board), within prejudice in no way to the student's performance in the college.
- c. It should be in accordance with established sanitary practices and comforts, such as privacy, provisions for sink, toilet and bathrooms in proportion to the number of the boarders.


- d. They should also be provided with a reading room for studying, recreation and social facilities.
- e. This Office shall be constrained to take appropriate action regarding the operation of the school, if any, of the aforementioned conditions are not met.

SO ORDERED.

Pasig City, Philippines, December 5, 1997

  
ANGEL C. ALCALA  
Chairman

  
MONA D. VALISNO  
Commissioner

  
KATE C. BOTENGAN  
Commissioner

  
ESTER A. GARCIA  
Commissioner

  
ROBERTO N. PADUA  
Commissioner

APPENDIX A

TWO-YEAR GRADUATE IN MIDWIFERY CURRICULUM  
Effective School Year 1997-98

FIRST YEAR

1st Semester	Units	2nd Semester	Units
<u>Subjects</u>		<u>Subjects</u>	
Fund. of Sociology with Agrarian Reform & Taxation .....	3	General Psychology .....	3
Obstetrics I .....	2	Obstetrics II* .....	2
Prin. of Bacteriology .....	1	Nutrition and Dietetics .....	3
Gen. Anatomy & Physiology* .....	3	Prin. of Community Work ....	3
Fund. of Health Care I* .....	3	Fund. of Health Care II* .....	3
Ethics I .....	3	Grammar & Composition II ..	3
Filipino I .....	3	Filipino 2 .....	3
Grammar & Composition I .....	3	Physical Education 2 .....	(2)
Physical Education I .....	(2)		
<b>Total .....</b>	<b>23</b>	<b>Total .....</b>	<b>22</b>

SECOND YEAR

1st Semester	Units	2nd Semester	Units
<u>Subjects</u>		<u>Subjects</u>	
Care of Infants & Children* .....	3	Ethics II & Career Dev't. ....	3
Community Health I* .....	4	Community Health II* .....	4
Obstetrics III* .....	2	Sem. in Mat-Child Health .....	3
Rizal Course*** .....	3	Phil. History: Government and Constitution .....	3
Planning Planning .....	3	Physical Education 4 .....	(2)
Physical Education 3 .....	(2)	<b>Total .....</b>	<b>15</b>
<b>Total .....</b>	<b>17</b>		

\* With clinical work of Field Practice

\*\* Choice of Field Practice (Institution, Private Practice or Agencies with Family Planning)

\*\*\*Maybe taught in Filipino whenever possible

**SUMMARY COURSES**  
**REVISED TWO-YEAR GRADUATE IN MIDWIFERY COURSE CURRICULUM**

<b>I.</b>	General Education .....	25 units
	<b>A. <u>Languages</u> .....</b>	<b>12</b>
	English 1 - Grammar & Composition 1 .....	3
	English 2 - Grammar & Composition 2 .....	3
	Filipino 1 - Komunikasyon ng Filipino .....	3
	Filipino 2 - Panitikang Pilipino .....	3
	<b>B. <u>Social and Behavioral Science</u> .....</b>	<b>9</b>
	Sociology I - Fund. of Sociology with Agrarian Reform and Taxation .....	3
	Psychology I - General Psychology .....	3
	Philippine History & Government with Constitution .....	3
	<b>C. <u>Natural Science</u> .....</b>	<b>4</b>
	Anatomy & Physiology .....	3
	Principles of Bacteriology .....	1
<b>II.</b>	Professional Courses .....	41 units
	Obstetrics 1 .....	2
	Obstetrics 2 .....	2
	Obstetrics 3 .....	2
	Seminar in Maternal-Child Health .....	3
	Fundamentals of Health Care I .....	3
	Fundamentals of Health Care II .....	3
	Principle of Community Work .....	3
	Care of Infants and Children .....	3
	Community Health I .....	4
	Community Health II .....	4
	Family Planning .....	3
	Nutrition and Dietetics .....	3
	Ethics I .....	3
	Ethics II .....	3
<b>III.</b>	Rizal's Life, Works and Writings .....	3 units
	Physical Education 1.....	(2)
	Physical Education 2.....	(2)
	Physical Education 3.....	(2)
	Physical Education 4.....	(2)

---

77 units

## COURSE DESCRIPTION

### I. GENERAL EDUCATION

#### A. LANGUAGES

##### 1. English I & II - Grammar & Composition

A study of English Grammar and Composition to make students competent enough to use English to communicate with emphasis on oral and written composition. The second phase of the work stresses more complex sentence patterns of the paragraph and the longer composition.

6 units - 3 hours lecture a week for 2 semesters.

##### 2. Filipino 1 & 2

###### a. Filipino 1 - Sining Pakikipagtalastasan (Comm. Arts)

Pagtalakay sa mga sanaysay (essay), artikulo (article), maikling kuwento (short story), dula (drama), tula (poem), at iba pang uri ng panitikang bilang lundayan ng mga tuntuning panretorika at mga pagsasanay na liliang sa apat (4) na kakayahang umunawa, (k) kakayahang magsalita at (d) kakayahang sumulat.

###### b. Filipino 2 - Panitikang Pilipino. Pahapyaw na kasaysayan at mga piling katha (Survey and Reading of Literature in Filipino)

Pag-aaral ng mga kaiutubo at naaangking anyo ng panitikang Pilipino sa loob ng iba't-ibang panahon sa kasaysayan ng kultura ng Pilipinas upang matutuhan ang mga tradisyong bumubuhay sa panitikan ng mga Pilipino at mapahalagahan ang mga ito sa pamamagitan ng pagpapahalaga sa lalong makabuluhang kathang kumakatawan sa mga panahon sa kasaysayan ng panitikan.

6 units - 3 hours lecture a week for 2 semesters.

## B. SOCIAL AND BEHAVIORAL SCIENCE

### 1. Fundamentals of Sociology with Agrarian Reform and Taxation

Structure and function of the different social institution (family, social, political, economic): development and characteristics of urban and rural communities; socio-cultural factors; principles and processes of social interactions; and land reform and taxation.

3 units - 3 hours lecture a week

### 2. Psychology I - General Psychology

Discusses human behavior and the factors that influence this: development and theories group processes; dynamics of power and leadership.

3 units - 3 hours lecture a week

### 3. Philippine History and Government with New Constitution

The political, social, economic and cultural development of the Philippines from Pre-Spanish time to the present: the structure and operation of the government and the legal bases involved; especially as defined by the New Constitution with emphasis on the significance and implementation of Presidential Decrees.

## C. NATURAL SCIENCES

### 1. Anatomy and Physiology

Structure and functions of each system with emphasis on the reproductive system.

3 units - 3 hours lecture a week

### 2. Principles of Bacteriology

Ecology: characteristics, methods of transmission and control of bacterial infection and immunity.

1 unit - 1 hour lecture a week



## II. PROFESSIONAL COURSES

### A. Obstetrics I

Socio-cultural factors influencing pre-natal, marital and family life during pregnancy; structural, physiological and emotional changes during pregnancy; care of normal pregnancies; breast feeding; and emergency measures in pre-natal complications.

2 units - 2 hours lecture a week

### B. Obstetrics II

Physical, physiological and psychological changes in labor puerperium and in the newborn: principles and techniques of asepsis and safety in the care of parturients, newly-delivered women and neonates' beliefs and practices; emergency management in case of complications; handling/assisting deliveries.

2 units - 2 hours lecture a week

### C. Obstetrics III

High risk pregnancy, labor, delivery and puerperium and their management: selected gynecological problems: high risk newborn infants.

### D. Seminar in Maternal and Child Health

Trends and developments in science, technology, medicine and other fields that influence health care: selected health and social problems; research as in maternal child health cases and utilization of results.

3 units - 3 hours lecture a week

### E. Fundamentals of Health Care I

General principles underlying care of individuals/families; midwife-patient and relationship; health assessment; health teachings; comfort and supportive measure.

3 units - 3 hours lecture a week

**F. Fundamentals of Health Care II**

Includes: beliefs and therapeutic measures; first aid; administration of prescribed medicines; including tested herbal medicine; care of patients and delivery room techniques.

**G. Principles of Community Work**

National Development Plans: community development and organizations; community assessment; planning and mobilization.

3 units - 3 hours lecture a week

**H. Care of Infants and Children**

Growth and development of each age groups; socio-cultural factors influencing growth and development; child health supervision; child health and welfare problems, laws, and programs; medical and nursing measure of selected health problems of each age group.

3 units - 3 hours lecture a week

**I. Community Health Care I**

Concepts and Principles of Public Health: national development and health plan; objectives, programs, activities and management of community health services; primary and family health care; elements process, methods and strategies of supervision; teamwork; roles and relationship of personnel in rural health units.

4 units - 4 hours lecture a week

**J. Community Health Care II**

Causes, Factors, Signs and Symptoms: preventive and interventive measure of common health problems affecting adults and children; beliefs and practices in the care of the sick/disabled member of the family.

3 units - 3 hours lecture a week

K. Family Planning

Concepts, goals, principles and interrelationship: population, trends, problems and policies. Methods of conception, control and contraception.

3 units - 3 hours lecture a week

L. Nutrition and Dietetics

Importance of nutrition to individuals, families, and community; sources of foods and functions of the basic food groups; nutritive requirements of the different age groups, food facts and fallacies; meal planning (Therapeutic Diets); preparation and preservation; nutrition problems; and Philippine Food and Nutrition Program.

3 units - 3 hours lecture a week

M. Ethics I

Personality Development: origins, dynamics of moral standards and human acts; ethics of duty, work, profession; principles and strategies in promoting wholesome relationship.

3 units - 3 hours lecture a week

N. Ethics II and Career Development

Ethical principles and ideals of midwifery practices: Philippine Midwifery Law, obligations and responsibilities in accordance with ethical practices and prevailing laws/decrees; work opportunities; employee-employer relationship; professional and personnel growth and development; membership of association and organization.

3 units - 3 hours lecture a week

III. RIZAL'S LIFE WORKS AND WRITINGS

A study of the biography of Dr. Jose Rizal: a critical view of the social order in which he lived, through an analysis of his works and letters, his opinions on nationalism, government, religion, education, as well as, his philosophy of living and the relevance of these ideas to the contemporary Philippine scene.

3 units - 3 hours lecture a week

#### IV. PHYSICAL EDUCATION

- A. P.E. 1 - Self-Testing Activities and Gymnastics
- B. P.E. 2 - Rhythmics and Aquatics I
- C. P.E. 3 - Individual and Dual Sports
- D. P.E. 4 - Team Sports

**RECOMMENDED EQUIPMENT FOR CLINICAL INSTRUCTIONS AND DEMONSTRATIONS**

Admission Bed Bath and Cleansing Bed Bath Preparation

A Tray containing the following:

1. Soap in soap dish
2. rubbing alcohol
3. Dusting powder
4. Comb
5. Nail file and nail cutter

Another Tray with the following:

1. Rubber sheet
2. Two pitchers
3. Two basins
4. One face towel
5. One bath towel
6. Two blankets
7. New linens like clean short camisa or long gown, two large sheets, one draw sheet and one blanket bed protector, one blanket
8. Pail

Enema Tray

1. Irrigator can with rubber tubing and clamp
2. Enema tip
3. Jar for lubricant
4. Container of cotton balls
5. Pitcher for soap suds and bath thermometer
6. Toilet paper
7. Kidney basin

#### Thermometer Tray

1. Oral thermometer/rectal thermometer
2. Bottle for sterile water
3. Bottle of Antiseptic Solution
4. Bottle of sterile cotton balls
5. Bottle for waste cotton or dirty cotton
6. Lubricant

#### Flushing Tray

1. Enamel jar for cotton balls Round nose forceps
2. Round nose forceps
3. Graduated enamel pitcher
4. Bottle of Lysol Solution for forceps or any disinfectant
5. Kidney basin
6. Medicine dropper

#### Tray for Shaving Patients

1. Jar of cotton balls with liquid soap
2. Graduated pitcher with flushing solution
3. Disinfectant solution with forceps
4. Razor with blades
5. Kidney basin

#### Catherization Tray

1. Rectangular enamel boiler with sterile rubber catheters - No. 14/Polyethylene disposable catheters
2. Enamel container of operating sponges
3. Bottle of alcohol (50%)
4. Bottle of sterile vaseline (Lubricant)
5. Bottle of Boric Acid (2%)
6. Sterile medicine glass
7. Enamel container of cotton balls
8. Sterile bottle for specimen
9. Sterile gloves and towels
10. Kidney basin

#### Tray for Normal Delivery

1. Two round nose forceps
2. One tissue forcep
3. One mayo scissor (straight)
4. One suturing set
5. Sterile towels and gloves

### Tepid Sponge Bath Preparations

1. Basin
2. Two pitchers
3. Bottle of alcohol
4. Hot water bag and ice cap
5. Bed screen
6. Two blankets
7. One bath towel
8. One face towel

### Hair Shampoo Preparation

1. One big pitcher of cold water
2. One medium pitcher of hot water
3. Soap in a soap dish or shampoo
4. Kelly pad or rubber sheet
5. Cotton plug for ears
6. Bath towel

### Breast Tray

1. Two small bowls for sterile water-hot and cold
2. Jar of cotton balls with sterile water
3. Soap dish with soap
4. Sterile towels
5. Kidney basin
6. Bottle of sterile water
7. Jar of cotton balls

### Irrigation Tray

1. Irrigator can with rubber tubing (sterile) and stop cock (regulator)
2. Sterile douche tips
3. Pitcher for required solution
4. Kidney basin
5. Rubber sheet
6. Bed pan

### Tub Bath for Babies

1. Tub
2. Soap in a soap dish
3. Bath blanket
4. Two bath towels
5. Wash cloth or face towel
6. Baby's tray
7. Baby dress
8. Diapers

### Cord Dressing Tray

1. Jar of cotton pledgets
2. Jar of cotton balls
3. Jar of O.S.
4. Bottle of Disinfectant
5. Bottle of alcohol
6. Jar of cord tapes
7. Jar of cord dressing
8. Sterile cord dressing scissors
9. Sterile tissue forceps  
nose forceps

### Formula Tray

1. Feeding bottles with cover
2. Nipple container
3. Measuring glass
4. One long handle spoon or one pair of tongs for lifting sterile nipples and bottles
5. One tablespoon
6. One teaspoon
7. Knife
8. Can opener if evaporated milk is used

### Oral Hygiene Tray

1. Tooth brush or forceps with cotton balls
2. Wooden tongue depressor with gauze
3. Bottle of antiseptic/toothpaste
4. Glass for antiseptic
5. Jar of cotton pledgets
6. Kidney basin
7. Towel
8. Glass of water

### Oil Bath Tray

1. Jar of cotton balls
2. One enamel cup
3. Baby oil
4. Kidney basin
5. One baby's blanket



#### Toilet Tray for Babies

1. Bottle of water
2. Jar of cotton balls
3. Large cotton swabs
4. Small swabs
5. Baby oil/lotion
6. Safety pin/diaper clip
7. Soap dish

#### Linen Preparation for Surgical Bed

1. Beddings for making an ordinary bed
2. Two small rubber sheets
3. Two bath towels
4. Two draw sheets
5. Two hand towels
6. Bandages
7. Two emesis basin
8. Vital sign sheet
9. Safety pins
10. One pillow
11. Hot water bags with covers

#### Devices for Obstetrical Instruction

1. Pelvic bone
2. Human Skeleton
3. Automatic colored chart of human internal organs
4. Half-torso with fetus and placenta

#### Breakfast Tray

1. Breakfast plate
2. Fruit plate
3. Fruit spoon
4. Breakfast knife
5. Cereal spoon
6. Two serving spoons
7. Breakfast fork
8. Individual salt
9. Napkin
10. Covered toasted plate temporarily nested on top of empty cereal dish

11. Covered dish containing hot cereal
12. Covered dish containing hearty course
13. Individual sugar and creamer
14. Individual coffee or chocolate pot
15. Cup and saucer
16. Teaspoon

#### Luncheon Tray

1. Luncheon plate
2. Soup cup and saucer
3. Soup spoon
4. Knife
5. Fork and rice spoon
6. Napkin
7. Individual salt
8. Dessert plate
9. Teaspoon
10. Covered dish for hearty course
11. Serving spoon
12. Individual sugar bowl
13. Individual milk pitcher
14. Individual teapot or water pitcher
15. Glass or cup for milk or tea

#### Dinner Tray

1. Soup plate
2. Service plate
3. Dinner knife
4. Soup spoon
5. Dinner fork and spoon
6. Dinner plate
7. Salad fork