



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

CHED MEMORANDUM ORDER (CMO)

NO. 36

Series of 2000

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

In accordance with the 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 to meet the health needs of the people through quality health services, the following policies and standards for Midwifery Education are hereby adopted and promulgated by the Commission, thus:

**ARTICLE I
Authorization**

Section 1. Only schools, colleges, and universities duly authorized by the Commission on Higher Education (CHED) shall be allowed to offer the midwifery education program.

Section 2. All schools offering the midwifery education program must adhere to the minimum program requirements, rules and regulations as promulgated by the CHED.

**ARTICLE II
General Policy**

"Midwifery practice in the Philippines has been recognized as one of the primary health care services for the people, particularly those living in far-flung communities. The role of midwives had been expanded to address the basic health service needs of birth giving mothers and their infants. Midwifery Education must be able to respond to these needs by producing midwives who have up-to-date knowledge and skills and the right attitude necessary to render midwifery services with competency and dedication.

It is, therefore, a declared policy of the CHED that midwifery education shall be responsive, relevant and up-to-date with emerging national and global midwifery practices and development and shall aim at attaining quality educational standards through voluntary accreditation.

The Technical Committee on Midwifery Education (TCME) shall provide the necessary guidelines and recommend to CHED measures to attain these goals. These policies and standards for Midwifery Education, as recommended by the TCME, are hereby promulgated.

ARTICLE III Administration

Section 1. The college should be administered by a full-time principal who:

- a. is a Filipino citizen;
- b. is a current Registered Midwife or an Obstetrician in the Philippines;
- c. is a holder of a Baccalaureate Degree (B.S.) in Education, Nursing, Nutrition, or other health-related fields;
- d. is a Master's degree holder in Education, Nursing, Nutrition, Public Health, or other health-related fields;
- e. have had three (3) years of competent teaching and supervisory experience in a School of Midwifery;
- f. have had three(3) years of post-graduate maternal and child-care and primary health care work experience, 1-2 years of which should have been spent in community health practice in the government, the private sector, or in independent practice;
- g. is a member of good standing of the Association of Philippine Schools of Midwifery (APSOM) or the Midwifery Organization of Recognized National Standing (MORNS).

Section 2. General functions and responsibilities of the Principal of Midwifery:

- a. Assist the administrators to attain institutional goals, e.g. instruction, research, community extension services and all related matters.
- b. Initiate curriculum development programs.
- c. Implement faculty development programs.
- d. Recommend faculty for appointment, promotion and tenure including leave of absence and non-reappointment.
- e. Approve faculty teaching load.
- f. Oversee faculty's academic advisement of the student.

- g. Collaborate with student services admission policies and referrals based on established criteria.
- h. Ensure adherence to established standards of instruction
- i. Ascertain that requirements for graduation are complied with.
- j. Represent the school in professional and community civic affairs.
- k. Attend to physical and budgetary resources.
- l. Collaborate with the health services in the implementation of instructional programs.

ARTICLE IV

Faculty

Section 1. The faculty assigned to handle specific subjects as well as supervise students in the field shall be Certified by the National Midwifery Education Certification Council of APSOM as possessing the academic preparation and the appropriate competence to teach the particular subject assigned. In addition, she/he *must*:

- a. be a Filipino citizen;
- b. be a currently registered professional (e.g. Registered Midwife, Registered Nurse, Registered Nutritionist & Dietitian, Registered Doctor of Medicine / Obstetrician, etc. wherever applicable) in the Philippines;
- c. be a holder of Master's degree in her/his major/specialty field and/or allied subjects;
- d. have at least three (3) years of clinical practice in her/his field of specialization;
- e. be a member of good standing of a recognized National Midwife Association.

Section 2. When vacancies occur in the teaching force of the college during the school year, substitute or replacement with similar or higher qualifications should be employed.

Section 3. The following conditions of employment must be observed:

- a. the salary of faculty shall be commensurate with their rank;
- b. professional courses must be taught by full time faculty members who shall be responsible for both classroom and clinical/structured learning activities (SLA)/related learning experiences (RLE).

Section 4. The faculty shall be assigned academic ranks in accordance with their academic qualification, training and clinical expertise. The recognized ranks are: instructor, assistant professor, associate professor, and professor.

Section 5. Midwifery schools shall have a faculty development program which plays an important role in the delivery of quality instruction and the development of the intellectual, personal, professional as well as moral and spiritual growth of the faculty. The program may be in the form of:

- a. scholarship grants for graduate studies
- b. in-service and continuing training programs
- c. clinical skills enhancement for at least two weeks a year

Section 6. Teaching load of faculty members:

- a. **Principal** - not to exceed a total of six (6) units of lecture in a semester.
- b. **Full-time faculty members** may carry a regular teaching load of not more than 24 units per semester, three (3) units of which must be allotted for advisory and coordinating functions. One hour of clinical/SLA/RLE supervision is equivalent to one (1) unit credit.
- c. **Government employees** who serve as part time faculty for non-professional courses must secure the necessary permit from their respective employers and may be given a maximum teaching load of nine (9) units.
- d. **Part-time faculty** employed full-time elsewhere may carry a teaching load of not more than 12 units in all the other schools in which he teaches.

Section 7. The school must have a faculty manual containing information and policies on all matters pertaining to the faculty.

ARTICLE V
Curriculum
(See APPENDIX A)

Section 1. The Midwifery Curriculum may be amended or enriched by midwifery schools provided it meets the minimum requirements of the CHED.

ARTICLE VI
Instructional Standards

Section 1. The School must maintain high standards of instruction, utilizing appropriate and updated syllabi and instructional methods/strategies which contribute to quality midwifery education.

- a. The professional midwifery subjects must observe strictly the pre-requisite requirements and sequence.
- b. Credit for the completion of the course is based on the fulfillment of curricular requirements.
- c. The ratio of faculty to student in laboratory and lecture class is 1:25 and 1:50 respectively.
- d. The institution shall provide for a systematic and continuing plan of evaluation of the student's progress through a grading/marking system that is consistent and congruent to set objectives.
- e. A system of supervision and evaluation should be implemented to evaluate teaching performance.
- f. There should be a regular audit of institutional resources such as syllabi, textbooks and others.

Section 2. The clinical/SLA/RLE are highly selected to develop competencies in utilizing scientific health processes in varying health situations. The following conditions must be observed:

- a. there should be close correlation between theoretical knowledge and clinical/SLA/RLE. Classroom and clinical/SLA/RLE activities must be concurrent;
- b. classroom instruction is a continuous process, thus, the same faculty should teach the lecture and corresponding clinical/SLA/RLE;
- c. clinical/SLA/RLE are organized around the objectives and competencies set for the course. Students' Clinical/SLA/RLE should be distributed evenly during the week to provide continuity of care and build on of clinical skills;
- d. the following factors must be considered for the effectiveness and efficiency of the clinical/SLA/RLE:
 1. background knowledge and capacity of the learner;

2. size and nature of the learning resources both in the institutions and the communities;
 3. adequacy of number and variety of clientele;
 4. adequate number of qualified midwifery and other personnel;
 5. evidence of quality midwifery services;
 6. ratio of student to clientele depending on the objectives and the capacity of the student;
- e. the Clinical/SLA/RLE faculty-student ratio for supervision purposes shall be 1:10 (Level I) - 1:12 (Level II) .
 - f. utilization of varied and appropriate teaching-learning methods/strategies;
 - g. Implementation of appropriate feedback mechanism for evaluating teaching-learning process and product.

ARTICLE VII Library

Section 1. Institutions offering the midwifery program should have adequate library resources for the General Education and Midwifery subjects. The library holdings must have quality and quantity that meet the scholarly and research needs of students and faculty.

- a. **Quality** refers to breadth and depth of coverage and representativeness of authorship in various disciplines.
- b. **Quantity** refers to the number of holdings and reference materials proportionate to the enrollment and needs of the students and faculty.

Section 2. Minimum library staff requirements:

- a. the school should have a full time registered librarian who is a holder of a BS in Library Science;
- b. the ratio of the librarian to student population is 1:500;
- c. non-professional clerical assistants must be provided on a ratio of two non-professionals to one professional.

Section 3. Library holdings:

- a. adequate with all the required textbooks and references as well as currently published books, journals, CDs or the equivalent of the so-called "*electronic-*

2. Rooms should be well-lighted, well-ventilated and provided with accessible safety devices and first-aid facilities.
 3. There should be separate laboratory rooms for each of the biological, physical and natural sciences.
- b. Facilities

Each laboratory room should have a continuous and adequate supply of water and gas. A fire extinguisher should be available and accessible.

c. Equipment and Supply

1. There should be enough supplies and apparatus for each laboratory course based on the discipline and number of students.
2. Equipment should be functional at all times.
3. The following teaching aids should be available:

Human skeleton, disarticulated bones, models of internal organs, flip charts or other visual aids depicting blood circulation, human muscles, etc.

d. Experiments

1. Experiments to be performed in a given laboratory subject should be adequate in scope to cover the concepts and theories.
2. An experiment must be investigative in nature emphasizing the discovery approach.
3. An experiment should be so designed as to be undertaken by the students with minimum supervision of the faculty.

Section 3. Health Sciences and Midwifery Skills Laboratory - The rooms should have adequate space for demonstration and practice. It should not only contain instruments and equipment found in a maternity hospital setting but should also depict a simulated setting of a community, the home, health centers, lying-in clinic or birthing home/center. It should have at least two (2) doors which will serve as entrance and exit and there should be a fire extinguisher installed near the door. It should be apportioned into:

- a. a classroom which can accommodate a maximum of 48-50 students at one time with the prescribed ratio of faculty to students. It should be amphitheater in style and blackboards should be movable;
- b. a demonstration room where there is one (1) bed to eight (8) students at one given time.

Section 4. *Nutrition* - A laboratory separate from the hospital diet kitchen is required.

a. Provision should be made for the following:

1. Equipment

- a) individual desk/stools, kitchen utensils and stove range and plates
- b) sink
- c) cabinet for supplies and storage
- d) refrigerator
- e) blackboards/bulletin boards
- f) clock
- g) weighing scales/measuring spoons/cups
- h) first aid kit
- i) fire extinguisher

2. Audio-visual aids such as posters, charts, statistical graphs, models, sample menus for Filipino birth-giving mothers, normal or with pathologic conditions relative to maternity care.

Section 5. Clinical Facilities and resources for SLA/RLE should include maternity hospitals, lying-in / birthing homes / clinics, primary health care clinics (privately owned or government-managed), midwifery clinics, community agencies where collaboration is undertaken in the practice of midwifery, and out-patient clinics.

- a. **Hospitals** utilized by the midwifery students for clinical experience should be accredited by the Bureau of Licensing and Regulation of the DOH as a 100-bed **teaching hospital** with general and **maternity services**. The hospital may be owned and operated by the School of Midwifery, or be attached institution to the School of Midwifery operating under a Memorandum of Understanding/Agreement for the School of Midwifery's "exclusive use", or a hospital or hospitals, government or private, utilized and shared by Schools of Midwifery, in accordance with a contractual agreement for affiliation between the school and the hospital clearly specifying the responsibilities of each party. The minimum capacity of 50 maternity beds and the minimum bed occupancy of eighty percent are required of every hospital used for the clinical experiences of midwifery students.
- b. Where Midwifery Schools are utilizing "attached hospitals" or "sharing with other Midwifery Schools the use of hospitals, government or private, "and other agencies e.g. Midwifery Clinics, Birthing Homes/Clinics, Community Health Agencies" utilized for purposes of providing the clinical/SLE/RLE of midwifery students, appropriate ACCREDITATION AS TRAINING HOSPITAL FOR MIDWIFERY EDUCATION AND TRAINING from the APSOM-Accreditation Board will be required.

- c. Parties entering into the contract for affiliation should provide and maintain an environment conducive to the attainment of the teaching-learning objectives. Open communication should exist among both the Hospital Personnel and the midwifery school personnel. The School and the hospital should establish and maintain effective coordination and cooperation.
- d. There should be an evidence that the hospital is provided with a plantilla position for a Training Coordinator and the required staffing composed of qualified professional and non-professional personnel.
- e. There should be an adequate number of maternity and infant patients as cases for the learning experiences of midwifery students.
- f. Provision should be made for adequate physical facilities, supplies and equipment for effective maternal and newborn/infant care, to complement the students' learning experience. Conference rooms suitable for ward classes should be provided.
- g. The Hospitals / Midwifery Clinics, Birthing Homes and Community Health Agencies used for the students' learning, whether urban or rural, should have the following components:
 - 1. classroom for conference
 - 2. library
 - 3. comfort room
 - 4. dressing room
 - 5. lounge
 - 6. locker
- h. The faculty and the affiliating agency personnel should establish harmonious working relations for the benefit of the students learning.

ARTICLE X

Admission, Selection, and Retention of Students

Section 1. **General Entrance Requirements.** - Applicants desiring to enroll in a midwifery course must first pass the standard institutional admission requirements of the particular School of Midwifery including admission qualifying examinations. All such requirements must be clearly spelled out in the respective Institutional Manual.

Section 2. The school must have a well-defined admission, promotion and retention policies published and made known to students.

Section 3. The **admission quota** for the different Schools of Midwifery will be enforced by the CHED based on the recommendations of the CHED-Technical Committee on

Midwifery Education which among others will consider the capability of the school to provide the following:

- a. qualified faculty
 - b. teaching/learning resources
 - c. resources of the base hospital
- clientele
 - staff
 - facility
 - number of student affiliates

The CHED waives the admission quota only to APSOM Level II ACCREDITED Schools of Midwifery.

ARTICLE XI Residency and Unit Requirements

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

Section 2. No student should be permitted to take a subject until he/she has satisfactorily passed the pre-requisite subject/s.

Section 3. A student should be allowed to carry only the regular semestral load. However, related issuances or orders must guide graduating students. Units in excess of these requirements shall need a special permit from the CHED.

ARTICLE XII Dormitory Facilities

Section 1. As a general policy, the school is not required to provide a 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. living in the dormitory should be on a voluntary basis. (Clearly stated in their catalogues and written in the bulletin boards), without prejudice to the students' performance in the school;
- c. it should be in accordance with the Building Code of the Philippines with provisions for sinks, toilet and bathrooms in proportion to the number of boarders;
- d. there should also be provided a reading room for studying, and recreation and social facilities.

ARTICLE XIII

Sanction

The CHED, upon the recommendation of its Technical Committee on Midwifery Education (TCME), shall take appropriate action regarding the operation of any School Of Midwifery for violation or non-compliance of the provisions in this CMO. Further, if the School registers zero (0) passing percentage in three (3) consecutive board examinations, the CHED shall order outright closure of the School of Midwifery; or if 25 % or less passing percentage for three (3) consecutive board examinations, a gradual phase out shall be effected.

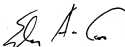
ARTICLE XIV

Accreditation

Midwifery Schools should undergo accreditation by the Accreditation Board of the APSOM within five (5) years after recognition is granted by the CHED. Only students/ graduates coming from APSOM-ACCREDITED SCHOOLS OF MIDWIFERY, shifting or desiring to pursue other health-related courses shall be afforded by the admitting college of another health-related discipline/course corresponding "credits" for subjects/courses taken from their Midwifery Course.

SO ORDERED.

Pasig City, Philippines, December 5, 2000



ESTER ALBANO-GARCIA

Chairperson

APPENDIX A

Explanatory Note :

1. This Revised Philippine Midwifery curriculum is a "competency-based, primary health care focused, and community-responsive curriculum which rightfully integrates itself into the C.H.E.D. promulgated Associate in Health Science Education Program or A.H.S.E.
2. The curriculum herewith provided may be enriched, amended, and re-configured by the respective Midwifery School offering the course. It is to be emphasized that the curriculum hereunder provides only the "minimum requirements".

REVISED MIDWIFERY CURRICULUM

FIRST YEAR (Level I)

First Semester

<u>Subjects</u>	<u>Units</u>
English 1 (Comm. Skills)	3
Filipino 1 (Sining ng Pakikipagtalastasan)	3
General Psychology	3
Logic and Critical Thinking	3
Mathematics (College Algebra)	3
Natural Science	3
Midwifery 100 (Foundations Of Midwifery Practice) (2/1)	3
P.E.	2
C.M.T.	(1.5)
TOTAL	23

Second Semester

<u>Subjects</u>	<u>Units</u>
English 2 (Comm. Skills II)	3
Filipino 2 (Panitikang Pilipino)	3
Philippine History, Govt., & Constitution	3
Sociology/Anthropology	3
Philosophy of Man	3
Human Anatomy and Physiology	5
Midwifery 101 (Midwifery Practice I) (2/1)	3
P.E.	2
C.M.T.	(1.5)
TOTAL	25

Summer

(Required only for Students intending to pursue other B.S. Degree Programs in Health)

<u>Subjects</u>	<u>Units</u>
Chemistry	5
Physics	5
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TOTAL	10

**SECOND YEAR
(LEVEL II)**First Semester

<u>Subjects</u>	<u>Units</u>
Mathematics 2 (Bio-Statistics)	3
Microbiology & Parasitology	4
Bio/Health Ethics	3
Midwifery 102 (Midwifery Practice 2) (4/4)	8
Primary Health Care I (4/3)	7
P.E. 3	2
C.M.T.	(1.5)
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TOTAL	27

Second Semester

<u>Subjects</u>	<u>Units</u>
Rizal	3
Literature	3
Health Economics w/ LRT	3
Science, Technology and Society	3
Math 3 (Computer Education)	3
Midwifery 103* (Midwifery Practice 3) (2/2)	4
Primary Health Care 2 (3/2)	5
P.E. 4	2
C.M.T.	(1.5)
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TOTAL	26

* Nutrition and Dietetics as well as Principles and Strategies of Health Teaching are integrated into the subjects Midwifery 100 to 103.

* Strategies of Health Teaching/Education is integrated.

SUMMARY

Units
63 / 73*

I. <u>General Education</u> -----	
A. <u>Language and Humanities</u> -----	24
English (Comm. Skills I)	3
English (Comm. Skills II)	3
Filipino I (Sining ng Pakikipagtalastasan)	3
Filipino II (P. at P. Sa Iba't-Ibang disiplina)	3
Literature	3
Philosophy of Man	3
Logic	3
Bio-Ethics	3
B. <u>Mathematics, Natural Sciences & Info. Tech</u> -----	27
Mathematics 1 (College Algebra)	3
Mathematics 2 (Bio-statistics)	3
Mathematics 3 (Computer Education)	3
Natural Science/Biology/Earth Science	3
Anatomy and Physiology	5
Microbiology and Parasitology	4
Science, Technology, and Society	3
Health Economics (with LRT)	3
C. <u>Social Sciences</u> -----	12
Psychology (General)	3
Sociology/Anthropology	3
Phil. History & Culture/Roots and Development	3
Rizal and His Works and Writings	3
D. <u>Electives</u> -----	10*
General Chemistry	5
Physics	5

II. Professional/Midwifery----- 30

A. M 100	- Foundations of Midwifery Practice	3
M 101	- Midwifery Practice 1	3
M 102	- Midwifery Practice 2	8
M 103	- Midwifery Practice 3	4
Primary Health Care 1		7
Primary Health Care 2		5

		30

****Clinical / Structured Learning Activities / Related Learning Experiences**
Hours Equivalence

		<u>Units</u>		
M	100	1	=	255 hours
	101	1	=	306 hours
	102	4	=	204 hours
	103	2	=	306 hours
PHC	1	3	=	153 hours
PHC	2	2	=	102 hours
		-----		-----
		8	=	1326 hours

III. Physical Education----- 8

1	2 units
2	2 units
3	2 units
4	2 units

Citizens Military Training - CMT (only for those desiring to pursue a 4-year Course)

1	(1.5 units)
2	(1.5 units)
3	(1.5 units)
4	(1.5 units)

General Education	-----	63 / 73*
Midwifery	-----	30
PE	-----	8

TOTAL		101 / 111*

* Electives for those desiring to pursue B.S. degree courses in a health-related field

**Clinical / Structured Learning Activities / Related Learning Experiences

DESCRIPTION OF COURSES

GENERAL EDUCATION

Language, Literature and Humanities

English 1 - Communication Skills I

Basic skills of listening, speaking, reading and writing. (3 units)

English 2 - Communication Skills II

Intermediate skills of listening, speaking, reading and writing. Pre-requisite:

Literature -

A study of the different literary forms - poetry, drama, short story, novel and essay. (3 units)

Filipino 1 - Sining ng Pakikipagtalastasan

Listening, speaking, reading and writing. (3 units)

Filipino 2 - Panitikang Pilipino Sa Iba't-Ibang Disiplina

From its beginning in folk tradition, through colonial periods to the present; to be taught in Pilipino. (3 units)

Philosophy of Man

An inquiry into man as a person and his existence in the world with emphasis on the Filipino in the context of his culture and society. (3 units)

Bio-Ethics

Reflection on moral experience. Foundations of moral values; values and society; the family, the economic society, the political society. Reflection on Filipino values. Contemporary problems: abortion, graft and corruption, violence, poverty, etc. (3 units)

Logic and Critical Thinking

Introduces the science of correct reasoning by way of critical and creative thinking. (3 units)

Mathematics, Natural Sciences, and Information Technology

Mathematics 1 - College Algebra

The real number system, algebraic expressions and operations; relations, functions and their graphs; absolute value, equations and linear inequalities; applications; radicals and exponents; systems of linear and quadratic equations; applications; polynomial equations. If and whenever possible calculator/computer techniques shall be used. (3 units)

Mathematics 2 - Bio-Statistics

Provides an overview of statistical methods including basic concepts and operations for simple statistical analysis of health-related data. Emphasis is on the nature of statistics, statistical inferences and probability thinking. (3 units)

Mathematics 2 - Computer Education

The course intends to provide the students with an introduction into the internal components and interrelated function of a computer system, what it can and cannot do and how it can assist in the solution of data processing problems. It will also include another discussion on the impact of computers in society and the attending computer issues, now and in the future (3 units)

Natural Science – Biology/Earth Science/Ecology/Environmental Science

Deals with the study of nature and our environment, relationships between living organisms and the environment. This course includes environmental concerns as pollution and disturbances to mother nature as a result of man's negligence and uncaring attitudes and the consequences related to it. (3 units)

Anatomy and Physiology

Study of the structure, functions and adaptation of the human body, with emphasis on physiological regulations, adaptive mechanisms. (5 units)

Microbiology and Parasitology

The course deals with the physiological and pathogenic properties of bacteria, fungi and viruses as introduction to disease causation. It also deals with the component of the immune system and host-parasite interactions. Laboratory includes the principles and methods of basic staining procedures, biochemical reactions of bacteria and serologic reactions.

Parasitology deals with the study of the life cycle of parasites in relation to the manifestation, control and management of infestations. Students are introduced to the important vector of diseases and how they transmit pathogenic organisms. (4 units)

Science, Technology and Society

This is an integrative course that will capture the holistic view of how science, technology and society interact with and affect each other. It emphasizes the implications of the interactions to the health status of Filipinos and to the health care profession in the country. Furthermore, the course will be presented in a historical and futuristic perspective focused on the Philippine setting. (3 units)

Health Economics with Taxation and Agrarian Reform

This course focuses on concepts, principles, and techniques of resource utilization for the production of services in the health care delivery system. It likewise surveys the basic concepts of microeconomics, entrepreneurship, money and banking, economic growth and development and international economics. This course likewise integrates the area of land reform and taxation in the Philippine setting. (3 units)

Social Sciences

General Psychology

The course aims to give the students an understanding of contemporary approaches to the analysis and treatment of complex human behavior. It focuses on man as he acts and interacts with his environment, and includes such topics as nature of perception, learning, memory, intelligence, motivation, personality, and social psychology in the Philippine setting. (3 units)

Sociology-Anthropology

An introduction to the basic concepts in Sociology and Anthropology stressing man's interrelationship with other men and also his environment. Basic to the course is the study of culture and social change. (3 units)

Philippine History and Culture/\ Roots and Development

A comprehensive cultural and socio-economic history of the Philippines from the Pre-Hispanic period to the present. (3 units)

Rizal, His 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)

Electives

General Chemistry (Inorganic, Organic Chemistry)

The impact of chemistry on man and the environment, the relevance of chemistry to everyday life and current issues that lend themselves to discussion from the Chemist's viewpoint. A brief history of chemistry, atomic theory, chemical bonding, chemicals in food, and agriculture, plastics, cosmetics, household chemicals, medicinal use of chemicals, drug and drug abuse, chemicals as poison, pollution and consumer products. (5 units)
(3 units lecture, 2 units laboratory)

Physics

Lectures, demonstrations and laboratory on selected topics in classical and modern physics, including: kinetics and Newton's Law of Motion; electric and magnetic fields, fundamental laws of electromagnetism, electromagnetic waves; ideas of quantum physics. The course does not require calculus. (5 units) 3 units lecture and 2 unit laboratory.

Physical Education

- P.E. 1 - Self-Testing Activities and Gymnastics
- P.E. 2 - Rhythmics and Aquatics
- P.E. 3 - Individual and Dual Sport
- P.E. 4 - Team Sports

Reserve Officer Training Corp. - ROTC

(1.5 units) per semester
Total - 6 units

MIDWIFERY

M 100 - Foundations of Midwifery Practice

The course provides the student with the basic/necessary knowledge, skills and acceptable attitudes in the care of individuals and their families. It includes comfort measures applied to individual clients.

3 (2 units Lecture, 1 unit Structured Learning Activities)

M 101 - Midwifery Practice 1

The course deals with the concepts of normal pregnancy, labor and delivery. Concepts related to Natural Family Planning (NFP) and Responsible Parenthood may already be introduced. It includes intravenous insertion, vaginal examination and suturing.

3 (2 units Lecture, 1 units RLE)

M 102 - Midwifery Practice 2

The course deals with the concepts of : (a) complications of pregnancy, its causes and management; (b) family planning inclusive of NFP reinforcements and continuation; as well as commonly accepted, safe artificial modes of Family Planning; (c) care of infants / children

8 (4 units Lecture, 4 units CLINICAL/RLE)

M 103 - Midwifery Practice 3

The course deals with the legal aspects of Midwifery Practice. It includes career development and current trends and issues affecting health care and midwifery practice. It also provides enhancement of the practice of midwifery skills which includes strategies of health teaching and education of clients.

4 (2 units Lecture, 2 units CLINICAL/RLE)

PRIMARY HEALTH CARE I

Concepts and principles in the provision of basic terms of health promotion/maintenance and disease prevention at the individual and family level.

8 (4 units Lecture, 4 units Structure Learning Activities/RLE)

PRIMARY HEALTH CARE II

Concepts and principles in the provision of basic health care in terms of health promotion/maintenance and disease prevention at the community level. This course shall focus on the in-depth discussion of the principles, approaches, strategies, and processes to community health development. This will also equip the students with the principles of health education as a core Community Organizing Participatory Action Research (COPAR) model. 5 (3 units Lecture, 2 units Structure Learning Activities/RLE)

APPENDIX B

CLINICAL/STRUCTURE LEARNING ACTIVITIES AND RELATED LEARNING EXPERIENCES

The Midwifery Curriculum at this stage in its history becomes very innovative. It tends to appeal to the creativity of curriculum planners and managers in order to make this program not only flexible and capable of accepting productive enrichments in content and approach but in the utilization of major concepts and organizing principles so distinctly different from the "traditional" curriculum. The teaching-learning process is best achieved by the proper selection of and organization of learning experiences in a given situation. Hence, the challenge lies greatly in the preparedness and ability of the faculty to organize the learning experiences in the classroom or outside of the classroom based on the identified objectives.

The clinical/structure learning activities/related learning experiences are viewed in terms of ends to be reached or changes in the behavior of the students and not just in terms of content to be covered or devices to be used. The clinical instructor must be competent in selecting related learning experiences that will provide for continuity, sequence, and integration of principles, concepts, skills and values that have been previously learned in the classroom and other areas.

Needless to say, there is much to be expected of the faculty handling this particular aspect of the teaching-learning process and every consideration to keep her on a high level of performance, which must be earnestly pursued.

In coming up with the proposed formula for determining cost of clinical/structured learning activities/related learning experiences per student, consideration was given to (a) Rules and Standards of Midwifery Education and the prescribed units and hours for the Clinical/SLA/Related Learning Experiences in the Midwifery Curriculum, (b) faculty preparation, and competence, (c) overhead expenses of the school administration other than salaries.

A. 1. a class is composed of 50 students maximum

2. Clinical/SLA/RLE hours required
for whole course **1377 hours**

M	100	1	=	255 hours
	102	1	=	306 hours
	103	4	=	204 hours
	104	2	=	306 hours
PHC	1	4	=	204 hours
PHC	2	2	=	102 hours

		8	=	1377 hours

3. Students in groups for the clinical/SLA/RLE is 8-10 students to a group
- 1st & 2nd year.
- B.
1. The implementation of the Clinical/Structured Learning Activity/Related Learning Experiences calls for full-time faculty who are qualified and competent to handle the teaching responsibility in as many varied situations as the course and units required. The Midwifery Curriculum is new and innovative in content and approach in the utilization of major concepts and organizing principles requiring a highly competent instructor. Preparation for the Clinical/SLA/RLE entails more time, if not equal to classroom preparation.
 2. It is for the above reason that it was deemed reasonable that faculty remuneration relative to the Clinical/SLA/RLE should equal that of the classroom instruction.
- C.
1. Affiliation fees to different hospitals and agencies are not included in the computation.
 2. Formula for computing cost per hour to student (Refer to DECS Order No. 82, s. 1989 applicable to Nursing and now to Midwifery as well).

**SUPPLIES/EQUIPMENT/INSTRUMENTS PER LEVEL:
 Primary Health Care I and II**

CONCEPT	SLE/RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
Man	Depicts Social Graces thru Role Play	
- Psychosocial Aspect	a) Sets up tables for format and informal parties, tea party	tables, plates, spoon and fork, chairs, table linens, napkins, glasses, cups
	b) Receiving messages thru the telephone	telephone
	Communication technique	Forms on interviewing techniques
Health		
- Personal Hygiene	Handwashing	Sinks (2) I surgical
	Care of Eyes, Ears, Hair, Teeth, Nails, Feet	Towels, cotton pledgets, soap, soap dish, orange stick, hairbrush, toothbrush, toothpaste, glass, kidney basin
- Comfort Measures	Bedmaking	Crutch beds (6) I bed/8 students at one time
	Bedbath	Tray containing soap dish with soap, alcohol, comb, dusting powder, nail file, nail cutter Bed bath trays (3) Basins (2) Pitcher (2) Face Towel Bath Towel (2) Blankets (2) Rubber Sheet Draw Sheet
	Shampooing	Kelly pad Pitchers Rubber Sheets Pail (big) Cotton balls for ear plugs Bedside table (6) Footstool (6) Overhead table (1) Pillows (6)

CONCEPT	SLE/RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
Health Process	<p>History taking</p> <p>Physical Assessment (adult)</p> <p>a) Vital Signs</p> <p>b) Physical Assessment I (Head, Neck, Throat)</p> <p>c) Physical Assessment II (Chest, Thorax, Abdomen)</p> <p>d) Physical Assessment III (Upper and Lower Extremities) Sensory Reflexes</p>	<p>Liner</p> <ul style="list-style-type: none"> - bedsheet - pillows <p>Screen</p> <p>Rubber Sheet</p> <p>Form of gathering data</p> <p>Assessment tools (individual & family)</p> <p>B/P Apparatus</p> <ul style="list-style-type: none"> - manual - arterial <p>Teaching stethoscope</p> <p>Thermometers</p> <ul style="list-style-type: none"> - oral - rectal <p>VCR</p> <p>Video Tapes showing assessment of these parts</p> <p>Snell's Chart</p> <p>Penlight</p> <p>Head Mirror</p> <p>Otoscope</p> <p>Screen</p> <p>Nasal</p> <p>Tongue depressor</p> <p>Video tapes showing assessment of these parts</p> <p>Stethoscope</p> <p>Beds</p> <p>Screen</p> <p>Tape showing assessment of these parts</p> <p>Reflex hammer</p> <p>Chairs</p> <p>Screen</p>
Community		<p>Simulated/Actual Community Setting</p> <ul style="list-style-type: none"> - Houses - Barangay Hall with graphs showing vital statistics of a hypothetical community and spot map - Herbal plants <p>Posters on acupuncture</p>

CONCEPT	SLE/RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
Therapeutics M 101 - 102 Family	Drug Administration Oral Parenteral	Drug tray (1) Samples of oral drug like iron multivitamins, preparations, oxytocics, etc. "IM" Tray Tuberculin syringe (1) Syringes: 2 cc, 5 cc, 10 cc Needles: g. 20, 21, 22, 23, 24, 25, 26 Container for cotton balls for dry and with alcohol Kidney basin
	Responsible Parenthood Family Planning Developmental Stages Antenatal Natal / Delivery	Visual aids/samples of different F.P. methods/Manual of Procedures Examining Table Drapes Fetoscope CHN bag containing: <ul style="list-style-type: none"> - test tubes (2) - test tube holder (1) - alcohol lamp (1) - solutions Benedict, ascetic acid - thermometers oral (1) rectal (1) Tape measure (1) Weighing scale - spring (1) B/P Apparatus Stethoscope Outside the CHN bag <ul style="list-style-type: none"> - Kelly forceps (2) - Kidney basin (1) - Catheter - Fr. 8, 10, 12 (1 each) Shaving tray (1) <ul style="list-style-type: none"> - Jar of cotton balls with liquid soap - Graduated pitcher w/ flushing solution - Razor with blade - Kidney basin

CONCEPT	SLE/RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
	Newborn care	<p>Enema Tray (1)</p> <ul style="list-style-type: none"> - Irrigator can with rubber tubing and clamp - Enema tip - Jar for lubricant - Container of cotton balls - Graduated enamel pitcher - Bath thermometer - Kidney basin <p>Perennial Tray</p> <ul style="list-style-type: none"> - Enamel jar for cotton balls - Round nose forceps soaked in a solution - Enamel pitcher - Bed Pan - Kidney basin <p>DR Tray</p> <ul style="list-style-type: none"> - Kelly forceps (2) Mayo (1), straight (1) Scissors - Catgut - Needle holder - OS - Anesthetics <p>IM Tray containing oxytocics/VitK syringe and needle container for cotton balls</p> <p>DR Table</p> <p>Kelly pad and bucket</p> <p>Cord Dressing Tray (1)</p> <ul style="list-style-type: none"> - Jar of cotton pledgets - Jar of cotton balls - Jar of O.S. - Bottle of disinfectant - Bottle of alcohol - Jar of cord dressing - Sterile cord dressing - Scissors - Sterile forceps - Kidney basin <p>Oil Bath Tray</p> <ul style="list-style-type: none"> Jar of cotton balls Baby oil Kidney basin Baby's blanket Ophthalmic ointment Crib w/ baby doll Tape measure Weighing scale Baby's layette <ul style="list-style-type: none"> - diapers - binders - dress

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
	Post Natal	<ul style="list-style-type: none"> - BLANKET - safety pins - mittens - booties - Sterilizer - Feeding bottles w/ cover - Nipples - Measuring glass - Formula - Can opener <p>Perineal Tray</p> <p>Perilight</p> <p>Breast tray</p> <ul style="list-style-type: none"> - jar of cotton balls - jar for sterile H₂O - Breast pump <p>Medicine tray with oral oxytocics</p> <p>Instruments for taking vital signs</p> <p>Baby</p> <p>Crib</p> <p>Immunization Tray (BCG)</p> <ul style="list-style-type: none"> - jar of cotton w/ H₂O - Tuberculosis syringe w/ needle g. 25 or 26 - kidney basin ECG vaccine <p>Baby's layette</p> <p>Simulated Home Setting</p> <ul style="list-style-type: none"> Improvise bed Earthen jars or equivalent Improvise bed
	Care of the Newborn at Home	<p>Articles for bathing by basin with warm water</p> <ul style="list-style-type: none"> - towel - cottons - soap in soap dish - wash cloth or face towel - baby dress - diapers/pins
	Care of the postpartum mother	<p>Assessment tools</p> <p>B/P apparatus</p> <p>thermometer</p>
	Well Baby Clinic	<p>Immunization Tray (DPT, Polio vaccines)</p> <p>Weighing Scale</p>

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
M 100-103		
<u>Suggested Models:</u>	<u>Visual Aids</u>	<u>Instructional Aids</u>
1. Pregnant Models	Breastfeeding	Physical Assessment tapes
2. Newborn Models	Growth Charts	MMDST Kit
3. Pelvic Models	Immunization Schedules Developmental Landmark Family Planning Methods	
	<u>COMMUNITY SETTING</u>	
Home	1. Improvised Bed or Bamboo Bed 2. Water Container 3. Hammock/Baby Cradle 4. Basin-medium sized	(1) (1) (1) (1)
Health Center	1. Station 1.1 Charts/Folders 1.2 Chart Rack 1.3 Records File 1.4 Chair/Table 2. Well-Baby Clinic 2.1 Examination Table 2.2 Infant's Weighing Scale 2.3 Immunization Tray 2.3.1 Syringes Tuberculin 2 cc 2.3.2 Needles g. 23, 24, 25, 26 2.3.3 Bottle for dry cotton balls Bottle for cotton balls with alcohol 2.3.4 Cotton balls.	(1) (10) (1) (1) (1 each) (1) (1) (1) (1) (1 each) (4) (1) (1)

1. One Skills Laboratory should only accommodate 48-50 students per level at a time. More class-sections mean additional skills laboratory per level.
2. One Skills laboratory for level I and another nursing laboratory for level II are needed still following provision number 1.

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
M 101-13 Community	A. Family Health Process A.1. Care of Family with Health Problems (Family Case Study)	<ul style="list-style-type: none"> - Interview Guideline/Client Profile - Typhology of Family Health Problems <ul style="list-style-type: none"> - Family Care Plan - Public Health Bag - complete
M 102 Concept of Surgery/Pain	A. Pre-op Care A.2 Pre-op teachings A.3 Psychological Preparations A.4 Physical Preparation <ul style="list-style-type: none"> - Bowel Prep - Skin Prep A.5 Pre-op Checklist A.6 Pre-op meds B. Immediate post-op C. Post-op	<ul style="list-style-type: none"> - Consent Form - NPO tags - Shaving Tray (razor/blades, gauze, pads, emesis basin, cleansing solution) - Pre-op Checklist form - Syringes, needles, pre-op meds - Recovery Room <ul style="list-style-type: none"> + oxygen, suction, cord clamp - Ward Room <ul style="list-style-type: none"> + Surgical bed + oxygen, suction dressing tray
M 101 - 103 Concept of Oxygenation (wherever appropriate)	A. Respiratory Therapy A.1 Turning, Cough, Deep breathing A.2 Steam Inhalation A.3 Nebulization A.4 Bronchial clapping A.5 Postural Drainage B. Oxygen Therapy B.1 Oxygen Mask/Cannula/Nasal Prongs B.2 Oxygen Tent/Croupette B.3 T-tube B.4 Ambu-bag C. Suctioning C.1 Oral Nasal Suctioning	<ul style="list-style-type: none"> - Blow bottles - Incentive Spirometer - Steam Inhalator - Nebulizer (Solutions used for Nebulization) - Oxygen tank, oxygen regulator (flowmeter), Humidifier - Distilled water - Oxygen Cannula/Catheter, Nasal Prongs - Oxygen Mask - Croupette/Oxygen Tent - T-Tube, Ambu-bag - Suction Machine - Suction Catheter - Gloves/Pick-up forceps - Solution for rinsing and soaking suction catheters

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
<p>M 101 - 103 Fluids and Electrolytes Model: I.V. Arm (wherever appropriate)</p>	<p>D. Chest Drainage (Care of Patients with Chest Tube)</p> <p>A. IV Therapy A.1. IV Fluid Administration a. Preparing the Intravenous infusion equipment b. Starting/hanging IV c. Calculating IV drops d. Types of IV fluids and Indications e. Discontinuing IV Fluids</p> <p>A.2. Blood Administration a. Whole Blood b. Packed RBC</p> <p>B. Administration of Drugs thru IV B.1 Administration thru Volume Control Set B.2 Administration thru IV</p> <p>Push/Bolus B.3. Administration thru piggy back/side drip</p> <p>C. Central Venous Pressure Monitoring (CVP)</p> <p>D. Intake and Output D.1 Measure Intake - oral, IV, drainage, emesis D.2 Measure Output - Urine, stool, drainage, emesis</p> <p>E. Urinary Catheterization E.1 Catheter Insertion E.2 Maintaining Indwelling Catheter E.3 Bedside Urinary Bag E.4 Catheter Care</p>	<p>- One-way Water Seal Drainage - Two-way Water Seal Drainage - Three-way Water Seal Drainage</p> <p>- IV tray - Intravenous Infusion Set Macro drip/Micro drip</p> <p>- IV-Needles (Butterfly/Angio-catheter) - IV Fluids (hypertonic, isotonic, hypotonic solution) (1,000 cc., 500cc., 250 cc.,) - Arm board/ Splint</p> <p>- Blood Transfusion Set - IVB Tray - Normal Saline Solution 500 cc., IV tubing - IV Tray</p> <p>- Soluset/Buretrol</p> <p>- Syringe, needles</p> <p>- IV tubings, IV stand</p> <p>-CVP Manometer - D5W500 cc./IV Stand</p> <p>- Measuring cup/glass - Intake and output sheet - Empty IV bottles or measuring cup - Kidney basin</p> <p>- Urinary Catheterization Set - Urinary Catheters +Straight Catheter +Foley Catheter - Bedside Urinary bags/ leg bag</p>
<p>M 101 - 103 Metabolism/Nutrition</p>	<p>A. Nutrition A.2 Artificial Feedings a. NGT Feedings b. Gastrostomy Feeding</p> <p>B. Gastric Irrigation - Gastric Lavage</p>	<p>- Weighing Scale - Asepto-Syringe - Tube Feedings - Measuring Cup</p> <p>- NGT, normal saline solution, Asepto-syringe, kidney basin</p>

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
<p>M 100 - 103 Immunology</p>	<p>C. Testing specimens for sugar C.1 Urine testing for sugar/acetone</p> <p>C.2 Random Blood Sugar</p> <p>D. Insulin Administration</p> <p>E. Enema E.1 Cleansing enema (Soap suds enema)</p> <p>E.2 Retention Enema E.3 Fleet enema</p> <p>A. Medical Asepsis A.1 Handwashing A.2 Care of linens and supplies A.3 Gloving & gowning A.4 Dressing change</p> <p>B. Isolation Technique - Reverse Isolation technique</p>	<p>- Benedict's Test</p> <p>- Clinitest Tablet, test tape, or Plastix</p> <p>- Ketostix, Acetest</p> <p>- Haemoglucose test</p> <p>- Insulin Syringes, needles, alcohol swabs</p> <p>- Insulin meds - short, intermediate and long-acting</p> <p>- Illustration : Areas of the body to be used as injection sites</p> <p>Enema set</p> <p>- enema can, rectal tubings, gloves, rubbers sheet, solution, tissue paper</p> <p>- Fleet enema</p> <p>- Isolation Room</p> <p>- soap, running water</p> <p>- gloves, gowns, mask</p> <p>- antiseptic solution</p>
<p>M 102 - 103 Reproduction/ Sexuality</p>	<p>A. Assisting in Gynecological Exam</p> <p>B. Vaginal douche</p> <p>C. Administration of vaginal suppository</p>	<p>- Gynecological exam table, speculum, gloves, lubricant specimen bottles/slides</p> <p>- Vagina douche set</p> <p>- Sheets for draping</p> <p>- Gloves</p> <p>- Kidney Basin</p> <p>- Bed Pan</p> <p>- Rubber Sheet</p>
<p>M 102 Cellular Aberration</p>	<p>A. Diagnostic tests A.1 Breast self examination (BSE) A.2 Biopsy</p>	<p>- biopsy set</p>

CONCEPT	RELATED LEARNING EXPERIENCES	EQUIPMENT/SUPPLIES
<p>M 102-103 Acute Biologic Crisis and Emergency (wherever appropriate)</p>	<p>A. Emergency Interventions A.1 First Aid A.2 CPR A.3 Emergency cart/code cart A.4 Defibrillator A.5 Use of Ambu bag B. Care of high -risk newborn</p>	<ul style="list-style-type: none"> - Emergency kit/cabinet - Code cart with emergency drugs and gadgets - Cardiac board - Ambu bag - Isolette/incubator/Billy light
<p>Recording/Reporting</p>	<p>A. Receiving and giving of endorsement B. Recording</p>	<ul style="list-style-type: none"> - Mocked Nurses Station - Kardex - Chart <ul style="list-style-type: none"> - Medication sheet - Medicine cards - I & O sheet - Graphing sheet (VS)
<p>Patient's Health Education Discharge Instructions</p>	<p>A. Discharge planning A.1 Medication A.2 Health teaching</p>	<ul style="list-style-type: none"> - Discharge instruction

AND OTHER SUPPLIES AND EQUIPMENT WHICH WILL ADD TO THE POTENTIAL OF ENRICHING THE LEARNING SKILLS OF MIDWIFERY STUDENTS WHICH MAY BE CONSIDERED "NICE TO HAVE".