



FOUR-YEAR BACHELOR-LEVEL PROGRAM IN MIDWIFERY

MIDWIFERY EXCELLENCE:
AN EXCELLENT START FOR FAMILIES



This proposal has been prepared for submission to the Ministry of Education and Training in Viet Nam for accreditation as a four year Bachelor program for Midwifery Training

The University of Sydney, March 2014



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1. CONTEXT

VietNam has made great strides in improving maternal and newborn health in the past 15 years. In 2002 the Maternal Mortality Rate (MMR) was estimated to be 165/100,000 live births. The official data of the 2009 VietNam population and housing census presented an MMR of 69/100,000 live births (2). This is a commendable improvement, however, it is recognised that there is yet more to be achieved as studies suggest the MMR is much higher in the mountainous regions with the MMR in Son La province estimated to be 294/100,000 live births, 20 times higher than the rate in Long An province where the rate is 11/100,000 live births (1). Overall comparisons of mountainous areas compared to lowlands suggest at least a threefold differential in MMR (1).

The Ministry of Health in Viet Nam is committed to improve maternal and newborn health, especially in remote areas among marginalized populations. To "provide health care and protection to mothers and children" is enshrined in the Constitution of Viet Nam. As a signatory to global and regional commitments to improving maternal and newborn health, the government of Viet Nam established the Safe Motherhood Program in 1995 under the coordination of the Ministry of Health. It is internationally recognised that a well-educated midwifery workforce is fundamental to reducing MMR.

In Viet Nam, as in other developing countries, five direct complications account for more than 70% of maternal deaths: haemorrhage (25%), infection (15%), unsafe abortion (13%), eclampsia (very high blood pressure leading to seizures – 12%), and obstructed labour (8%). While these are the main causes of maternal death, unavailable, inaccessible, unaffordable, or poor quality care is fundamentally responsible (WHO 2005). Implementing the National plan for Safe Motherhood is the Government of Viet Nam's commitment to the International Conference on Population and Development (ICPD) and to the Millennium Development Goals (MDGs), particularly number 4 (under five mortality) and number 5 (maternal mortality) but will also contribute to MDG 6 (HIV and malaria) and MDG 1 (poverty) (3).

Viet Nam, has recognised the need to enhance both the number and education level of midwives in the country in order for them to play their vital role in the safe birthing of women and their infants. In 2011 a new three year college level curriculum for midwives was commenced in Viet Nam to enhance the health workforce needed for scaling up maternal and newborn services towards universal access. The curriculum was developed with the international consultants in close collaboration with experts in maternal and child health in Viet Nam under the leadership of the Ministry of Health and with the support of UNFPA.

In 2014 the International team was invited back to Viet Nam to assist with the development of a four year University Bachelor level Midwifery programme to complement the three year programme. This four year Bachelor programme will differ from the three year programme in the depth of its introductory sciences and humanities and its emphasis on the critical thinking and problem solving skills appropriate to a degree level programme. The graduates of this four year programme, it is hoped, will provide the cohort of midwives who, once confident and experienced in their midwifery practice, are more likely to take longer term management and leadership roles within maternity services.

REFERENCES:

UNFPA Compendium of Research on Reproductive Health in VietNam for the period 2006-2010

WHO (2005) World Health Report 2005, Geneva, World Health Organization, 2005. WHO (2007) Maternal Mortality 2005; Estimates developed by WHO, UNICEF, UNFPA, and The World Bank, World Health Organisation, 2007.

2. COURSE DESCRIPTION

2.1 AWARD – LEVEL, LENGTH AND MODE

This course is to be accredited by the Ministry of Education and Training as a four year Bachelor program. It has been designed for students who have the necessary prerequisites to enter a Bachelor of Midwifery program within a University. The course is designed as a full time course with theoretical input and laboratory practice within the educational institution and with sequenced blocks of clinical experience in a variety of clinical settings.

2.2 DEFINITION OF A MIDWIFE

The course is designed to prepare a student to become a Midwife. The term Midwife has an internationally agreed meaning. The following definition has been approved by the International Confederation of Midwives, the International Confederation of Gynaecologists and Obstetricians and accepted by the World Health Organisation. It is as follows:

"A Midwife is a person who having been regularly admitted to a midwifery education program, duly recognised in the country in which it is located, has successfully completed the prescribed course of studies in midwifery and has acquired the requisite qualifications to be registered and/or legally licensed to practise midwifery. She* must be able to give the necessary supervision, care and advice to women during pregnancy, labour, and post-partum period, to conduct deliveries on her own responsibility and to care for the newborn and the infant.

This care includes preventative measures, the detection of abnormal conditions in mother and child, the procurement of medical assistance and the execution of emergency measures in the absence of medical help. She has an important task in health counselling and education, not only for the woman, but also within the family and the community. The work should involve antenatal education and preparation for parenthood and extends to certain areas of gynaecology, family planning and child care. She may practise in hospitals, health units, clinics, domiciliary conditions or in any other service".

* More than 99% of midwives throughout the world are women and thus the female gender is used to denote midwife in this definition

2.3 PURPOSE AND AIM OF THE COURSE

STATEMENT OF PURPOSE

The purpose of the four year competency based midwifery program in VietNam is to develop midwives who are able to provide safe and effective health care services to women and children under the age of five years. This will address the physical, social and emotional needs of women by using a warm heart, skilful hands, a reflective mind and will put these basic attributes together with the Bachelor level scientific underpinnings and the midwifery leadership and practice management skills appropriate for a Bachelor level program.

Midwives will practice within the law and the country's policy to improve the health of women and babies. They practice in an ethical framework with honesty and integrity. They recognise and respect women from diverse backgrounds. They work collaboratively with their midwifery, nursing and medical colleagues.

Their practice is based on a sound knowledge of the basic sciences and they use the best evidence relating to care. Midwives are active in their own professional development, and engage in life-long learning to ensure their practice is current, safe and effective.

SPECIFIC AIMS

The program aims to develop midwives with the following skills and attributes, so that the care they provide is focussed on the needs of the woman, and on improving the health and wellbeing of VietNamese mothers and babies.

- A thorough knowledge of the biological sciences upon which their practice is based. This will include the structure and function of the human body, with emphasis on the female reproductive system in both health and disease. This knowledge will incorporate the study of the changes that occur in female physiology throughout the life cycle. The subject matter will include embryology, microbiology, physiology, pathology, pharmacology and related biological sciences.
- 2. Grounding in the social sciences will assist the midwife to provide care that is appropriate to the woman's social, cultural and psychological context. The subject matter will include counselling skills and the basic principles of education.
- 3. Effective communication skills which will enhance the midwives ability to develop collaborative partnerships with other health professions, women and their families
- 4. Midwifery skills which will be used to assess the needs, and plan, implement and evaluate the care given to the woman and her baby. These skills will be the basis of the midwife's practice and will be based on the best available evidence, to ensure the health and wellbeing of the mother and her baby. The midwife will use problem solving skills, a systematic approach and active reflection in her provision of care.
- 5. The midwife will apply her skills and knowledge in a variety of contexts, using the resources available to ensure the safety of the woman and her baby
- 6. Management skills to ensure that care is provided in an effective manner with appropriate utilisation of resources
- 7. Contribute to the development of policy and protocol which will assist the uniform provision of safe care
- 8. Conduct all midwifery care in a professional manner, with appropriate reference to the VietNamese competencies for midwives and the scope of practice
- 9. Handle medications safely in accordance with VietNamese regulations
- 10. Base all practice on the best available evidence, using information accessed from a variety of sources in a variety of ways.
- 11. Display beginning leadership skills amongst midwife colleagues and collaborative work with medical colleagues and those within the health service.
- 12. Beginning skills in management of an efficient and effective maternity service for women within their community context

2.4 COURSE PHILOSOPHY

MIDWIFERY PHILOSOPHY

This Bachelor level four year midwifery course is characterised by the depth of intellectual endeavour required of the Bachelor level student. In the same way the three year curriculum is symbolised by the words "HEARTS, HANDS and MINDS", in the outcome of the four year curriculum the midwife still works with her heart to provide compassionate, culturally sensitive and appropriate care to women and their families in a respectful and supportive way. The midwife uses her heart to aid communication and engagement with the woman. The midwife uses her hands to skilfully deliver safe and effective care. The midwife uses her mind to think critically, evaluate practice, and use evidence appropriately to provide this safe and effective care. In these aspects the two programmes do not differ as they both have the intended outcome of meeting the national competencies for a midwife. They differ mainly in the level of intellectual expectations of the critical thinking and analysis of students and graduates and the scientific and humanities underpinnings to their professional learning.

The four year course, similarly to the three year programme, has five curriculum strands embedded. They are woven throughout the curriculum and in interaction form the philosophical framework of the course. These include: Primary Health Care; Evidence based practice, Communication, Cultural awareness, sensitivity and respect, and Woman centred care. These strands are built on the understanding that pregnancy and childbirth are normal life events and are therefore the underpinnings of any contemporary competency based midwifery programme.

Primary Health Care has as its fundamental principles: equity and access to maternity services; services based on individual need; community participation; collaboration, appropriate use of technology, and the provision of affordable sustainable midwifery care (WHO, 1978, reaffirmed 2008).

Evidence based practice (EPB) involves that active questioning of established practice to ensure it is rigorously evaluated and at the most basic level that it "first does no harm". EBP requires that clinician to be reflective in and about practice, constantly gathering data and analysing practice, reading journals and engaging in scholarly discussion about practice and how best it may be improved.

Communication is the cornerstone for healthcare practice whether in initial engagement for assessment, in planning or implementing care or in evaluating its effectiveness. It is the key to the relationship with the woman and her family, to accurate diagnosis and referral, and to all intra and inter-professional engagement. It is the foundation of safe practice.

Cultural awareness, sensitivity and respect are fundamental to understanding the woman, her family and her attitudes to pregnancy, childbirth and child rearing. Cultural preferences should be respected in midwifery practice unless they compromise the safety of care. Viet Nam has extensive ethnic and cultural differences accompanied by

national pride in these differences and commitment to their maintenance. Knowledge and consideration of this curriculum strand is pivotal to VietNamese Midwifery practice.

Woman-centred care has an agreed definition and meaning in Midwifery practice:

In midwifery, 'woman-centred' is a concept that implies the following: Midwifery focuses on a woman's individual needs, expectations and aspirations, within the recognition of her particular social milieu, rather than the needs of the institutions or the professions involved. Implicit is the notion that 'woman-centred' encompasses the needs of the baby, and includes the woman's family, her other important relationships and community, as identified and negotiated by the woman herself......Midwifery follows the woman across the interface between institutions and the community, through all phases of pregnancy, birth and the postnatal period. It therefore involves collaboration with other health professionals when necessary. Midwifery is 'holistic' in terms of addressing the woman's social, emotional, physical, psychological, spiritual and cultural needs and expectations.

(http://www.acm.org.au/text/publications/publications.html)

The key ATTITUDES/ATTRIBUTES of the graduates of this course are found in these strands and are expanded upon in the Midwifery subjects.

EDUCATIONAL PHILOSOPHY

Education at Bachelor level holds an expectation of higher order thinking skills, critical thinking, problem solving and analytical skills. It requires a reconsideration of the teaching/learning and assessment strategies employed by educational institutions. Knowledge acquisition is not enough. It is essential that students are challenged to use knowledge to make clinical judgements and determine a course of action in a time-bound manner, often with imperfect information. This sound clinical decision-making is the hallmark of such an education. It requires challenging assessments to be set to extend the students thinking powers. It requires group activities such that they learn collaborative practice and referral processes. It necessitates mastery of skills used in differing combinations and in differing contexts. The teaching/learning strategies therefore include lectures, tutorials, group activities, laboratory practice sessions in which skill mastery is tested, and diverse supervised clinical practice in which real world decision-making is practiced.

When such a course is competency based an added layer of complexity is introduced for the course planners and implementers. The outcome competences need first to be determined and then programmed into the sequence of subjects such that each competency is able to be tested within its relevant subject area and brought confidently forward to the next subject such that its skill and complexity can be enhanced and built upon. Being able to sign off on competency development subject by subject becomes and integral component of the subject assessment. Successful subject completion is dependent not only on the in-class achievement but also in the clinical assessment of designated competencies. By the final subjects of the programme, students must be able to be assessed in the clinical environment on the totality of the competencies as

evidenced through composite testing of, in this case, the care of a woman and her infant through pregnancy, labour and the postnatal period. It is also necessary that the student complete the designated log book showing the variety of opportunities for skill development and mastery before the course can be deemed to have been successfully completed.

2.5 COMPETENCIES

The graduate of the four year midwifery curriculum in Viet Nam exhibits the following competences in practice:

- 1. Midwives should have the requisite knowledge and skills from obstetrics, neonatology, the social sciences, public health and ethics that form the basis of high quality, culturally relevant, appropriate care for women, newborns, and childbearing families.
- 2. Midwives provide high quality of services of maternal and child health care, culturally sensitive health education and services to all in the community in order to promote healthy family life, planned pregnancies and positive parenting.
- 3. Midwives provide high quality antenatal care to maximize health during pregnancy and that includes early detection and treatment or referral of selected complications.
- 4. Midwives provide high quality, culturally sensitive care during labour, conduct a clean and safe birth and handle selected emergency situations to maximize the health of women and their newborns.
- 5. Midwives provide comprehensive, high quality, culturally sensitive postpartum care for women.
- 6. Midwives provide high quality, comprehensive care for the essentially healthy newborn and infants under five years old.
- 7. Midwives provide a range of individualized, culturally sensitive abortion-related care services for women requiring or experiencing pregnancy termination or loss that are congruent with applicable laws and regulations and in accord with national protocols and guidelines on reproductive health care service

Reference

Ministry of Health, The Socialist Republic of VietNam No:342/QD-BYT. Essential Competencies of VietNam Midwife. January 2014.

3. COURSE DESIGN

This course is designed as a four year full time programme.

Minimum Knowledge: 140 credit points Duration: Four (4) years (8 semesters)

VietNam Requirements:

General education knowledge = 26 credits
Basic Professional Knowledge = 30 credits
Professional Education Knowledge = 64 credits
Supplementary Knowledge (Optional) = 12 credits
Graduation thesis/ Dissertation = 8 credits

3.1 STRUCTURING ELEMENTS

	Total Credit Points	Theory	Practice
Minimum general education knowledge	26	26	
Minimum professional education knowledge 64		38	26
Minimum basic professional knowledge	30	21	9
Supplementary Knowledge	12	9	3
Revision and Exams	8	8	
Total	140*	102	38

Key: 1 credit point = 15 hours theory

1 credit point = 30 hours laboratory/tutorial

1 credit point = 40 hours practice

Each Session = 50 minutes

^{*}Not including Physical Education or National Defence Education

3.2 OVERALL CURRICULUM STRUCTURE

YEAR ONE			
SEMESTER 1		SEMESTER 2	
22 Psychology	2	4 English	3
5 Applied Informatics	2	23 Basic Nursing Care 1	
7 Chemistry	2	9 Physics & Biophysics	2
8 Biology & genetics	2	12 Anatomy	2
6 Biostatistics	2	16 Biochemistry	2
26 Introduction to Midwifery	4	19 Epidemiology & CD	2
1-3 Vietnam Requirements	2	1-3 Vietnam Requirements	2
Phys Ed / NDSE		Phys Ed / NDSE	
2 week community prac		2 weeks prac	
TOTAL	16	TOTAL	17
YEAR TWO			
SEMESTER 3		SEMESTER 4	
13 Physiology	2	15 Pathophysiology	2
14 Microbiology & para	2	18 Nutrition	2
4 English	3	17 Pharmacology	2
27 Communication	3	28 Female Health Care	4
25 Infection Control	2	20 Environmental Health	2
24 Basic Nursing Care 2	2	38 Population Health & Family Pl	
21 Health Care System & Law	2	43 Research and EBP	
1-3 Vietnam Requirements	3	1-3 Vietnam Requirements	
4 weeks prac		4 weeks prac	
TOTAL	19	TOTAL	20
YEAR THREE			<u>'</u>
SEMESTER 5		SEMESTER 6	
		30 High risk pregnancy	4
37 Adolescent RH and menopause	2	32 Abnormal Labour and Childbirth care	4
29 Normal Pregnancy	4	34 Complicated Postnatal Care	3
31 Normal Labour	4	36 Care of children under 5	4
33 Normal Post natal care	4	39 Safe Abortion	2
35 Newborn Care	4	44 Elective B*	2
12 weeks prac		12 weeks prac	
TOTAL	18	TOTAL	17or 19
YEAR FOUR	•		
SEMESTER 7		SEMESTER 8	
41 Community RH	2		
44 Electives A & B*	6/8	44 Electives A & B	4
40 Midwifery Practicum 1	4	40 Midwifery Practicum 2	4
42 Midwifery Management	3	45 Graduate Dissertation	8
10 weeks prac	15/ 17	10 weeks prac	16
TOTAL	17 / 19 +	TOTAL	32
	15 or 17		

3.3 DETAILED COURSE STRUCTURE

YEAR 1

Semester 1	Theory credits	Practice	Semester 2	Theory credits	Practice
General Subjects	10		General Subjects	7	
Phys Ed and NDSE			Phys Ed and NDSE		
Introduction to Midwifery	3	1	Biochemistry	1	1
Psychology & Healthcare Ethics	2		Anatomy – Embryology & Histology	1	1
			Epidemiology & Communicable Diseases	2	
			Basic Nursing care I & First Aid	2	2
TOTAL credits 16	15	1	TOTAL credits 17	13	4

YEAR 2

Semester 1	Theory credits	Practice	Semester 2	Theory credits	Practice
Communication Skills &Health Education in Maternal & Child Care	2	1	Female Health Care	2	2
Infection Control	1	1	Population Health and Family Planning	1	1
Physiology	1	1	Research and EBP in Midwifery Care	2	1
Microbiology and Parasitology	2		Pathophysiology	2	
Basic Nursing Care II	0	2	Nutrition Regime	1	1
Organization of the health care Systems in Vietnam and the	2		Environmental Health	2	
Vietnam Requirements	3		Pharmacology	2	
English	3		Vietnam Requirements	3	
TOTAL credits 19	14	5	TOTAL credits 20	15	5
Clinical Practice	6 weeks	1	Clinical Practice	4 weeks	1

YEAR 3

Semester 1	Theory credits	Practice	Semester 2	Theory credits	Practice
Adolescent RH and Menopause	2		High risk pregnancy	2	2
Normal Pregnancy	1	3	Abnormal Labour and Childbirth Care	2	2
Labour and normal Delivery Care	1	3	Complicated Postnatal care	1	2
Normal Postnatal Care	1	3	Care of Children under 5 years	2	2
Care of Newborn	1	3	Safe & Comprehensive Abortion	1	1
			Elective B1*	2	
TOTAL credits 18	8	12	TOTAL credits 17 or 19	8 or 10	9
Clinical Practice	12 weeks		Clinical Practice	12 weeks	

YEAR 4

Semester 1	Theory credits	Practice	Semester 2	Theory credits	Practice
Community Reproductive	1	1			
Midwifery Practicum 1		4	Midwfiery Practicum 2		4
Midwifery Management, Evaluation and Professional	3		Electives: A3, B3	4	
Electives A1, A2, B2, B1*	6 or 8		Graduate Dissertation	8	
TOTAL credits 15 or 17	10 or 12	5	TOTAL credits 16	12	4
Clinical Practice	10 weeks	•	Clinical Practice	10 weeks	

Key

General Subjects

Basic Professional Subjects

Electives or Grad dissertation

Professional Education Knowledge Subjects

3.4 SUGGESTED RELATIONSHIP OF THEORY TO CLINICAL PRACTICE

Year One						
	2 week comm. Exams 1 week	Break	2 week Exams 1 week			
Year Two						
Prac com	infection weeks	Break	4 Weeks Clinical Practice Family planning and gynae (incl. medications) Exams 2 weeks			
Year Three						
12 weeks Clinical Practice (4 x 3 week rotations) Break 12 Weeks Clinical Practice (4 x 3 week rotations)						
Year Four						
10 Weeks Clinical Practice (2 weeks related to elective)	Ex	Break 10 Weeks Clinical Pract (Final assessment of all competencies and log b completion)	I Dissertation			

4. SUBJECT DESCRIPTIONS

4.1 GENERAL EDUCATION SUBJECTS

1. Principles of Marxism-Leninism (I & II)

5 credits

Content based on the program of Ministry of education and Training, issued in the Decision no 52/2008/QĐ-BGDĐT 18/9/2008

2. Ho Chi Minh ideology

2 credits

Content based on the program of Ministry of education and Training, issued in the Decision no 52/2008/QĐ-BGDĐT 18/9/2008

3. Evolutionary path of Vietnamese communist party

2 credits

Content based on the program of Ministry of education and Training, issued in the Decision no 52/2008/QĐ-BGDĐT 18/9/2008.

4. Foreign language

6 credits

This course will provide the students with the basic knowledge on grammar, vocabulary and common communication skills. Through this way, students can use professional English, undertake common communicate and consult professional midwifery documents. Requirement should be at the intermediate level (B1) for students who complete the English program (7 years) in high school.

5. Applied informatics

2 credits

This course will provide the students with the basic knowledge of informatics and computer science. This knowledge will help midwifery students in word processing (Word), Excel or FoxPro and using basic service of Internet

6. Biomedical Statistics

2 credits

This course includes the knowledge, basic skills in probability and statistics medicine: Definition, theorems, probability formulas and also provides students with ability to choose sampling; determine the sample size; handling the statistics; apply appropriate statistics TEST in the statistical research; Using software to handle medical information in statistics, reports and scientific studies.

7. Chemistry 2 credits

This course includes basic knowledge of chemistry, organic chemistry, chemical analysis and their applications as well as their medical implications and also provides students with ability to explain some of the chemical processes occurring in living organisms.

8. Biology and Genetics

2 credits

This course includes the knowledge of molecular biology, cell biology, developmental biology, the role of genetic medicine, characteristics of the main groups of genetic diseases.

9. Physics and Biological Physics

2 credits

Pre-requisite: Biology and Genetics, Chemistry

Basic knowledge and skills on the changes of energy on alive body, bio-electric phenomena, bio-photonic phenomena, sound and ultrasound, radiology, etc.

10. Physical education

0 credits

Content based on the program of Ministry of education and Training, published in the Decision no 3244/GD-DT 12/9/1995 and the Decision no1262/GD-DT 12/4/1997.

11. National defence and security education

0 credits

Content based on the program of Ministry of education and Training, published in the Decision no 81/2007/QD-BGDĐT 24/12/2007

4.2 BASIC PROFESSIONAL SUBJECTS

12. Anatomy – Embryology and Histology

2 credits

Pre-requisite: Biology and Genetics

Competency: #2, #3, #6

This subject introduces the student to anatomy and physiology of the human body from cellular to systems level. Together with physiology and pathophysiology this subject is an essential building block to understanding clinical signs and symptoms. It includes the embryological development of the human and the relationship between morphological structure and functions

13. Physiology 2 credits

Prerequisites: Anatomy, Biophysics, Chemistry

Competency: #2, #3, #4, #5, #6

The subject aims to enhance the midwife's understanding of normal function and dysfunction in health and disease.

It builds on the concepts introduced in Anatomy, Biophysics and Chemistry. It provides the student with information about the interrelationships between organ systems and the maintenance of homeostasis. It explores the relationship of the human body and the physical environment.

14. Microbiology and parasitology

2 credits

Prerequisites: Biology Competency: #1, #2, #6

This subject describes the structure, reproduction and biological features of common pathogens. It provides the student with the foundation for understanding communicable diseases including immune responses and resistance.

It describes some of the typical parasites found in Vietnam, their life cycles and pathogenesis in humans.

The subject aims to prepare the midwife for her role as a provider of primary health care and to appreciate the role of environment in the cause, prevention and control of communicable diseases.

15. Pathophysiology

2 credits

Prerequisites: Physiology

Competency: #2, #3, #4, #5, #6

This subject describes the ways in which organs and systems respond to disease. It explores response to disease from cellular to systems level, including susceptibility and resistence to infection and the effect of under or over activity of an organ.

The subject covers the role of immunology in the human, and details the factors that initiate and result in specific or non specific immune responses. The subject will enable the student midife to understand the relationship between the maternal and fetal immune systems.

16. Biochemistry 2 credits

Prerequisites: Chemistry Competency: #2, #3

This subject builds on the students understanding of chemistry and human biology through a focus on the cellular metabolism of biological substances. It prepares the student for an understanding of physiological dysfunction, nutrition and pharmacokinetics and tests and investigations which indicate biochemical status.

17. Pharmacology 2 credits

Prerequisites: Biochemistry, Microbiology - parasitology

Co-requisites: Patho-physiology

Competency: #1-7

This subject provides the students with a general understanding of absorption, distribution, metabolism and excretion of the medication in human body. This subject is designed to assist the student to be able to discuss effects, adverse side effects, mechanism of action and administration of common medication, especially those used in obstetrics; recognize the forms, characteristics, effects of some basic drugs in the training room. Pharmacology also assists the students to apply knowledge of these in other modules of Midwifery training and in the process of Midwife Care.

18. Nutrition – Regime

2 credits

Prerequisite: Physiology, biochemistry

Competency: #1, #3, #5, #6

This subject prepares the midwife for the role of primary health care provider in Vietnam. It explores the elements of nutrition and relates these to the provision of healthy diets within communities. There is a focus on nutrition in pregnancy and early childhood.

Safe storage, handling and preparation of food is described.

The role of food in culture is explored.

19. Epidemiology and communicable diseases

2 credits

Prerequisite: Biomedical statistics.

Competency: #1, #2, #5, #6

This subject prepares the midwifery for the role of primary health care provider and evidence based practice through developing knowledge and understanding of the principles of epidemiology. The student will analyse and predict the consequences of lifestyle and disease prevalence in the community, including analysing epidemic features of several common infectious disease in the community and investigation and control of epidemics.

20. Environmental Health

2 credits

Prerequisites: Epidemiology, microbiology and parasitology.

Competency: #1, #2, #3, #6

This subject is builds the midwife's knowledge of communicable diseases and environmental factors and health. The role of pollution and pollutants in community health will be explained and methods to minimize risk will be explored in the context of primary health care. Health-Environment-Hygiene interrelationships will be a focus of the subject.

21. Organisation of healthcare systems in Vietnam and the law

2 credits

Prerequisites: Nil Competency: #1, #5, #7

This subject prepares the midwife for professional practice in Vietnam by defining the specific legislation relating to health care and midwifery practice. The student is also introduced to the health system in VietNam, its structure and function.

22. Psychology and Healthcare Ethics

2 credits

Prerequisites: Nil Competency: #1, #5, #7

This subject introduces students to the study of human psychology. It aims to equip the midwife with the skills knowledge and attitudes that will allow her to practice professionally, without judgment or prejudice. The role of empathy and self efficacy will be explored.

Ethical issues relating to midwifery practice will be covered including aspects of interpersonal communication and research ethics as they apply both in Vietnam and internationally.

23. Basic Nursing Care I - First Aid

4 credits

Co-requisite: Anatomy- Embryology,

Competency: #1, #2, #3

This subject will develop the skills of accurate observation and interpretation of those observations of the woman in order to develop, implement and evaluate effective and appropriate plans of care. The subject will also introduce the principles of resource management in the context of healthcare practice including use and care of equipment and human resource management. This subject introduces the student to aspects of basic nursing care. This includes assessment of the patient (temp/BP/pulse/respirations); fluid replacement therapy; care of the body; wound management and pain control. The skills of first aid in emergency situations will be taught.

24. Basic Nursing Care II

2 credits

Prerequisites: Anatomy Embryology

Co requisite: Physiology. Competency: #1, #3, #5, #7

The aim of this subject is to provide the midwife with the nursing skills required to provide culturally sensitive and individualised care to patients during clinical placements.

25. Infection control 2 credits

Prerequisites: Epidemiology and Communicable diseases.

Co-requisites: Micro-parasitology

Competency: #1

This subject builds on the knowledge of microbiology, epidemiology and communicable disease. The emphasis is on the prevention and control of spread of infection in the community and in the health care facility. It focuses on basic understanding of hospital infection, environment and community infection; the role and basic skills to control them to protect and rehabilitate the living condition, workplace and improve the standard of health care and prevent epidemics.

4.3 PROFESSIONAL EDUCATION KNOWLEDGE SUBJECTS

26. Introduction to Midwifery

4 credits

Prerequisites: Nil

Competency: #1, #2, #3, #4, #5, #6, #7

This subject introduces the role of the midwife in the provision of maternal and infant care in the context of Vietnam. The nature of woman centred care is explained and developed. The subject builds on legal and ethical practice.

International influences on the development of midwifery are explored, especially as they relate to Vietnam in the context of the Asian Pacific region.

The significance of international drivers such as the WHO Millennium Development Goals is identified, and the role of international agencies in supporting the development of midwifery is explored.

27. Communication skills & health education in maternal & children health care

3 credits

Prerequisites: Psychology Competency: #1, #2, #5

The focus of this subject is communication between the midwife and the woman in order to ensure that the woman receives appropriate health care and support. Communication with medical professionals and other health personnel is also explored.

Factors influencing communication including culture, educational standard, health literacy and gender are explored.

The role of the midwife in identifying domestic violence is identified, and support of the affected woman is explored.

28. Female Health Care and Andrology

4 credits

Co requisites: Basic nursing care

Competency: #1, #2

This subject provides the midwife for her role in reproductive health in the community and across the lifespan. It covers women's health from menarche through to menopause and provides the midwife with an understanding of male sexual health, human reproductive behaviours and cultural influences.

29. Normal pregnancy care

4 credits

Prerequisites: Basic nursing care; Introduction to Midwifery, Communication skills and Health-education

Competency: #1, #2, #3, #4, #5, #7

This subject develops the midwife's understanding of the physiological changes that occur during pregnancy and applies the principles of psychology and communication to the care of the pregnant woman. It expands on the knowledge of embryological and fetal development. The midwife is introduced to the principles underpinning antenatal care including diagnosis, monitoring and education

30. High-risk pregnancy care

3 credits

Prerequisite: Normal pregnancy care

Competency: #1, #3

This subject is designed to enable the midwife to recognise deviations from normal pregnancy and to provide safe and effective woman centred care in complex situations. It will ensure that the woman is referred appropriately in order to maximize the health and wellbeing of both the woman and her baby.

31. Labour and normal delivery care

4 credits

Prerequisite: Normal pregnancy care Competency: #1, #3, #4, #5, #6

The emphasis in this subject is normal labour and birth and the assessment planning and care delivery by the midwife and the doctor during labour and birth. Particular attention is paid the management of pain for the labouring woman. The topics of caesarean section, episiotomy, instrumental delivery by forceps or vacuum and epidural anaesthetic are introduced.

It provides the midwife with the knowledge to recognise, facilitate and manage normal labour and birth. It utilizes knowledge relating to the normal physiology of labour and birth to provide care that supports the mother's capacity to give birth normally.

32. Care in abnormal labour and birth

4 credits

Prerequisites: Care of labor and normal delivery.

Competency: #1, #3, #4

The purpose of this subject is to prepare the midwife to recognise abnormalities and to provide care for the woman with a complication of labour. It focuses on understanding signs and symptoms of dystocia and other complications and on timely and appropriate referral and interprofessional communication.

33. Normal postnatal care

4 credits

Prerequisites: Care of labor and normal delivery.

Competency: #1, #3, #4, #5, #6

This subject builds on the childbirth subject and explores the body's recuperation following birth. It includes breastfeeding and the assessment of the post-partum woman including involution of the uterus, fundal height and lochia. This subject also focuses on the normal healthy neonate. Neonatal resuscitation and assessment are covered here along with the care of the neonate including feeding and bathing.

34. Complicated postnatal care

3 credits

Prerequisites: Normal postnatal care

CompetencyL #1, #3, #5, #6

This subject is designed so that the midwife can apply her knowledge of the principles of postnatal care in complex situations. It includes recognition and management of puerperal complications and decisions that must be taken in emergency situations, including emergency care and referral.

35. Care of the newborn

4 credits

Prerequisites: Basic nursing care Competency: #1, #4, #5, #6

This subject enables the student to develop skills in caring for the normal newborn. It explores areas of concern when caring for newborn babies and includes detection of abnormalities; care of babies experiencing difficulties with normal functions such as breathing and feeding. Emergency treatment and referral are also covered.

36. Care of the infant under five years

4 credits

Prerequisites: Care of the newborn

Competency: #1, #6

This subject explores the growth and development of the normal baby and child. It looks at normal milestones of development and common causes of deviation from the normal and the midwife's role in teaching mothers about the care of their newborn. It also looks at emergency care and referral.

37. Adolescent reproductive health care and care in the menopause

2 credits

Prerequisite: Antatomy – Physiology; Female health care and andrology.

Competency: #1, #2, #3

This subject aims to equip the midwife with the knowledge and skill to provide reproductive health care across the life cycle. It builds upon Female Health Care and Andrology. It supports the midwife's ability to provide reproductive health care from adolescence to senescence in culturally sensitive ways.

The role of the midwife as an educator is emphasised

38. Population Health and Family Planning

2 credits

Prerequisites: Female healthcare and andrology.

Competency: #1

This subject explores the population demographics of Viet Nam. It builds on the information on contraception taught in Female Health Care and looks at use of contraceptive techniques for all age groups and introduces counselling.

39. Safe and Comprehensive Abortion

2 credits

Prerequisites: Population health and family planning

Competency: #7

40. Midwifery Practice 1 – 2

8 credits

Prerequisites: Normal pregnancy care; care of the labour and normal delivery; care of the mother after normal birth.

Competency: #1-7

These clinical practice subjects enable the midwife to practice under the supervision of experienced midwives and obstetricians, the skills they have learnt. The subject aims to allow the student to develop competence in the care of women throughout the childbearing process.

41. Community reproductive health care

2 credits

Prerequisites: Subjects of care of the infant, newborn and mother

Competency: #1, #4, #5

This subject builds on knowledge of midwifery and reproductive health with the aim of strengthening the midwife's role in providing effective health care and promotion of community health. It focuses on the contexts outside the hospital in which a midwife may practice. It includes the provision of appropriate consultation and referral where the condition of the mother or baby necessitates the need for intervention or transfer

42. Midwifery management, evaluation and professional development

3 credits

Prerequisites: Law and Health care system organization.

Competency: #1, #4, #5, #7

This subject is designed to assist midwives to increase their understanding of the management of maternity care and maternity services as opposed to the direct one to one care of the individual woman, the focus thus far. It looks at data informed management and evaluation.

The subject prepares the midwife for the role of manager within health services, and leadership roles in the profession of midwifery. Continuing education and professional development responsibilities are explored.

43. Research and evidence-based practice in midwifery care

3 credits

Prerequisites: Epidemiology

Competency: #1, #3

This subject reinforces the need for practice based in sound research and encourages the midwife to actively participate in the development of midwifery knowledge.

It is designed to help the student understand the ways of exploring evidence and to enhance critical thinking and analysis.

44. Complementary Knowledge

12 credits

There are two types of Electives – Electives A and Electives B

Electives A are extensions to the student's midwifery knowledge and both have theory and practice components. Three of these elective subjects should be chosen from the list below.

Electives A

- Advanced Pregnancy Care
- Advanced Labour Care
- Advanced Postnatal Care
- Advanced Care of the Sick Woman (antenatal or postnatal)
- Advanced Reproductive Health Care
- Advanced Community Midwifery
- Advanced Care of the Well Baby
- Advanced Care of the Sick Baby

Electives B are to be determined by the University in order to meet local need. The student will take three B Electives.

45. Graduation Thesis/ Electives

8 credits

Students have chances to choose one of subclinical/clinical/community topics which are suitable with their future career orientations to improve practice ability or write graduation thesis. There might be the difference between lists of topics among courses in each academic years depending on the availability of supervisors and clinical placements/facilities, as well as overall achievements of students. This is the opportunity for students to aggregate necessary knowledge, attitude and skills attributing to a midwife. At the completion of this subject, it is expected that the student can be ready to practice professionally and independently and qualified for graduated students.

4.4 DETAILED SUBJECT DESCRIPTIONS

NOTE:

Throughout the detailed subject descriptions suggested teaching hours are provided based on the credits available. These are divided into theory, laboratory and clinical practice as indicated in the frame curriculum.

Theory hours have NOT been further classified as between lectures, group work, tutorials etc as this will be at the discretion of the teaching staff and institution. It should however be remembered that small group work should have approximately twice the face to face time as a lecture, as there is a higher expectation of students' independent work associated with lectures. i.e. 1 credit may be 15 hours of lectures or 30 hours of tutorials, for example 2 credits of theory may mean a 1 hour lecture per week for 15 weeks and a 2 hour tutorial weekly for 15 weeks.

A textbook has been written as a companion document to this curriculum and should be referred to for all subjects.

12. ANATOMY - EMBRYOLOGY AND HISTOLOGY

Credits 2 (1 theory, 1 laboratory)

Prerequisites: Biology and Genetics

Co requisites Nil

Competency 2A, 3A, 6A

Suggested breakdown of teaching hours: 15 hrs theory; 30 hrs laboratory over 15 weeks

Subject Description

This subject introduces the student to anatomy and physiology of the human body from cellular to systems level. Together with physiology and pathophysiology this subject is an essential building block to understanding clinical signs and symptoms. It includes the embryological development of the human and the relationship between morphological structure and functions.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe the structure and function of the human body
- Describe the different tissues that make up the major organs
- Outline the organs and systems that make up the human body and their interrelationships.
- Describe the embryological development of the human with particular reference to critical periods of development.
- Demonstrate an ability to relate disruptions in organs to disease signs and symptoms.
- Explain the relationship between the internal and external organs of reproduction in both genders
- Relate the structures of the female reproductive system to pregnancy, labour and birth

Content

- Major body systems structure, location and function
- Organogenesis in embryonic life
- Organ maturation in the fetus
- · Relationship of systems to functioning to clinical signs and symptoms
- Male reproductive structures
- Female reproductive structures
- Alteration to female reproductive structures during pregnancy, labour and the postnatal period

Teaching and Learning Strategies

- Lectures
- Laboratory work
- Web based animations, models, specimens

Assessment

Assessment of this unit will be through

Written assignments 20% Laboratory tests 20%

Final examination 60% (MCQs, short answer, labelling diagrams)

References

Blackburn, S T (2007) Maternal, Fetal and Neonatal Physiology; a clinical perspective, Elsevier

Wylie, L. 2005 Essential Anatomy and Physiology in Maternity Care, (2nd ed) Churchill Livingstone, London.

Web based animations for example:

Embryology downloads for example: http://cna.uc.edu/embryology/chapter10/animations/....

- Female reproductive development /10-17.mov
- Female ovarian development /fe.mov
- External female genitalia /Female.mov
- Male external genitalia Male.mov
- Renal /10-2.mov http://cna.uc.edu/embryology/chapter12/animations /...
- Face /FACE-high.mov http://cna.uc.edu/embryology/chapter9/animations/...
- Tube formation /Tube.mov http://isc.temple.edu/marino/embryo/.....

13. PHYSIOLOGY

Credits 2 (1 theory, 1 laboratory)

Prerequisites: Anatomy, Biophysics, Chemistry

Co-requisites: Nil

Competency: 2A, 3A, 4A, 5A, 6A

Suggested breakdown of teaching hours: 15 hrs theory; 30 hrs lab over 12 weeks

Subject Description

The subject aims to enhance the midwife's understanding of normal function and dysfunction in health and disease. It builds on the concepts introduced in Anatomy, Biophysics and Chemistry. It provides the student with information about the interrelationships between organ systems and the maintenance of homeostasis. It explores the relationship of the human body and the physical environment.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe the purpose of homeostasis and the role of organ systems in achieving this.
- Explore the changes that occur during pregnancy and relate them to normal physiological function.
- Describe how the physiological changes in pregnancy can impact on underlying diseases (e.g. cardiac, respiratory)
- Discuss how the physiological changes of pregnancy prepare the body for labour, birth and breastfeeding

Content

- Homeostasis
- Organ systems in maintaining normal physiological function
- Physiological changes during pregnancy
 - o Reproductive system
 - Cardiac system
 - o Blood
 - Endocrine system
 - o Breast

Teaching and learning strategies

- Lectures
- Workbooks
- Laboratory sessions
- Web based animations
- Models, charts, specimens

Assessment

Written assessment 20% Laboratory tests 20%

Examination 60% (MCQ, short answer, label diagrams)

References

Backburn ST (2007) Maternal, Fetal and Neonatal Physiology: a clinical perspective, Elsevier Wylie L (2005) Essential Anatomy and Physiology in maternity care (2nd Ed) Churchill Livingstone

14. MICROBIOLOGY AND PARASITOLOGY

Credits 2 Theory
Prerequisites: Biology
Co requisites: Nil

Competency: 1A, 2A, 6A

Suggested breakdown of teaching hours: 30 hrs theory over 12 weeks

Subject description

This subject describes the structure, reproduction and biological features of common pathogens. It provides the student with the foundation for understanding communicable diseases including immune responses and resistance.

It describes some of the typical parasites found in Vietnam, their life cycles and pathogenesis in humans.

The subject aims to prepare the midwife for her role as a provider of primary health care and to appreciate the role of environment in the cause, prevention and control of communicable diseases.

Learning Outcome statements

At the completion of this subject it is expected that the student will be able to:

- Differentiate between bacterial, viral, yeast, fungal and parasitic infection and describe how they are classified
- Identify the common causes of infection in humans
- Recognize risk factors for infection
- Identify the modes of disease spread
- Explain the role of the health care professional in the control of disease caused by microorganisms and parasites.

Content

- Classification of infective agents
- How infection is spread
- Structure, replication and life cycles of bacteria, viruses and common parasites
- Principles of treatment and prevention, (including antibiotics and retrovirals)
- Principles of disinfection
- Principles of sterilisation

Teaching and learning strategies

Lectures, Tutorials

Assessment

Written assignments 20% (Essay, poster presentation)

Tutorial quiz 10%

Final examination 60% (MCQs, Short answer)

References:

Brooks, G et al (2012) Medical Microbiology (24th ed) McGraw Hill

15. PATHOPHYSIOLOGY

Credits 2 Theory
Prerequisites: Physiology

Co requisites Nil

Suggested breakdown of teaching hours: 30 hours theory over 12 weeks

Subject Description

This subject describes the ways in which organs and systems respond to disease. It explores response to disease from cellular to systems level, including susceptibility and resistence to infection and the effect of under or over activity of an organ.

The subject covers the role of immunology in the human, and details the factors that initiate and result in specific or non specific immune responses. The subject will enable the student midwife to understand the relationship between the maternal and fetal immune systems.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe the concepts of immunity, resistance and susceptibility
- Identify the characteristics and systems of the human body that produce an immune response
- Describe the role of pathogens in producing an immune response
- Understand the basic pathophysiology of diabetes and cardiovascular disease and other disease processes effecting pregnancy and childbirth
- Differentiate between the forms of immune response
- Discuss the impact of pregnancy on the immune system of the mother
- Discuss the relationship between the mother and fetus in terms of immunity
- Outline why the mother does not normally produce an immune response to the fetus

Content

- Normal immune response
- Active and passive immunity
- Resistance
- Fetal and maternal immunity relationships
- Placental function and immunity
- Diabetes and Cardiovascular disease

Teaching and learning strategies

- Lectures
- Tutorials

Assessment

Written Assignment 40% (PowerPoint presentation on the physiological changes in a

specified disease)

Final examination 60% (Short answer questions)

References

Backburn ST (2007) Maternal, Fetal and Neonatal Physiology: a clinical perspective, Elsevier Wylie L (2005) Essential Anatomy and Physiology in Maternity care (2nd Ed) Churchill Livingstone

16. BIOCHEMISTRY

Credits 2 (1 theory; 1 laboratory)

Prerequisites: Chemistry

Corequisites: Nil Competency: 2A, 3A

Suggested breakdown of teaching hours: 15 hrs theory and 30 hrs laboratory over 15 weeks

Subject Description

This subject builds on the students understanding of chemistry and human biology through a focus on the cellular metabolism of biological substances. It prepares the student for an understanding of physiological dysfunction, nutrition and pharmacokinetics and tests and investigations which indicate biochemical status.

Learning Outcome statements

At the completion of the subject the student should be able to

- Describe fundamental aspects of cellular metabolism and the factors that influence it
- Relate normal cellular metabolism to disease processes (eg Diabetes Mellitus)
- Describe the impact of normal pregnancy on cellular biochemical processes
- Understand common tests and investigations and their normal values.
- Relate the physiological changes of pregnancy to changes in biochemical parameters

Content

- Factors influencing cellular metabolism
- Homeostasis and cellular metabolism
- The effect of pregnancy on metabolic rate and biochemistry
- Biochemical tests and investigations

Teaching and learning strategies

- Lectures
- Tutorials
- Laboratory

Assessment

Class tests 40 % (spot tests on previous session topics)

Final Examination 60% (MCQ and short answer)

References

Backburn ST (2007) Maternal, Fetal and Neonatal Physiology: a clinical perspective, Elsevier Huether S and McCance K (2011) Understanding Pathophysiology (5th ed) Elsevier (www.elsevier.com)

Wylie L (2005) Essential Anatomy and Physiology in maternity care (2nd Ed) Churchill Livingstone

17. PHARMACOLOGY

Credits 2 (1 theory; 1 laboratory)

Prerequisites Biochemistry, Microbiology-Parasitology

Co-requisites Pathophysiology

Competency 1A, 2A, 3A, 3B, 4A, 4B, 5A, 6A, 7A

Suggested breakdown of teaching hours: 15 hours theory, 30 hours laboratory over 12

weeks

Subject description

This subject provides the students with a general understanding of absorption, distribution, metabolism and excretion of the medication in human body. This subject is designed to assist the student to be able to discuss effects, adverse side effects, mechanism of action and administration of common medication, especially those used in obstetrics; recognize the forms, characteristics, effects of some basic drugs in the training room. Pharmacology also assists the students to apply knowledge of these in other modules of Midwifery training and in the process of Midwife Care.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe the absorption, distribution and excretion of drugs in the human body
- Outline the main pharmacological agents and their actions
- Discuss the concept of half life
- Demonstrate safe handling and administration of medications
- Describe the principles of storage for common drugs
- Demonstrate accuracy in the preparation of drugs to be administered including mathematical calculations
- Discuss the safe use of common pharmacological agents used in midwifery practice including oxytocics, antibiotics, anti fungals, analgesics and antihypertensives
- Discuss the use of common traditional medicines in midwifery practice and identify risks of use

Content

- Pharmacokinetics
- Actions and interactions of drugs
- Storage and handling of medication
- Mathematics relating to drug administration
- Administration of drugs
- · Drugs and medications in obstetric and midwifery practice
- Effects of drugs on the developing embryo and fetus
- Traditional medicines in midwifery practice

Teaching and learning strategies

· Lectures, Laboratory

Assessment

Practical assessment of medication safety (mastery)

Written assignment 20% Laboratory tests 20% Final examination 60%

References

Bryant B and Knights K 2011 (3ed) Pharmacology for Health Professionals, Elesevier Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 1, Socialist Republic of Vietnam

18. NUTRITION REGIME

Credits 2 (1 theory; 1 laboratory)
Prerequisites: Physiology, Biochemistry

Co requisites Nil

Competency: 1A, 3A, 5A, 6A, 6B

Suggested breakdown of teaching hours: 15 hrs theory, 30 hrs laboratory over 12 weeks

Subject Description

This subject prepares the midwife for the role of primary health care provider in Vietnam. It explores the elements of nutrition and relates these to the provision of healthy diets within communities. There is a focus on nutrition in pregnancy and early childhood.

Safe storage, handling and preparation of food is described.

Education and diet / nutrition for mothers

The role of food in culture is explored.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Identify the main nutrient groups and their sources in the Vietnamese diet.
- Explain the relationship between nutrient intake and health
- Identify factors that impact on nutrient intake and absorption
- Provide the mother with information regarding balanced nutrition for her and her family
- Identify the role of good nutrition during pregnancy and early motherhood
- Explain the role of breastfeeding in the prevention of early childhood diseases.
- Demonstrate an understanding of food hygiene practices in a variety of community settings
- Demonstrate flexibility when educating women regarding diet and nutrition

- Basic nutrients, (protein carbohydrate and fats) their sources and importance to health
- Vitamins, minerals & micronutrients sources & factors influencing availability from foods
- Diet in health and disease
- Health education relating to nutrition
- Cultural practices and food
- Altered nutritional requirements of pregnancy
- Nutrition in lactation
- The role of breast milk in infant health
- Infant feeding and weaning

- Lectures
- Small group work
- Tutorials
- Self directed learning
- Completion of a nutrient diary of own dietary intake

Assessment

Written assignment 20% (personal nutrient diary and analysis)
Written assignment 20% (the role of breastfeeding in infant health)
Final examination 60% (MCQ, Short answer, extended response)

References

Crisp J and Taylor C (2014) Potter and Perry's Fundamentals of Nursing (4th ed) Elsevier

19. EPIDEMIOLOGY AND COMMUNICABLE DISEASES

Credits 2 Theory

Prerequisites Biomedical statistics

Co-requisites Nil

Competency 1A, 2A, 5A, 6A

Suggested breakdown of teaching hours: 30 hours theory over 15 weeks

Subject description

This subject prepares the midwifery for the role of primary health care provider and evidence based practice through developing knowledge and understanding of the principles of epidemiology. The student will analyse and predict the consequences of lifestyle and disease prevalence in the community, including analysing epidemic features of several common infectious disease in the community and investigation and control of epidemics.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe prevalence and epidemiological features of infectious diseases in the community
- Identify ways of minimizing transmission and spread of communicable diseases
- Interpret statistics and disease trends in various contexts of Vietnam
- · Collect and analyse maternal and infant data
- Identify and plan for the risk of disease in national emergencies

Content

- · Data collection and analysis
- Maternal and perinatal morbidity and mortality data
- Communicable and non communicable diseases in Vietnam
 - Hepatitis A B C
 - o HIV / AIDS
 - o TE
 - Mosquito borne disease (Malaria Dengue etc)
 - o Acute diarrhoeal disease (cholera, diphtheria etc)
- · Planning for disease control in national emergencies
- Diagnostic tests

Teaching and learning strategies

- Lectures
- Tutorials
- Self directed learning

Assessment

Written assignment 20% (Essay, poster presentation)
Laboratory tests 20% (Laboratory workbook)
Final examination 60% (MCQ, Short answer)

References

Heymann DL (2008) Control of Communicable Diseases Manual (19th ed) American Public Health Association

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 1, Socialist Republic of Vietnam

20. ENVIRONMENTAL HEALTH

Credits 2 Theory

Prerequisites Epidemiology, microbiology and parasitology

Co-requisites Nil

Competency 1A, 2A, 3A, 6A

Suggested breakdown of teaching hours: 30 hours theory over 12 weeks

Subject description

This subject is builds the midwife's knowledge of communicable diseases and environmental factors and health. The role of pollution and pollutants in community health will be explained and methods to minimize risk will be explored in the context of primary health care. Health-Environment-Hygiene interrelationships will be a focus of the subject.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe the types, sources and spread of pollution
- Explain the impact of environmental pollutants on the health of the community
- · Describe ways in which exposure to pollutants can be managed
- Discuss personal and community responsibility in relation to control of pollution
- Identify potential effects of climate change on health, particularly in relation to water safety, sanitation and communicable diseases

Content

- Types of environmental pollutants
- Spread of pollutants
- Effects of specific pollutants on health
- Effects of maternal exposure to pollutants on the foetus
- Potential effects of climate change in Vietnam
- Risk management and environmental pollution

Teaching and learning strategies

· Lectures and tutorials

Assessment

Written Assignment 20% (essay)

Tutorial Presentation 20% (poster presentation) Examination 60% (Short answer)

References

Fleming ML (2011) Introduction to Public Health (2nd ed) Churchill Livingstone Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 1, Socialist Republic of Vietnam

21. ORGANISATION OF THE HEALTHCARE SYSTEMS IN VIETNAM AND THE LAW

Credits 2 Theory

Prerequisites: Nil Co requisites Nil

Competency: 1A, 5A, 7A

Suggested breakdown of teaching hours: 30 hrs theory over 12 weeks

Subject Description

This subject prepares the midwife for professional practice in Vietnam by defining the specific legislation relating to health care and midwifery practice. The student is also introduced to the health system in VietNam, its structure and function.

Learning Outcome statements

At the completion of the subject the student should be able to

- Describe the laws that relate to the practice of midwifery in Vietnam
- Describe the purpose of legislation relating to the provision of health care in Vietnam
- Outline processes by which the community can access health care
- Relate midwifery practice to primary health care in Vietnam
- Describe the organizational structure of healthcare in Vietnam as it relates to the practice of midwifery
- Understand the relevance of the collection of accurate health statistics to health planning and service development

Content

Organisation of healthcare in Vietnam from commune to city Role of the midwife and other health professionals in Vietnam Legislation impacting on midwifery practice in Vietnam

- Structure of health care system in VietNam
- Role of the midwife and other health professionals in VietNam
- Policy development and implementation
- Primary health care in VietNam
- Health care statistics maternal and perinatal mortality and morbidity.

Teaching and learning strategies

· Lectures, Tutorials, Group work, Self Directed learning

Assessment

Exam 60% (Short answer, MCQ)

Group work 20% Written assignment 20%

References

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Socialist Republic of Vietnam

22. PSYCHOLOGY AND HEALTHCARE ETHICS

Credits 2 Theory

Prerequisites Nil Co-requisites Nil

Competency 1A, 5A, 7A

Suggested breakdown of teaching hours: 30 hours theory over 15 weeks

Subject description

This subject introduces students to the study of human psychology. It aims to equip the midwife with the skills knowledge and attitudes that will allow her to practice professionally, without judgment or prejudice. The role of empathy and self efficacy will be explored. Ethical issues relating to midwifery practice will be covered including aspects of interpersonal communication and research ethics as they apply both in Vietnam and internationally.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Discuss the role of psychology in understanding human behaviours
- Demonstrate effective interpersonal communication skills
- Appreciate the role of the midwife in the support of women during the childbearing cycle
- Explore the origin of professional ethics in the context of Vietnam
- Define and describe the behaviours that underpin professional and ethical practice
- Describe the principles of ethical research

Content

- Human psychology
- · The psychology of communication and interpersonal skills
- Professional ethics
- · Professional behaviour
- Research ethics in Vietnam and internationally

Teaching and learning strategies

- Lectures
- Tutorials

Assessment

Written Assignment 20% (analysis of research ethics)
Group Assignment 20% (interpersonal communication)

Examination 60% (extended response)

References

Foster I R (2010) Professional Ethics in Midwifery Practice, Jones and Bartlett Barkway P (2013) Psychology for Health Professionals (2nd ed) Churchill Livingstone NMBA code of ethics for midwives www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx#codesofethics

UNFPA (2012) Compendium of Research on Reproductive Health in Viet Nam for the period 2006-2010

General Statistics Office 2011, Viet Nam Population and Housing Census 2009, Sex ratio at birth in Viet Nam: New evidence on patterns, trends and differentials, Ministry of Planning and Investment Viet Nam

UNFPA 2011, Ethnic Groups in Vietnam; An analysis of key indicators from the 2009 Viet Nam Population and Housing Census UNFPA

UNFPA 2011, Son Preference in Viet Nam: Ancient Desires, Advancing Technologies, UNFPA

UNFPA 2010, Gender-based Violence Issue Paper, UNFPA Ha Noi

UNFPA 2010, Sex ratio at Birth, imbalances in VietNam: Evidence from the 2009 Census UNFPA

23.BASIC NURSING CARE 1

Credits 4 (2 theory; 1 laboratory; 1 clinical prac)

Prerequisites: Anatomy

Co requisites: Nil

Competency: 1B, 2B, 3B

Suggested breakdown of teaching hours: 30 hrs theory, 30 hrs lab over 15 weeks and 2

weeks practical

Subject Description

This subject will develop the skills of accurate observation and interpretation of those observations of the woman in order to develop, implement and evaluate effective and appropriate plans of care. The subject will also introduce the principles of resource management in the context of healthcare practice including use and care of equipment and human resource management. This subject introduces the student to aspects of basic nursing care. This includes assessment of the patient (temp/BP/pulse/respirations); fluid replacement therapy; care of the body; wound management and pain control. The skills of first aid in emergency situations will be taught.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Accurately assess the condition of a patient through observation, including
 - History taking
 - Visual scanning
 - Measuring temperature, pulse, respirations and blood pressure
 - Urinalysis
 - Assessment of blood loss
 - Assessment of consciousness (Glasgow coma scale)
- Identify priorities for care
- Perform basic life support
- · Communicate effectively with other health professionals
- Consult and refer to other health professionals as appropriate
- Develop, implement and evaluate plans of care

- Measuring physical parameters (TPR and BP) and comparing them to the norm
- Urinalysis
- Collection of specimens (urine, faeces, sputum, swabs etc)
- Assessment of the patient (head to toe)
- Interpreting data from assessment patterns and trends
- Basic life support
- Estimation of blood loss
- · Principles of first aid
- Basic dressings/ bandaging/ splinting
- Management of resources

- Interprofessional communication
 - o Provide safe and effective care to the sick person
 - Make accurate observation of physical condition
 - o Provide first aid treatment in an emergency, including cardio pulmonary resuscitation
 - o Manage pain using both pharmacological and non-pharmacological means
 - o Provide effective wound care in order to promote tissue repair
 - o Communicate effectively with people seeking health care
 - o Handle and administer medications safely

- Lectures
- Laboratories
- Tutorials

Clinical Practice

2 weeks of Clinical Practice will take place in ob/gyn wards.

Assessment

Tutorial 20% (group work : resource allocation)

Skills Log 20%

Final examination 60% (MCQ, short answer)

References

Crisp J and Taylor C (2014) Potter and Perry's Fundamentals of Nursing (4th ed) Elsevier

24. BASIC NURSING CARE II

Credits 2 prac
Prerequisites: Anatomy
Co-requisites: Physiology
Competency: 1B, 3B, 5B, 7A

Suggested breakdown of teaching hours: 30 hrs laboratory practice over 12 weeks; 3 weeks

clinical practice

Subject description

The aim of this subject is to provide the midwife with the nursing skills required to provide culturally sensitive and individualised care to patients during clinical placements.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe cultural considerations in the provision of midwifery care
- Provide supportive nursing care
- Document observations and care accurately

Content

- Cultural considerations in midwifery care in Vietnam
- Individualizing midwifery care
- Management of intravenous lines
- Female catheterization
- Documentation of observations, plans of care and interventions

Teaching and learning strategies

Laboratory

Clinical Practice

3 weeks of clinical practice in a gynaecology ward

Assessment

Lab Skills assessment Hand washing and environmental hygiene, observation and

documentation of patient assessment, IV therapy, Female catheterisation, perineal washing, sterilisation and disinfection of

equipment

Written assignment 40% Cultural aspects of care

Examination 60% MCQ

Clinical Practice Assessment

Practical exam (pass/fail): a) Handwashing, gowning and gloving, b) documentation, c) communication with patients, d) IV therapy

References

Crisp J and Taylor C (2014) Potter and Perry's Fundamentals of Nursing (4th ed) Elsevier

25. INFECTION CONTROL

Credits 2 (1 theory; 2 prac)

Prerequisites: Epidemiology and Communicable Diseases

Co requisites Microbiology and Parasitology

Competency: 1A, 1B

Suggested breakdown of teaching hours: 15 hrs theory; 30 hrs laboratory; 1 week clinical

practice

Subject Description

This subject builds on the knowledge of microbiology, epidemiology and communicable disease. The emphasis is on the prevention and control of spread of infection in the community and in the health care facility. It focuses on basic understanding of hospital infection, environment and community infection; the role and basic skills to control them to protect and rehabilitate the living condition, workplace and improve the standard of health care and prevent epidemics.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Implements strategies to prevent and control infection in all health care contexts
- · Identify and manage risk during epidemics
- Recognize the role of the health care professional in the prevention of infection, including hand hygiene and personal protective equipment

Content

- Monitoring infections in healthcare facilities and the community
- Data collection and interpretation
- The role of community health literacy and prevention of spread of disease
- Good housekeeping in hospitals: management of infection
- Hand washing and hygiene practices
- Sterilization and disinfection
- Universal precautions
- Personal protective equipment
- · Respiratory hygiene
- Infection control in times of national emergency
- · Handling and disposal of contaminated materials

Teaching and learning strategies

- Lectures
- Tutorials
- Laboratory

Clinical Practice

One week of clinical practice focusing on infection control

Assessment

Written assessment 20 % (the role of hand hygiene in disease control)

Tutorials 20% (group work: health literacy project)

Examination 60% (MCQ)

References

Crisp J and Taylor C (2014) Potter and Perry's Fundamentals of Nursing (4th ed) Elsevier Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 1, Socialist Republic of Vietnam

26. INTRODUCTION TO MIDWIFERY

Credits 4 (3 theory, 1 prac)

Prerequisites: Nil Co requisites Nil

Competency: 1A, 1B, 5B, 7B

Suggested breakdown of teaching hours: 45 hrs theory over 15 weeks and 2 weeks community practical experience

Subject Description

This subject introduces the role of the midwife in the provision of maternal and infant care in the context of Vietnam. The nature of woman centred care is explained and developed. The subject builds on legal and ethical practice.

International influences on the development of midwifery are explored, especially as they relate to Vietnam in the context of the Asian Pacific region.

The significance of international drivers such as the WHO Millennium Development Goals is identified, and the role of international agencies in supporting the development of midwifery is explored.

Learning Outcome statements

At the completion of the subject the student should be able to

- Define the role of the Vietnamese midwife in the provision of healthcare.
- Relate the role of the midwife to Vietnamese legislation and requirements for practice.
- Demonstrate the role of the midwife in the provision of primary health care
- Demonstrate cultural awareness and sensitivity in professional practice
- Appreciate that pregnancy and birth are normal life events
- Critically analyse the role of the midwife in normal birth
- Evaluate the impact of midwifery care on caesarean section and obstetric intervention rates
- Discuss the cultural differences in birthing practices between different ethnic groups in Vietnam
- Explore the impact of place of birth on labour and delivery
- Document with accuracy matters pertaining to care

- Woman centred midwifery care
- Vietnamese regulations relating to midwifery practice
- Primary health care
- National and international influences and trends relating to midwifery practice
- Birthing practices amongst ethnic minorities
- Factors influencing mode of delivery
- Documentation of health care and record keeping

- Lectures
- Interviews with women
- Film/video/DVD of birth
- Tutorials

Clinical Practice

2 weeks community clinical practice

Assessment

Written assignment 20% Tutorial work 20%

Final examination 60% (Short answers and extended responses)

References

www.un.org/milleniumgoals

www.internationalmidwives.org

Pairman S, Pincombe J, Thorogood C, Tracy SK (Eds).(2010) Midwifery: Preparation for Practice. 2st ed. Elsevier Science, Sydney, Australia

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 1, Socialist Republic of Vietnam

27. COMMUNICATION SKILLS AND HEALTH EDUCATION

Credits 3 (2 theory; 1 laboratory)

Prerequisites Psychology

Co-requisites Nil

Competency: 1A, 1B, 2A, 2B, 5A, 5B

Suggested breakdown of teaching hours: 30 hrs theory over 12 weeks; 30 hrs laboratory and some objectives practiced in the 2 weeks hospital based practical experience of Semester 3.

Subject description

The focus of this subject is communication between the midwife and the woman in order to ensure that the woman receives appropriate health care and support. Communication with medical professionals and other health personnel is also explored.

Factors influencing communication including culture, educational standard, health literacy and gender are explored.

The role of the midwife in identifying domestic violence is identified, and support of the affected woman is explored.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Identify the components of effective communication
- Provide settings in which women are comfortable to facilitate effective communication
- Explore the incidence and factors that influence domestic violence
- Respond appropriately and professionally

Content

- Therapeutic communication
- · Establishing trust and rapport
- Identifying and responding to the woman or child at risk of domestic violence

Teaching and learning strategies

- Lectures
- Tutorials

Assessment

Written assessment 20% Poster presentation

Tutorial presentation 20% Health literacy and the communication Final examination 60% (Short answer and extended response)

Clinical Practice Assessment

Practical exam (pass/fail): communications exercises within the clinical practice experience

References

O'Toole G $\,$ (2012) Communication Core interpersonal skills for health professionals , Churchill Livingston

Stein-Parbury J (2013) Patient and Person: Interpersonal Skills in Nursing (5thEd) Churchill Livingstone.

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 1, Socialist Republic of Vietnam

28. FEMALE HEALTH CARE AND ANDROLOGY

Credits 4 (2 theory; 2 practice)

Prerequisites: Nil

Co requisites: Basic Nursing Care 1

Competency: 1A, 1B, 2A

Suggested breakdown of teaching hours: 30 hrs theory and 30 hrs laboratory over 12 weeks

and 2 weeks clinical practice

Subject Description

This subject provides the midwife for her role in reproductive health in the community and across the lifespan. It covers women's health from menarche through to menopause and provides the midwife with an understanding of male sexual health, human reproductive behaviours and cultural influences.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Identify the changes that occur in the female reproductive system throughout life
- Recognize factors that influence women's reproductive health
- Describe the normal menstrual cycle and identify abnormal menstruation
- Identify abnormalities in the female reproductive structures including the breast
- Perform basic physical examination of the female including breast, abdominal, pelvic and speculum examination
- Perform basic physical examination of the male including the genitalia
- Identify the changes that occur in the male reproductive system throughout life
- Discuss cultural influences on reproductive behaviours
- Discuss sexuality and sexual behaviours at different stages of the life cycle
- Describe normal sexual response in men and women
- Provide appropriate counseling to women and men relating to contraception and reproductive health
- Demonstrate an understanding of the use of traditional medicines in reproductive health

- Female and male reproductive structures
- Reproductive hormones
- Define menarche and menopause.
- Discuss the psychological impact of menarche and menopause
- Fertility, infertility and control of reproductive capacity
- Methods of contraception
- Human sexuality
- Sexually transmitted infections
- The sexual response cycle

- Lectures
- Tutorials
- Laboratory

Clinical Practicum

2 weeks clinical practicum in a gynaecological setting or women's health clinic or family planning clinic

Assessment

Written assignment 40% (the role of the midwife in reproductive health care)

Final examination 60% (Short answer and MCQ)

Clinical Practice Assessment

Practical exam (pass/fail): Assessment of normal female and male genitalia. Oral medication administration

References

Anderson BA (2005) Reproductive health: Women and men's shared responsibility, Jones and Bartlett Learning

Glasier A Gebbie A (2008) Handbook of Family Planning and Reproductive Healthcare 5e Churchill Livingstone Sydney

Pairman S, Pincombe J, Thorogood C, Tracy SK (Eds).(2006) Midwifery: Preparation for Practice. 1st ed. Elsevier Science, Sydney, Australia

Crisp, J and Taylor, C (2014) Potter and Perry's Fundamentals of Nursing (4rd ed) Elsevier, Australia

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 4, 5,8, Socialist Republic of Vietnam

29. NORMAL PREGNANCY CARE

Credits: 4 (2 theory; 0.5 laboratory; 1.5 prac)

Prerequisites: Basic Nursing Care, Introduction to Midwifery, Communication Skills and

Health Education

Co requisites Nil

Competency: 1A, 2A, 3A, 3B, 4A, 4B, 5B

Suggested breakdown of teaching hours: 30 hrs theory, 15 hrs laboratory over 6 weeks and

3 weeks prac.

Subject Description

This subject develops the midwife's understanding of the physiological changes that occur during pregnancy and applies the principles of psychology and communication to the care of the pregnant woman. It expands on the knowledge of embryological and fetal development. The midwife is introduced to the principles underpinning antenatal care including diagnosis, monitoring and education

Learning Outcome statements

At the completion of the subject the student should be able to:

- Integrate knowledge of anatomy, physiology, biochemistry and physics to facilitate safe midwifery practice
- Relate the physiological changes that occur during pregnancy to the care of the pregnant woman
- Describe the signs of pregnancy
- Assess the pregnant woman and her fetus
- Communicate with the woman and her family in ways which optimize health outcomes
- Provide appropriate advice to the woman regarding the management of the minor disorders of pregnancy
- Identify deviations from normal and consult and refer appropriately
- Actively encourage the woman to engage in antenatal care
- Provide appropriate nutritional advice to the mother
- Assist the mother to prepare for breastfeeding and infant care
- Address issues of drug use in pregnancy (including cigarettes and alcohol)
- Apply the principles of evidence based practice, primary health care cultural sensitivity, respect and woman centred care in all dealings with women

Content

Assessment

- History taking
- · General health assessment
- Abdominal palpation
- Vaginal examination
- Fetal growth and wellbeing
- Fetal heart sounds (fetal stethoscope and Doppler)
- Cardio tocographic monitoring (CTG)

Counselling

- Education of the woman about pregnancy, labour and birth
- Diet and exercise in pregnancy
- Avoidance of risk during pregnancy

Physiological changes

- Anatomical changes during pregnancy
- Growth and development of the fetus
- · Minor disorders of pregnancy and their management
- Preparation for lactation and breastfeeding

Teaching and learning strategies

- Lectures
- Tutorials
- Interviews with pregnant women
- Guest speakers
- Videos
- Laboratory sessions

Assessment

Written assignment 20% Laboratory log book 20%

Final examination 60% (MCQ and short answer)

Lab Practical assessment will be through mastery of the following clinical skills assessments:

- Antenatal history taking and care planning (First and subsequent visits)
- Abdominal palpation

Clinical practicum

This subject has 3 weeks of clinical practicum which should take place in an antenatal setting. It should be supervised by an experienced midwife.

Clinical Practice Assessment

Essential skills assessed during this time:

- Antenatal history taking and care planning (First and subsequent visits)
- Abdominal palpation
- Assessment of foetel heart sounds, application of CTG
- Counselling and education in pregnancy
- Vaginal examination

References

Blackburn ST (2012) Maternal and Neonatal Physiology; A clinical perspective (4thEd) Elsevier

Frye A (1997) Understanding diagnostic tests in the childbearing year (6th ed) Labrys Press Pairman S Tracey SK Thorogood C and Pincombe J (eds) (2010) Midwifery: preparation for practice (2nd ed) Elsevier

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 2, Socialist Republic of Vietnam

30. HIGH-RISK PREGNANCY CARE

Credits 4 (2 theory; 0.5 laboratory; 1.5 clinical)

Prerequisites Normal Pregnancy Care

Co-requisites Nil

Competency: 1A, 1B, 3A, 3B

Suggested breakdown of teaching hours: 30 hrs theory, 15 hrs laboratory over 6 weeks and

3 weeks prac.

Subject description

This subject is designed to enable the midwife to recognise deviations from normal pregnancy and to provide safe and effective woman centred care in complex situations. It will ensure that the woman is referred appropriately in order to maximize the health and wellbeing of both the woman and her baby.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Identify complications of pregnancy through careful history taking and physical assessment
- Apply the principles of primary health care in the provision of care for a woman and her family experiencing complications
- Employ sound problem solving skills in decision making relating to midwifery practice
- Demonstrate an understanding of the impact of pre-existing medical or surgical conditions
- Utilize effective interpersonal communications to meet the needs of the individual woman relate research evidence to midwifery practice
- Work collaboratively and effectively with other member of the health care team
- Demonstrate understanding of consultation and referral in midwifery practice
- Use ultrasound to support midwifery assessment

Content

Medical conditions in pregnancy including

- Cardiac (congenital and acquired eg Rheumatic heart disease)
- Diabetes mellitus
- Respiratory disease
- Infection (including hepatitis, HIV/AIDS, urinary infections, rubella, toxoplasmosis)
- Endocrine diseases (other than diabetes mellitus)
- Connective tissue disorders
- Renal disease
- Immune disturbance
- · Anaemias and blood disorders

Pregnancy specific disorders

Hyperemesis

Bleeding in early pregnancy

Antepartum haemorrhage – placenta praevia, placental abruption

- Hypertensive disorders in pregnancy
- Cholestasis
- Pre eclampsia, eclampsia HELLP syndrome
- Disorders of amniotic fluid: Hydramnios / Oligohydramnios
- Premature and prolonged rupture of membranes

Substance use and abuse

Psychological disorders

Grief and loss in pregnancy

Use of ultrasound

Consultation and referral procedures and practices

Transfer of the woman to higher levels of care

Teaching and learning strategies

- Lectures
- Tutorials
- Seminar presentations
- Self directed learning
- Group work

Clinical Practice

3 weeks clinical practice

Assessment

Written assignment 25% (case study 1)

Written assignment 25% (complex care in pregnancy)
Final Examination 50% (MCQ and extended response)

Clinical practice assessments

Pass/fail assessment of:

- Assessment of deterioration of condition and of rapidly changing situations
- Grief and loss in pregnancy
- Consultation and referral procedures and practices (including documentation)
- Transfer of the woman to higher levels of care

References

Marshall JE, Raynor MD (Eds) (2014) Myles Textbook for midwives (16th ed)Churchill Livingstone

Oates J & Abrahams (2011) Llewellyn Jones Fundamentals of Obstetrics and Gynaecology (9th ed) Mosby

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 2, Socialist Republic of Vietnam

31. LABOUR AND NORMAL DELIVERY CARE

Credits 4 (1 theory; 0.5 laboratory, 1.5 clinical)

Prerequisites: Normal Pregnancy Care

Co requisites Nil

Competency: 1A, 1B, 3A, 3B, 4A, 4B, 5B, 6B

Suggested breakdown of teaching hours: 30 hrs theory, 15 hrs laboratory over 6 weeks and

3 weeks practicum

Subject Description

The emphasis in this subject is normal labour and birth and the assessment planning and care delivery by the midwife and the doctor during labour and birth. Particular attention is paid the management of pain for the labouring woman. The topics of caesarean section, episiotomy, instrumental delivery by forceps or vacuum and epidural anaesthetic are introduced.

It provides the midwife with the knowledge to recognise, facilitate and manage normal labour and birth. It utilizes knowledge relating to the normal physiology of labour and birth to provide care that supports the mother's capacity to give birth normally.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe the signs of normal and abnormal labour
- Recognise the physiological responses to normal labour
- Monitor the progress of labour and the woman's adaptation to labour
- Monitor the fetal response to labour
- Assist the mother to give birth through her own efforts
- Conduct the second stage of labour
- Care of the perineum during second stage including episiotomy
- Prepare for and safely deliver the infant utilising understanding of the normal mechanisms of delivery
- Care for the newborn immediately after birth
- Mange the third stage to minimize blood loss
- Assess the genital tract for signs of trauma after delivery
- Monitor and manage blood loss postpartum

- Physiology of normal labour, signs of onset, pre labour and established labour
- · Cultural and individual expectations of labour and birth
- Woman centred care in labour
- Maternal response to labour
- Working with the pain of labour
- Management of pain in labour
- Mobility and active labour and birth
- Use of the partograph
- Assessment of progress in labour including vaginal examination
- Midwifery management of second stage

- Mechanism of labour (vertex anterior, vertex posterior)
- Management of vertex delivery (occipito anterior and posterior)
- Maternal positioning for birth (standing, squatting, lying)
- Perineal management including episotomy and repair of 1st and 2nd degree trauma
- Amniotomy
- Monitoring of maternal and fetal responses
- Factors influencing normal labor and delivery
- · Positions for labour and birth
- Documentation and communication of labour
- Care of the woman in the four hours after birth
- Initiation of breastfeeding
- Checking the placenta and membranes

Lectures, tutorials, guest lecturers, interviews with women, follow through experiences, laboratory sessions, web based animations

Assessment

Written assignment 30% (case study)

Laboratory log 20%

Examination 50% (MCQ, short answer, extended response)

Lab Practical assessment will be through mastery of the following clinical skills assessments:

- Abdominal palpation
- Assessment of the woman during first stage of labour (including vaginal examination)
- Midwifery care during second and third stage including normal vagina delivery and checking placenta, membranes and cord.

Clinical practicum

This subject has 3 weeks of clinical practicum which should take place in a labour and delivery setting. It should be supervised by an experienced midwife.

Clinical Practice Assessment

Four essential skills assessed during this time

- Abdominal palpation
- Assessment of the woman during first stage of labour (including vaginal examination)
- Midwifery care during second and third stage
- APGAR assessment of baby

References

Marshall JE, Raynor MD (Eds) (2014) Myles Textbook for midwives (16th ed)Churchill Livingstone

Pairman S Tracey SK (eds) Thorogood C and Pincombe J (2010) Midwifery : preparation for practice (2nd ed) Elsevier

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 2, Socialist Republic of Vietnam

32. CARE IN ABNORMAL LABOUR AND BIRTH

Credits 4 (2 theory; 0.5 laboratory; 1.5 clinical)

Prerequisites Care in normal labour and birth

Co-requisites Nil

Competency: 1A, 1B, 3A, 3B, 4A, 4B

Suggested breakdown of teaching hours: 30 hrs theory, 15 hrs laboratory over 6 weeks and

3 weeks prac.

Subject description

The purpose of this subject is to prepare the midwife to recognise abnormalities and to provide care for the woman with a complication of labour. It focuses on understanding signs and symptoms of dystocia and other complications and on timely and appropriate referral and interprofessional communication.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Recognise deviations from the norm in labour promptly and obtain appropriate assistance
- Support the woman during complicated labour and birth
- Assist during operative delivery
- Consult and refer with other health professionals

- Abnormal presentations and positions
- Mechanism of labour (face presentation and breech)
- · Management of delivery of face and breech presentation
- Management of multiple pregnancy
- Dystocia recognition, causes and management
- Prolonged labour, causes and management
- Assessment of fetal condition including interpretation of CTG
- Fetal distress, meconium stained liquor
- Grandmultiparity
- Induction and augmentation of labour (medical and surgical)
- Analgesia and anaesthesia in obsterics
- · Postpartum haemmorhage causes, prevention and management
- Operative obstetrics
 - o Caesarean section
 - Ventouse (vacuum)
 - o Forceps delivery
- Third and fourth degree perineal trauma
- · Repair of third degree tear
- Identification and repair of cervical trauma
- Psychological aspects of complex labour
- Maternal resuscitation
- Neontal resuscitation

- Maternal morbidity and morality
- · Fetal and neonatal morbidity and mortality
- Emergencies in midwifery practice
 - o Intrapartum bleeding
 - o Portpartum haemmorhage
 - o Amniotic fluid embolism
 - o Undiagnosed twin
 - Shoulder dystocia
 - o Uterine rupture
 - Cervical tear
- Transfer of the woman in labour

- Lectures
- Tutorials

Clinical Practice

3 weeks of clinical practice

Assessment

Written assessment 50% Case study and analysis Final examination 50% (MCQ and short answer)

Clinical Practice Assessment

Assessment of presentation in labour Assistance with operative interventions Care of the woman following delivery

References

Marshall JE, Raynor MD (Eds) (2014) Myles Textbook for midwives (16th ed)Churchill Livingstone

Pairman S Tracey SK (eds) Thorogood C and Pincombe J (2010) Midwifery : preparation for practice (2^{nd} ed) Elsevier

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 2, Socialist Republic of Vietnam

33. NORMAL POSTNATAL CARE

Credits 4 (2 theory; 0.5 laboratory and 1.5 clinical)

Prerequisites: Labour and Normal Delivery Care

Co requisites Nil

Competency: 1A, 1B, 3A, 3B, 4B, 5A, 5B

Suggested breakdown of teaching hours: 30 hrs theory, 15 hrs laboratory over 6 weeks and

3 weeks prac.

Subject Description

This subject builds on the childbirth subject and explores the body's recuperation following birth. It includes breastfeeding and the assessment of the post partum woman including involution of the uterus, fundal height and lochia. This subject also focuses on the normal healthy neonate. Neonatal resuscitation and assessment are covered here along with the care of the neonate including feeding and bathing.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe changes in maternal physiology relating to the puerperium
- Describe normal uterine involution
- Recognise normal lochia and changes from birth to full involution
- Assessment of bladder and bowel function post delivery
- Assist in the support of breastfeeding and the establishment of lactation
- Promote the maternal child relationship
- Provide woman centred care including education in matters relating to the early puerperium
- · Recognise and appreciate cultural practices relating to postnatal care
- Educate the mother and recognise normal and abnormal signs in herself and her infant

- Physiological changes in the puerperium in all body systems
- Physiology of lactation
- Normal uterine involution, including lochia
- Management of the perineum
- Elimination (bladder and bowel)
- Cultural factors relating to breastfeeding
- Cultural factors relating to postnatal care
- Diet and exercise in the postnatal period
- Education of the mother (and family) in care of the neonate
- Safe preparation and storage of infant formula
- Postnatal contraception and family planning

- Lectures
- Tutorials
- Demonstrations
- · Supervised practice
- Laboratory work

Clinical practicum

This subject has 3 weeks of clinical practicum which should take place in postnatal and newborn care settings. It should be supervised by an experienced midwife.

Assessment

Written assessment 30% Case study breastfeeding mother Group project 20% cultural aspects of postnatal care

Final examination 50% (MCQ)

Clinical Practical assessment

Three essential skills assessed during this time:

- Care of the mother after birth
- · Breastfeeding assessment
- Neonatal examination

References

Marshall JE, Raynor MD (eds) (2014) Myles Textbook for midwives (16th ed)Churchill Livingstone

Pairman S Tracey SK (eds) Thorogood C and Pincombe J (2010) Midwifery : preparation for practice (2nd ed) Elsevier

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 2, 4, Socialist Republic of Vietnam

34. COMPLICATED POSTNATAL CARE

Credit Points 3 (1 theory; 0.5 laboratory and 1.5 clinical)

Prerequisites Normal postnatal care

Co-requisites Nil

Competency 1A, 1B, 3B, 5A, 5B, 6B

Suggested breakdown of teaching hours: 15 hrs theory, 15 hrs laboratory over 6 weeks and

3 weeks prac

Subject description

This subject is designed so that the midwife can apply her knowledge of the principles of postnatal care in complex situations. It includes recognition and management of puerperal complications and decisions that must be taken in emergency situations, including emergency care and referral.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Recognise deviations from normal in the puerperium
- Describe the impact of complex pregnancy and labour or birth on the postnatal period.
- Describe the serious complications of the postnatal period and their immediate management including
 - o Sepsis
 - o Thrombi
 - Haemorrhage (primary and secondary)
 - Psychological and mood disturbance
 - Breast infection and abscess
- Grief and loss in the postnatal period
- Consult and refer appropriately

- Consultation and referral
- · Sepsis in the puerperium
- Abnormal blood loss and its management
- · Thrombi and predisposing conditions
- Neonatal loss
- Maternal death
- Recognition of fistulae (vesico-vaginal/rectovaginal)
- Recognition of emergency situations in the community and transfer to hospital
- Recognition and management of psychological emergencies in the postnatal period
- Management of retained products of conception including evacuation of the uterus

- Lectures
- Tutorials
- Laboratory

Clinical practice

3 weeks clinical practice

Assessment

Written assignment 50% case study

Final examination 50% (MCQ and short answer)

Clinical skills tests Pass/fail

Clinical Practice Assessment

- · Assessment for infection
- Support of breastfeeding with the ill mother
- Management of retained products

References

Marshall JE, Raynor MD (Eds) (2014) Myles Textbook for midwives (16th ed)Churchill Livingstone

Pairman S Tracey SK (eds) Thorogood C and Pincombe J (2010) Midwifery : preparation for practice (2^{nd} ed) Elsevier

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 2, Socialist Republic of Vietnam

35. CARE OF THE NEWBORN

Credits 4 (2 theory; 0.5 laboratory and 1.5 clinical)

Prerequisites: Basic Nursing Care

Co requisites: Nil

Competency: 1A, 4B, 5A, 5B, 6A, 6B

Suggested breakdown of teaching hours: 30 hrs theory, 15 hrs laboratory over 6 weeks and

3 weeks prac

Subject Description

This subject enables the student to develop skills in caring for the normal newborn. It explores areas of concern when caring for newborn babies and includes detection of abnormalities; care of babies experiencing difficulties with normal functions such as breathing and feeding. Emergency treatment and referral are also covered.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Recognise the normal neonate and minor deviations from the norm
- Demonstrate skill in neonatal resuscitation
- Assess the gestational age of the neonate and provide appropriate levels of supportive care
- Instruct and support the mother in techniques of infant care and behaviour, including feeding, elimination and settling
- Identify major and minor abnormalities (congenital and acquired) for example
 - Major chromosomal abnormalities (eg trisomy 21 and trisomy 13)
 - Neural tube defects
 - Signs of neurological irritation or deficit
 - Musculo-skeletal deformity including talipes and congenital dislocation of the hip
 - Facial abnormalities including cleft lip and palate
- Make appropriate referral in cases where abnormality is suspected
- Provide active resuscitation when required
- Support the preterm infant in its temperature regulation, nutrition and respiratory status
- Identify sources of community support for infants with an abnormality
- Discuss cultural differences in the care of the newborn

- Normal neonate
- Minor disorders of the newborn
- Physiological adaptation to extrauterine life
- APGAR Scoring
- Infant nutrition including
 - o Caloric and fluid requirements
 - Breastfeeding

- o Formula feeding
- o Feeding of infants of mother with HIV
- o Prevention and management of hypoglycaemia
- Temperature control in neonates
- · Prevention of infection including care of cord and eyes
- Care of the infant born preterm
- · Care of the infant with a congenital abnormality
- Education of the parents regarding normal neonatal development, immunisation and care
- Supporting parents of child with an abnormality
- Neonatal resuscitation
- · Neonatal jaundice

- Lectures
- Tutorials
- Laboratory sessions

Clinical practicum

This subject has 3 weeks of clinical practicum which should take place in newborn care settings. It should be supervised by an experienced midwife.

Assessment

Written assessment	20%
Assignment on normal infant behaviour (case study)	20%
Final examination	60%

Clinical Practice Assessment

Clinical skills tests assessed as Pass/fail on the following skills:

- Cord care
- Temperature and glucose control
- · Assessment of jaundice

References

Marshall JE, Raynor MD (Eds) (2014) Myles Textbook for midwives (16th ed)Churchill Livingstone

Pairman S Tracey SK (eds) Thorogood C and Pincombe J (2010) Midwifery : preparation for practice (2nd ed) Elsevier

Crisp, J and Taylor, C (2014) Potter and Perry's Fundamentals of Nursing (4rd ed) Elsevier, Australia

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 3, Socialist Republic of Vietnam

36. CARE OF THE CHILD UNDER FIVE YEARS

Credits 4 (2 theory; 0.5 laboratory and 1.5 weeks clinical)

Prerequisites: Care of the Newborn

Co requisites Nil

Competency: 1A, 6A, 6B

Suggested breakdown of teaching hours: 30 hrs theory, 15 hrs laboratory over 6 weeks and

3 weeks prac

Subject Description

This subject explores the growth and development of the normal baby and child. It looks at normal milestones of development and common causes of deviation from the normal and the midwife's role in teaching mothers about the care of their newborn. It also looks at emergency care and referral.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Recognise normal infant behaviours and development
- Provide support to the mother and family in order to ensure the care and safety of the infant
- Recognise causes of infant death and community strategies to reduce the risk
- Describe the importance of infant nutrition in the first five years
- Promote infant welfare programs including immunization
- Perform simple screening programs

Content

- Normal growth and development including growth patterns, behavioural and physical milestones
- Infant nutrition, weaning and introduction of solid foods
- Infant hygiene
- Child safety and risk management eg risks associated with water, road traffic, falls and burns
- Child abuse, recognition and appropriate referral
- Screening for normal sight and hearing
- · Common childhood infections
- Management of diarrhoea in children

Teaching and learning strategies

- Lectures
- Tutorials
- Case study
- Laboratory

Clinical practicum

This subject has 3 weeks of clinical practicum which should take place in settings involving children under the age of five e.g. preschool, school. It should be supervised by an experienced midwife or qualified childcare person or doctor.

Assessment

Written assessment 20% Case study report Normal child 1 to 5 years Group project 20% Health promotion strategy for parents

Final examination 60% (MCQ and short answer)

Clinical Practice Assessments

Clinical skills tests assessed as Pass/fail on the following skills:

- Management of diarrhoea
- Assessment of temp, pulse, respirations and hydration
- Advice regarding weaning
- · Assessment of normal growth and development
- Consultation and referral

References

Crisp J and Taylor C (2014) Potter and Perry's Fundamentals of Nursing (4th ed) Elsevier Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 3, Socialist Republic of Vietnam

37. ADOLESCENT REPRODUCTIVE HEALTH CARE AND CARE IN THE MENOPAUSE

Credits 2 theory

Prerequisites Antatomy and Physiology; Female health care and andrology

Co-requisites Nil

Competency 1A, 2A, 3B

Suggested breakdown of teaching hours: 30 hrs theory, over 6 weeks

Subject description

This subject aims to equip the midwife with the knowledge and skill to provide reproductive health care across the life cycle. It builds upon Female Health Care and Andrology. It supports the midwife's ability to provide reproductive health care from adolescence to senescence in culturally sensitive ways.

The role of the midwife as an educator is emphasised

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe the factors that stimulate the menarche and bring about the menopause.
- Describe the physiological changes that occur in puberty leading up to the menarche
- Describe the process of menopause
- Identify the average ages of menarche and menopause in Vietnam, including identifying factors in different population groups.
- · Discuss the concept of reproductive health
- Collect and analyse data relating to reproductive health in Vietnam
- Demonstrate skills and attitudes that will build trust and rapport with men and women seeking reproductive health care
- Identify and describe social and cultural factors that influence community attitudes towards sexuality and reproductive health
- Discuss the factors influencing adolescent reproductive health
- Describe the midwife's role in maintaining adolescent reproductive health
- Discuss the prevalence and prevention of sexually transmitted infections in Vietnam
- Demonstrate counselling skills appropriate to individual promotion of reproductive health across the life span
- Demonstrate skill in teaching adolescents about reproductive health

Content

- Reproductive changes during the lifespan in both genders
- Attitudes towards sexual behaviour in the community
- Reproductive health in adolescents
- Contraceptive methods
- Prevention of sexually transmitted infections

- Counselling skills in reproductive health
- Safe sex

Teaching and learning strategies

- Lectures
- Tutorials

Assessment

Written assessment 40% Lesson plan for adolescents on sexual health &

contraception

Examination 60% MCQ, short answer

Clinical Practice Assessment

- Counselling on choice of contraceptive methods
- Insertion of IUDs
- Prevention and detection of STIs

References

Glasier A, Gebbie A (2008) Handbook of Family Planning and Reproductive Health Care (5th ed) Churchill Livingstone

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 5, 6, Socialist Republic of Vietnam

38. POPULATION HEALTH AND FAMILY PLANNING

Credits 2 (1 theory; 1 practical)

Prerequisites: Female Health care and Andrology

Co requisites Nil

Competency: 1A, 2A, 2B, 3A, 5A, 5B

Suggested breakdown of teaching hours: 15 hrs theory over 12 weeks and 2 weeks prac

Subject Description

This subject explores the population demographics of Viet Nam. It builds on the information on contraception taught in Female Health Care and looks at use of contraceptive techniques for all age groups and introduces counselling.

Learning Outcome statements

At the completion of the subject the student should be able to

- Discus population growth in Vietnam
- Identify and comply with relevant Vietnam regulations and guidelines
- Demonstrate the use of various reproductive control methods in a teaching situation
- Provide advice regarding the choice of contraceptive method
- Describe and analyse the benefits and disadvantages of various contraceptive methods.
- Explain how various contraceptive methods work
- Describe the risks and advantages of various contraceptive methods
- Control of fertility, methods, suitability and safety
- Selection of appropriate means of controlling fertility
- Demonstrate communication and counselling skills in family planning.
- Respect, assist, and support the clients to select and apply the appropriate contraceptive method.
- Provide counselling to women regarding contraception after birth and post abortion
- Cervical cancer screening

Content

- Population growth in Vietnam
- Contraceptive methods (male and female)
- Counseling skills
- Effectiveness of various methods of contraception
- Analysis of the woman's contraceptive needs
- · Working with couples to determine best choice of contraceptive
- Insertion of Intra Uterine Contraceptive Device
- Cervical cancer screening tests
- · Lactational amenorrhoea method

Teaching and learning strategies

- Lectures
- Interviews with women
- Laboratory work
- Tutorials
- Self directed learning
- Seminar presentations

Assessment

Group presentation 40% Contraceptive methods

Examination 60% MCQ, Short answer, extended response

Clinical Practice Assessment

- Insertion of IUDs
- · Cancer screening
- Safe use of condoms

References

Glasier A, Gebbie A (2008) Handbook of Family Planning and Reproductive Health Care (5th ed) Churchill Livingstone

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 5, 6, Socialist Republic of Vietnam

39. SAFE AND COMPREHENSIVE ABORTION

Credits 2

Prerequisites: Population Health and Family Planning

Co requisites Nil

Competency: 1A, 7A, 7B

This subject is to be authored by Local experts

40. MIDWIFERY PRACTICUM 1-2

Credits 8 (2 x 8 weeks clinical practice)

Prerequisites High risk Pregnancy Care

Care in Abnormal Labour and Birth

Complicated Postnatal Care

Co-requisites Nil

Competency 1A & B – 6A & B

Subject description

These clinical practice subjects enable the midwife to practice under the supervision of experienced midwives and obstetricians, the skills they have learnt. The subject aims to allow the student to develop competence in the care of women throughout the childbearing process.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Provide safe prenatal, intranatal and postnatal care in a variety of settings
- Demonstrate proficiency in the management of normal labour, birth and the postnatal period
- Provide effective postnatal care to mother and infant
- Demonstrate the ability to recognize deviations from normal and to consult and refer appropriately in order to ensure safe outcomes
- Demonstrate professional attitudes and behavior
- Complete all of the clinical requirements of the midwifery education program
- Demonstrate cultural sensitivity

Content

- Clinical experience in prenatal care
- Clinical experience in labour and delivery
- Clinical experience in the postnatal care of mothers and babies
- Neonatal care

Teaching and learning strategies

Clinical placements across the full scope of midwifery practice

Clinical Practice Assessment

- Completion of clinical requirements in the log book
- Mastery of clinical assessment tests:
 - Prenatal assessment and palpation
 - o Care in labour including monitoring of foetal and maternal wellbeing
 - Conduct of normal delivery
 - Management of the second stage

- Active management of third stage
- o Immediate care of the neonate
- Neonatal resuscitation (simulation or clinical)
- Maternal resuscitation (simulated)
- o Immediate postpartum care including initiation of breastfeeding
- o Postnatal care of well mother and baby including breastfeeding support
- o Postnatal follow up and contraceptive advice

References

Marshall JE, Raynor MD (Eds) (2014) Myles Textbook for midwives (16th ed)Churchill Livingstone

Pairman S Tracey SK (eds) Thorogood C and Pincombe J (2010) Midwifery: preparation for practice (2nd ed) Elsevier

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 2, Socialist Republic of Vietnam

41. COMMUNITY REPRODUCTIVE HEALTHCARE

Credits 2 (1 theory; 1 practical)

Prerequisites: Care of Newborn, Care of Children Under 5, Normal Postnatal Care

Co requisites Nil

Competency: 1A, 4A, 5A, 5B

Suggested breakdown of teaching hours: 15 hrs theory, 15 hrs laboratory over 6 weeks and

1 week prac

Subject Description

This subject builds on knowledge of midwifery and reproductive health with the aim of strengthening the midwife's role in providing effective health care and promotion of community health. It focuses on the contexts outside the hospital in which a midwife may practice. It includes the provision of appropriate consultation and referral where the condition of the mother or baby necessitates the need for intervention or transfer

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe the factors that impact on the health of the individual, the family, the community and society
- Discuss the concepts of cultural sensitivity and safety as they relate to Vietnam people
- Discuss the specific health needs of the Vietnamese people
- Identify the role of the midwife in working with ethnic minorities
- Contribute to the safety of the population during epidemics and pandemics
- Articulate the role of the midwife as a provider of primary health care
- Analyse community health data in order to develop and contribute to public health in the community
- Work with communities sensitively to educate the community about potentially dangerous cultural practices
- Describe consultation and referral pathways in a variety of practice contexts
- Safely manage emergencies in the community including transport

Content

- Factors influencing health
- Epidemic management
- Cultural aspects of community beliefs and practices
- Public education, health literacy and health promotion
- Consultation and referral in the community setting
- Collection and analysis of community health data

Teaching and learning strategies

- Lectures
- Tutorials

- Visits to community health centres
- Independent project

Clinical Practicum

This clinical placement of one week involves the student practicing skills within the community setting. Students should utilise their clinical record book during this time.

Assessment

Written assessment 20% site visit report

Group presentation 20% the midwife's role in community health

Tutorial presentation 20% Health literacy

Examination 40% MCQ and short answer

References

Marshall JE, Raynor MD (Eds) (2014) Myles Textbook for midwives (16th ed)Churchill Livingstone

Pairman S Tracey SK (eds) Thorogood C and Pincombe J (2010) Midwifery: preparation for practice (2nd ed) Elsevier

Dunkley, J. 2000 Health Promotion in Midwifery Practice, Baillière Tindall, Edinburgh.

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Chapter 2,4,5,6,7,8 Socialist Republic of Vietnam

42. MANAGEMENT OF MIDWIFERY PRACTICE, EVALUATION AND PROFESSIONAL DEVELOIPMENT

Credits 3 Theory

Prerequisites: Organisation of Health Care Systems in Vietnam and the Law

Co-requisite: Nil

Competency: 1A, 2A, 3A

Suggested breakdown of teaching hours: 45 hrs theory over 6 weeks

Subject description

This subject is designed to assist midwives to increase their understanding of the management of maternity care and maternity services as opposed to the direct one to one care of the individual woman, the focus thus far. It looks at data informed management and evaluation.

The subject prepares the midwife for the role of manager within health services, and leadership roles in the profession of midwifery. Continuing education and professional development responsibilities are explored.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Describe the relevant national regulations regarding the management of workforce.
- Effective manage resources (equipment) within budget
- Be an effective role model for the profession of midwifery
- Demonstrate inter-professional communication and effective teamwork
- Plan for the provision of care in which enhances the health of mothers and babies in the broader community
- Demonstrate an awareness of the influences on the profession of midwifery (local and international)
- Plan for own ongoing professional development and contribute to the development of others
- Discuss the current policies influencing midwifery practice in Vietnam
- Analyse the role of the midwife in the provision of safe care in a variety of contexts
- Explain the role of the midwife in coordinating services relating to maternity services
- Demonstrate clinical leadership in the maternity services context
- Create and sustain interprofessional relationships which enhance the provision of care
- Lead midwives to ensure comprehensive and safe care for all women
- Demonstrate critical thinking in the organisation of service delivery

Content

- Basic management principles
- Human resource management

- Basic accounting
- Budget preparation
- Clinical leadership
- Time management
- Inter-professional communication and teamwork
- International aspects of midwifery
- Local influences on midwifery practice
- Working with groups, engagement and change management
- Methods of evaluation of individual, group and service performance.

Teaching and learning strategies

- Lectures
- Tutorials
- Case studies

Assessment

Tutorial presentation 25% Midwifery in other countries

Group Presentation 25% Case study in human resource management

Examination 50% Extended responses

References

www.internationalmidwives.org

www.unfpa.org

www.un.org/millenniumgoals/

Pairman S, Pincombe J, Thorogood C, Tracy SK (Eds). Midwifery: Preparation for Practice. 1st ed. 2006 Elsevier Science, Sydney, Australia

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Socialist Republic of Vietnam

43 RESEARCH AND EVIDENCE BASED PRACTICE IN MIDWIFERY CARE

Credits: 2 (1 theory and 1 practical)

Prerequisites: Epidemiology

Co requisites Nil Competency: 1A, 3B

Suggested breakdown of teaching hours: 15 hrs theory and 30 hrs tutorial/lab over 12 weeks

Subject description

This subject reinforces the need for practice based in sound research and encourages the midwife to actively participate in the development of midwifery knowledge.

It is designed to help the student understand the ways of exploring evidence and to enhance critical thinking and analysis.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Explore the development of midwifery knowledge
- Discuss the origins of midwifery practice in Vietnam
- Identify the midwifery practices that are grounded in scientific evidence, folklore or custom
- Identify practices derived through qualitative or quantitative enquiry
- Discuss the use of evidence in midwifery practice and the advantages and disadvantages of evidence-based midwifery from the perspectives of midwives, women and government
- Identify ways in which the midwife can contribute to the development of an evidence base for midwifery practice in Vietnam
- Utilise existing evidence (eg UNFPA and government data) to improve midwifery care in Vietnam

Content

- The building blocks of evidence and ways of knowing
- Levels of evidence
- What evidence based practice is
- Quantitative and qualitative data relating to midwifery practice
- The state of midwifery knowledge in Vietnam
- Identification of midwifery practices based on research versus tradition or clinical judgment alone

Teaching and learning strategies

- Lectures
- Tutorials
- · Self directed learning projects,
- · Data base searches.

Assessment

Tutorial presentation 50% Midwifery evidence for a selected practice (eg management

of third stage)

Group presentation 50% Data collection and analysis project (Maternity data

collection and analysis for a period & context)

References

Pairman S Tracey SK (eds) Thorogood C and Pincombe J (2010) Midwifery : preparation for practice (2nd ed) Elsevier

Enkin M, Keirse JNC, Neilson J, Crowther C, Duley L, Hodnett E, Hofmeyr J. (2000) A Guide to Effective Care in Pregnancy and Childbirth. 3rd Ed. Oxford. OUP http://maternitywise.org/quide/about.html

Ministry of Health Vietnam 2009, National Guidelines for Reproductive Health Care Services, Socialist Republic of Vietnam

UNFPA (2012) Compendium of Research on Reproductive Health in Viet Nam for the period 2006-2010

General Statistics Office 2011, Viet Nam Population and Housing Census 2009, Sex ratio at birth in Viet Nam: New evidence on patterns, trends and differentials, Ministry of Planning and Investment Viet Nam

UNFPA 2011, Ethnic Groups in Vietnam; An analysis of key indicators from the 2009 Viet Nam Population and Housing Census UNFPA

UNFPA 2011, Son Preference in Viet Nam: Ancient Desires, Advancing Technologies, UNFPA

UNFPA 2010, Gender-based Violence Issue Paper, UNFPA Ha Noi

UNFPA 2010, Sex ratio at Birth, imbalances in VietNam: Evidence from the 2009 Census UNFPA

UNFPA 2013, Unmet needs for reproductive Health and HIV/AIDS Services: Evidence based on the analysis of 2011 MICS data, UNFPA

4.5 COMPLEMENTARY KNOWLEDGE

There are two types of Electives – Electives A and Electives B

Electives A are extensions to the student's midwifery knowledge and have both theory and practical components. Three of these elective subjects should be chosen from the list below.

Electives A

Advanced Pregnancy Care

Advanced Labour Care

Advanced Postnatal Care

Advanced Care of the Sick Woman (antenatal or postnatal)

Advanced Reproductive Health Care

Advanced Community Midwifery

Advanced Care of the Well Baby

Advanced Care of the Sick Baby

Electives B are to be determined by the University in order to meet local need. The student will take three B Electives.

44 ELECTIVE A

Credit points 2 (1 theory and 1 practical)

Prerequisites: High risk pregnancy; care of abnormal labour and birth; complicated

postnatal care; care of the child under 5 years

Co requisites Nil

Suggested breakdown of teaching hours: 15 hrs theory and 15 hrs tutorial/lab over 6 weeks and

1 or 2 weeks practical experience

Subject description

This subject aims to allow the student to explore an area of interest and develop an in depth knowledge of it which will both inform and enhance midwifery practice.

The student will utilise resources beyond those provided as course materials and will demonstrate that they have researched a topic and developed new understandings which can be shared with midwifery colleagues.

The subject will prepare the student for further studies within the graduate dissertation.

Learning Outcome statements

At the completion of the subject the student should be able to:

- Explore the extension of midwifery knowledge in a specific area of practice
- Demonstrate an understanding of how this relates to local and international practice in maternity care
- Provide a plan for the sharing of this information with student colleagues

Content

- Researching and referencing the international literature
- Detailed exploration of a topic of interest appropriately analysed and referenced
- Comparison of international and Vietnamese practices relating to the area of interest
- Plan for the dissemination of information
- Delivery of 'inservice' lecture to midwives during practice component
- Case study from clinical practice

Teaching and learning strategies

- Lectures
- Tutorials
- Laboratory
- Self-directed learning projects

Assessment

- Delivery of 'inservice' lecture to midwives during practice component
- Case study from clinical practice

References

Pairman S Tracey SK (eds) Thorogood C and Pincombe J (2010) Midwifery: preparation for practice (2nd ed) Elsevier

Ministry of Health Vietnam (2009), National Guidelines for Reproductive Health Care Services, Socialist Republic of Vietnam

UNFA (2012) Compendium of Research on Reproductive Health in Viet Nam for the period 2006-2010.

4.6 GRADUATION DISSERTATION

Credits 8 credits

Pre requisites: Nil Co requisites: Nil

Students have chances to choose one of subclinical/clinical/community topics which are suitable with their future career orientations to improve practice ability or write graduation thesis. There might be the difference between lists of topics among courses in each academic year depending on the availability of supervisors and clinical placements/facilities, as well as overall achievements of students. This is the opportunity for students to aggregate necessary knowledge, attitude and skills attributing to a midwife. At the completion of this subject, it is expected that the student can be ready to practice professionally and independently and qualified for graduated students.

5. ASSESSMENT

5.1 THEORY SUBJECTS

Each subject will have a variety of pieces of assessment which are aligned with the subject objectives and overall course competencies and they will also have a final exam each semester which will be worth at least 50% of the subject mark.

5.2 ASSESSMENT OF CLINICAL SKILLS

Critical to the improvement in maternal and infant health outcomes is the clinical skill of the midwife. The development of clinical skill is a complex educational undertaking. It requires careful attention to teaching strategies, practice strategies, clinical practice strategies and evaluation strategies. The programme as a whole is designed to shape behaviour towards the development of the graduate capabilities through the demonstration of the competencies for a graduate midwife (See the Midwifery Clinical Practice Record)

Clinical skills are taught first in the College in laboratory sessions, integrated with the relevant underpinning theory. They are then practiced by students until a level of fluidity is achieved. The skill is then practiced with a woman in the health service situation but under the guidance of an experienced and qualified midwife or doctor and she is assessed for competence when ready. Only after assessment of competency is the skill to be performed unsupervised with a patient. In skill development, it is important to have a structured pattern of teaching, learning, practice and assessment.

6. MANAGEMENT OF TRAINING

Training management will be directed by The regulations on regular training of bachelor and college level with the credits system, issued by MOET under the Decision No. 43/2007/D-BGDDT dated on 15/August/2007 by the Minister of MOET

Circulation No. 57/2012/TT-BGDDT issued by MOET dated on 27/12/2012 to amend and complement some points of regulations on regular undergraduate training at bachelor and college level with the credit system issued under the Decision No. 43/2007/D-BGDDT dated on 15/August/2007 by the Minister of MOET:

- o Midwifery essential competencies in Vietnam
- In reference with the draft of Nursing and Midwifery Faculty of University of Sydney, under the financial and technical support of UNFPA in Vietnam