

স্মারক নং-বিএনএমসি/প্রশা-১০/২০২০-৬৬


তারিখঃ ২২ জানুয়ারি ২০২০ খ্রিঃ

**মতামত প্রদান সংক্রান্ত**

এতদ্বারা সর্বসাধারণের অবগতির জন্য জানানো যাচ্ছে, বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল আইন অনুযায়ী প্রস্তাবিত ২ বছর মেয়াদি পোস্ট-বেসিক বিএসসি ইন মিডওয়াইফারি (ডিপ্লোমাতোর) কোর্স কারিকুলামের খসড়া প্রণয়ন করা হয়েছে (কপি সংযুক্ত)। প্রস্তাবিত কারিকুলাম চূড়ান্তকরণ ও যথাযথ প্রক্রিয়ায় অনুমোদন পূর্বক ২০২০-২০২১ শিক্ষাবর্ষ (জুলাই-২০২০) হতে বাস্তবায়নের পরিকল্পনা গ্রহণ করা হয়েছে। খসড়া কারিকুলামের উপর সংশ্লিষ্টদের মূল্যবান মতামত প্রদানের জন্য অনুরোধ করা যাচ্ছে।

উল্লেখ্য যে, মতামত প্রদানকারি ব্যক্তির নাম, ঠিকানা, পেশা, জাতীয় পরিচয়পত্র নং, মোবাইল নং উল্লেখ পূর্বক কাউন্সিলের ই-মেইলঃ infobnmc15@gmail.com এবং ডাকযোগে আগামী ০৬-০২-২০২০ খ্রিঃ তারিখ অফিস চলাকালিন সময়ের মধ্যে নিম্ন স্বাক্ষরকারি বরাবর প্রেরণের জন্য অনুরোধ করা যাচ্ছে।

সংযুক্তঃ প্রস্তাবিত কারিকুলামের খসড়া।



(সুরাইয়া বেগম)

রেজিস্ট্রার

বাংলাদেশ নার্সিং ও মিডওয়াইফারি কাউন্সিল  
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সদয় অবগতি ও কার্যার্থে অনুলিপি (জ্যেষ্ঠতার ক্রমানুসারে নয়):

১. চেয়ারম্যান, বিশ্ববিদ্যালয় মঞ্জুরী কমিশন (ইউজিসি), আগারগাঁও, শের-ই-বাংলা নগর, ঢাকা।
২. ভিসি, বঙ্গবন্ধু শেখ মুজিব মেডিক্যাল বিশ্ববিদ্যালয়/চট্টগ্রাম মেডিকেল বিশ্ববিদ্যালয়/রাজশাহী মেডিকেল বিশ্ববিদ্যালয় /সিলেট মেডিকেল বিশ্ববিদ্যালয়/বাংলাদেশ ইউনিভার্সিটি অব প্রফেশনালস (বিইউএফ), মিরপুর সেনানিবাস, ঢাকা।
৩. রেজিস্ট্রার, ঢাকা বিশ্ববিদ্যালয়/রাজশাহী বিশ্ববিদ্যালয়/চট্টগ্রাম বিশ্ববিদ্যালয়/শাহজালাল বিজ্ঞান ও প্রযুক্তি বিশ্ববিদ্যালয়/বঙ্গবন্ধু শেখ মুজিব মেডিক্যাল বিশ্ববিদ্যালয়/চট্টগ্রাম মেডিকেল বিশ্ববিদ্যালয়/রাজশাহী মেডিকেল বিশ্ববিদ্যালয়।
৪. মহাপরিচালক, স্বাস্থ্য অধিদপ্তর/নার্সিং ও মিডওয়াইফারি অধিদপ্তর, ঢাকা।
৫. ডিন, ফ্যাকাল্টি অব মেডিসিন, ঢাকা বিশ্ববিদ্যালয়/রাজশাহী বিশ্ববিদ্যালয়/চট্টগ্রাম বিশ্ববিদ্যালয়/শাহজালাল বিজ্ঞান ও প্রযুক্তি বিশ্ববিদ্যালয়/বাংলাদেশ ইউনিভার্সিটি অব প্রফেশনালস (বিইউএফ), মিরপুর সেনানিবাস, ঢাকা।
৬. উপসচিব (নার্সিং শিক্ষা), স্বাস্থ্য শিক্ষা ও পরিবার কল্যাণ বিভাগ, স্বাস্থ্য ও পরিবার কল্যাণ মন্ত্রণালয়।
৭. পরিচালক, জাতীয় নার্সিং উচ্চ শিক্ষা ও গবেষণা প্রতিষ্ঠান (নিয়োনার), মুগদা মেডিকেল কলেজ হাসপাতাল সংলগ্ন, ঢাকা।
৮. অধ্যক্ষ (সকল), নার্সিং ও মিডওয়াইফারি শিক্ষা প্রতিষ্ঠান (সরকারি/বেসরকারি), . . . . .
৯. হিসাব শাখা, বিএনএমসি/সহকারী প্রোগ্রামার (আইটি), বিএনএমসি (বিজ্ঞপ্তিটি ওয়েব সাইটে প্রকাশের নির্দেশসহ)।
১০. কারিকুলাম সংক্রান্ত অফিস নথি, বিএনএমসি।
১১. জনাব/ বেগম . . . . .

Draft

# Bachelor of Science in Post Basic Midwifery

## Curriculum

2019



For public opinion

**Bangladesh Nursing & Midwifery Council**

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## Background and Introduction

In Bangladesh, maternal mortality fell dramatically from 574 in 1990 to 194 in 2010 (BMMS). Since then mortality rates have plateaued, and despite positive projections, MDG 5 was not met. Currently approximately 50% of women give birth at home without skilled attendance, while those who have access to facilities find it challenging to avail quality routine and emergency care and often choose elective cesareans. To further reduce the decline in maternal morbidity and mortality and provide high quality care, the presence of competent, professional midwives trained to international standards is critically needed. For midwives to be fully effective, educational quality is the highest priority. A trained midwife needs to accurately assess situations, identify problems, provide compassionate, respectful, evidence based care and, in the case of emergencies, provide initial stabilizing treatment independently and referral to a supportive interdisciplinary team, as appropriate. Additionally, to be successful, a midwife requires an enabling environment supporting her care.

According to 2014 series on midwifery in The Lancet, midwives who are well educated, licensed and regulated, could prevent over 80 % of all maternal and neonatal deaths and stillbirths. To address the SDGs, in 2009 at 65th UN Assembly, the honourable Prime Minister committed to the development of midwifery in Bangladesh. Initially in 2010, a 6-month advanced certificate midwifery training for registered nurse-midwives was created. By 2012 the direct entry 3-year diploma midwifery program was started. In 2016 the 6-month certificate program was phased out as the new cadre of midwifery was born. The government of Bangladesh has committed to the success of midwifery with the development of regulation, association and support of quality education.

As the cadre has developed, nursing has been the primary educator. The support by nursing allowed the profession of midwifery to grow. Looking forward, quality education of midwives by midwives, as well as a career path for midwifery has become a necessary. To achieve the potential of midwifery and the desired impact on maternal health, the education of a skilled midwife to international standards requires a skilled midwifery teacher. The returns of investing in professional midwives to support leadership in the profession as faculty, managers, administrators and early researcher is necessary to continue the growth of the profession in Bangladesh. It is with this in mind that the BSc in Midwifery was created.

History of midwifery in Bangladesh:

- 2008: Strategic direction presented, creating 3,000 midwifery posts.
- 2009: Announcement of Midwifery plan. 6 month advanced certificate in midwifery for registered nurses begun.
- 2012: 3-year direct entry diploma program started
- 2016: 6-month advanced certificate in midwifery for registered nurses closed after 1594 certified midwives completed training.
- 2018: 1148 registered midwives are employed around the country at health facilities and playing a crucial role to improving the women and child health.
- Total 2131 registered midwives are waiting to upgrade to a BSc for professional development to contribute quality services and education improving women's health.

**Name of the Program:** Bachelor of Science in post basic Midwifery

**Degree Awarded:** Bachelor of Science in post basic Midwifery

### Philosophy

It is believed that the competent graduate midwives will have the opportunity to become advanced practitioner, teacher, leader, manager, researcher and change agent of the future for taking forward the midwifery profession for providing quality of midwifery education and service in Bangladesh.

### Goal

The overall aim of the Midwifery BSc is to develop foundational skills for midwives in 4 focus areas: Education, Management, Leadership and Advanced Practice. This base can be developed as she continues her lifetime of learning from personal experiences, clinical experiences, self-directed learning, and formal education.

This curriculum will build to go beyond the basic knowledge obtained in the diploma program. The goal of the BSc. is for students to attain not just knowledge, but how they can use and apply knowledge and integrate information for quality leadership and advanced clinical skills in midwifery. This is based on Miller's pyramid of clinical competence (Fig 1 below).

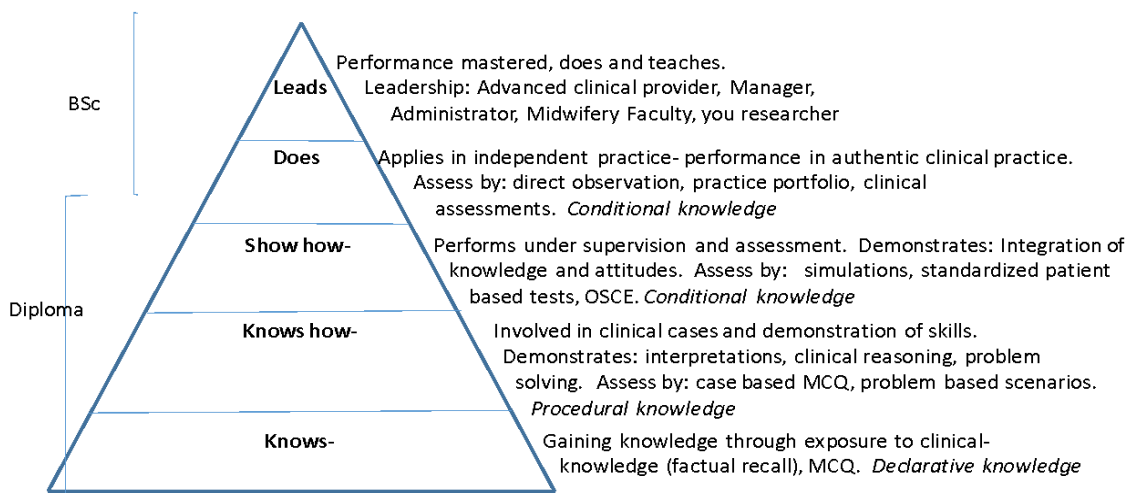


Fig. 1 Modified Miller's Pyramid of educational goals and states.<sup>1</sup>

<sup>1</sup> Gruppen *et al.* The promise of competency-based education in health professions for improving global health. *Human Resources for Health* 2012, 10;43.

## **Course Objectives:**

The objectives of this course are to develop advanced professional midwife who will be able to:-

- 1 Demonstrate skills in communicative english and information and communication technology for improving the services.
- 2 Demonstrate a better understanding in behavioral science and develop appropriate skills for dealings client centered care.
- 3 Demonstrate a better understanding in foundational midwifery for providing proper midwifery care.
- 4 Demonstrate a depth understanding of advanced midwifery care in any settings.
- 5 Demonstrate a good understanding of adolescent and women's health for its significance and relevance to quality midwifery care.
- 6 Develop a good understanding in midwifery research and research project.
- 7 Demonstrate leadership ability for midwifery practice as a member of an inter-professional team within various environmental contexts.
- 8 Demonstrate management ability in advanced newborn health and provide safe, competent and confident midwifery care in relation to the normal, complicated and complexity care.
- 9 Develop ability in planning, implementing and evaluating midwifery education and teaching practicum.
- 10 Demonstrate sound clinical judgment and effective clinical skills in practice
- 11 Integrate theoretical knowledge in to practice as a practitioner to provide safe and competent care to women, infant and their families.
- 12 Plan, implement and evaluate the provision of advanced midwifery care and services to the individuals at any institutions and community settings considering the culturally sensitive and ethical issues with an emphasis on safety and quality.

**The curriculum is developed around six pillars (standards) for midwifery practice.**

These were developed in Bangladesh, for Bangladesh, after reviewing WHO, ICM Safe Motherhood standards. They are:

- Professionalism and Leadership
- Partnership
- Knowledge
- Critical thinking
- Decision making

- Competence in Clinical Skills

These midwifery practice pillars (standards) are sequenced in a progressive way over the entire programme and are assessed in the classroom and clinical setting. Each course identifies specific learning outcomes, content and context, within which these practice standards are developed, taught and assessed. The practice pillars (standards) are developed in a way that they are appropriate for the stage and year of the programme. These practice pillars (standards) will ensure that the students meet the Bangladesh Nursing and Midwifery Council competencies for practice and international competencies for practice.

The midwifery pillars of practice were incorporated in curriculum and practicum development and it is upon these that assessments should be made. They were intended to capture the spirit of midwifery in Bangladesh, and inform the midwife's behaviour and practice.

Examples are given below:

<b>Pillar</b>	<b>Curriculum</b>	<b>In Practice</b>
<b>Professionalism and Leadership</b>	Administration, management, and leadership skill development	Ethical behavior
<b>Partnership</b>	Interprofessional collaboration in education and practicum	Demonstrates midwifery model of care with woman, provides respectful maternity care, refers appropriate and safely.
<b>Knowledge</b>	General and foundational course developed for a strong foundation throughout the program	Involved in continuous professional development (CPD), self-directed learning, and demonstrates evidenced based care.
<b>Critical thinking</b>	Professional courses and practicum to reinforce reflective, reflective thinking	Continually reflecting for improved quality decision making, and advocacy for women and midwives
<b>Competence in Clinical Skills</b>	Teaching midwifery, labs and quality practicum experiences coordinated by the educational institution.	Participates in or initiates low dose, high frequency drills in practice to reinforce evidence based care and emergency preparedness.

## **Curriculum Design:**

The curriculum is dynamic with provision for incorporating emerging health problems and changing health policies as well as latest advancement in health sciences. There are a total of 11 courses over two years. In addition, there are practicums for Teaching, Advanced practice (including management) and Research.

**(1) General courses include** i) Communicative English and Information & Communication Technology  
ii) Behavioural Science

**(2) Foundation courses include** i) Foundational Midwifery

**(3) Professional courses includes** i) Advanced Midwifery Care ii) Advanced adolescent and women's health iii) Research in Midwifery iv) Administration and management v) Advanced Newborn Health vi) Midwifery education vii) Research Project viii) Midwifery Practicum

## **Duration of the Course**

Two (2) academic years of education is compulsory for Bachelor of Science in post basic Midwifery course. Total 3066 hours are in two-year course. Academic year will start from July to June in each year.

## **Student Admission Procedure**

The admission will be conducted centrally through complying the following criteria-

**A) Eligibility criteria for Admission:** Applicants who meet the following criteria will be eligible to enter into the course.

1. The applicants must have passed either 3-years Diploma in Midwifery or Certified Midwifery course.
2. The applicants must be registered with BNMC as Registered Midwife.
3. The applicants must have minimum 2 (two) years working experience in the case of Government Registered Midwife.
4. The applicants must have passed the written admission test and viva.
5. All candidates must submit application through proper channel.



## B) Methods of selection

1. The applicants must appear at the 100 marks MCQ written test with 100 questions at the National level, which will be based on Diploma in Midwifery education, English and general knowledge.
2. The applicants will be selected on the basis of merit. Merit score will be determined from result of Diploma in Midwifery Education.
3. Written examination will be conducted by the executive examination committee.
4. The successful candidates must be appeared a medical board for fitness before admission.

### Registration:

After admission every student must be registered as per rules and regulation of concerned university.

### Time limits for completion of Bachelor of Science in Post Basic Midwifery:

Ideally two years will be required for the completion of Bachelor of Science in Post Basic Midwifery course. If students fail in any year, they will get maximum 3 (three) chances to pass the examination. Thus the registration will be valid for 5 (five) years.

### Medium of Instruction:

English language will be used as a medium of instruction.

### Curriculum Structure:

The overall course structure is designed for 48 weeks out of 52 weeks in a year, covering theoretical, lab and practical sessions including revision, preparation, term examination and year final examination. The remaining 4 weeks is kept for annual leaves.

### Year 1

52 weeks for year 1		Total = 1530 hrs	
		Theory	Practice
22 Weeks	Theory	22 wks	16 wks
16 Weeks	Lab/Practical Assessment	1 day = 6 hours 1 week = 6 days (6x6) = 36 hrs	1 day = 8 hours 1 wk = 6 days (6x8) = 48 hrs
4 wks	Review & Preparation		

6 wks	Examination		
4 wks	Annual Leave		

<b>52 weeks for year 2</b>		<b>Total=1536 hours</b>	
		<b>Theory</b>	<b>Practice</b>
16 Weeks	Theory	16 wks	22 wks
22 Weeks	Lab/Practical Assessment	1 day = 6 hours 1 week = 6 days (6x6) = 36 hrs	1 day = 8 hours 1 wk = 6 days (6x8) = 48 hrs
2 wks	Review & Preparation		
4 wks	Examination		
4 wks	Annual Leave		

**Overall Curriculum Structure for Bachelor of Science in Post Basic Midwifery**

**Master Plan-Year -1**

The overall course structure is designed for 48 weeks out of 52 weeks in a year covering theoretical and practical sessions including revision and year final examination. Twenty two (22) weeks is allocated for theory classes, 5 weeks for lab, 11 weeks for practice and practicum, 2 weeks revision, 2 weeks study leave, 2 weeks for term examination, 4 weeks for final examination. The remaining 4 weeks is kept for annual leaves.

**First Year Bachelor of Science in Post Basic Midwifery**

**Term One:**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
T	T	T	T	T	T	T	T	L	L	P	P	P	P	P	T	T	T	T	L	R	SL	TE	TE	B	B

**Term Two:**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
T	T	T	T	T	L	P	P	P	P	P	P	T	T	T	T	T	L	R	SL	EX	EX	EX	EX	B	B

### Master Plan-Year -2

The overall course structure is designed for 48 weeks out of 52 weeks in a year covering theoretical and practical sessions including revision and year final examination. Sixteen (16) weeks is allocated for theory classes, 6 weeks for lab, 16 weeks for practice and practicum, 2 weeks revision, 2 weeks study leave, 2 weeks for term examination, 4 weeks for final examination. The remaining 4 weeks is kept for annual leaves.

#### **Term One:**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
T	T	T	T	T	T	T	T	L	L	P	P	P	P	P	P	P	P	T	T	R	SL	TE	TE	B	B

#### **Term Two:**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
T	T	T	T	T	T	L	L	P	P	P	P	P	P	P	P	L	L	R	SL	EX	.EX	EX	EX	B	B

**T=Theoretical, P=Practical (field, lab, library), R=Revision, TE=Term Examination, EX=Final Examination, B= Break/Annual Leave**

**Summary of course structure  
1<sup>st</sup> year and 2<sup>nd</sup> year**

Year	Theory hours	%	Lab. hours	%	Practice hours	%	Total
Year 1	810		156		564		1530
Year 2	560		160		816		1536
Total	1370	45%	316	10%	1380	45%	3066

Total		
Year	Allocated hours	(T/L/P)hrs
Year 1	1530	810/156/564
Year 2	1536	560/160/816

Total theory hours	1370=45%
Total Lab & practice hours	1696=55%
Total hours	3066=100%

**Number of courses in two years**

There are 11 courses in total two years. The courses are categorized under headings, namely-

i) General ii) Foundation courses and iii) Professional courses.

The number of General course is 2 , Foundation courses is 1, Professional courses is 8.

These are as follows:

**Hours allocation and marks distribution**

**Year one**

Course Code	Name of the subject	T/L/P Hours	Marks
BSM111	Communicative English and Information & Communication Technology	100/60/0	200
BSM 112	Behavioural Science	80/0/0	150
BSM 123	Foundational Midwifery	160/32/164	300
BSM 134	Advanced Midwifery Care	160/32/164	300
BSM135	Advanced adolescent and women's health	160/32/164	300
BSM136	Research in midwifery	150/0/72	200
<b>Year 1 Total</b>		810/156/564 1530	1450

	<b>Year Two</b>	<b>T/L/P Hours</b>	<b>Marks</b>
BSM231	Administration and Management	150/32/96	200
BMS232	Advanced Newborn Health	150/32/96	200
BSM233	Midwifery Education	160/64/288	300
BSM234	Research project	100/0/144	300
BMS235	Midwifery Practicum	00/32/192	250
	<b>Year 2 Total</b>	560/160/816= 1536	1250
	<b>Year 1 Total</b>	810/156/564= 1530	1450
	<b>Year 2 Total</b>	560/160/816= 1536	1250
	<b>Total</b>	1530+1536 =3066 hrs	2700

**Course codes:** BSM (Bachelor Science Concentration in Midwifery)

**Numbers:**

B stands for the degree of Bachelor of Science in Post Basic Midwifery

Digit 1 indicates 1<sup>st</sup> Year

Digit 2 indicates categories of courses

Digit 3 indicates the chronological number of subject

**Teaching system**

Colleges may have their own preference for conducting the teaching sessions. Teaching (theory and practice) sessions may be arranged in block system as the students already have clinical exposure. This curriculum provides sample of block system of teaching and practical session. A range of teaching methodologies will be used such as- lecture, group discussion, role play, demonstration, simulation, field trip, clinical teaching, peer group assessment, case study, scenario-based learning, problem based learning, exemplar, journal club, portfolio and etc.

**Teaching Aids:**

There will be various teaching Aids are used for teaching in relevant to topics and situation based like- computer, multimedia, dummies (eg, Mama Natalie, Neonatalie, placenta, doll, Mama U), skeleton, organs, poster, charts, media, audio aids, scenario based video, various lab etc.

## Clinical Placement

Rotation plan for clinical and field practice of the students will be initially planned by the subject teachers and other faculty members, which will be finalized through a discussion with the concerned authority of hospitals, communities, educational institutions and other birthing places. Effective communication and coordination among the concerned authorities is essential in this regard. Each student must be fulfilled their course requirement according to assessment system. A teacher must be assigned at clinical teacher in charge for each year to assure this coordination and the students needs are met.

## Summary of allocated hours and marks distribution for each course

### Year 1

Subject code	Title	Hour	Total Marks				Total
		(T/L/P)hrs	Written	Oral	Practical	Formative	
BSM111	Communicative English and Information & Communication Technology	100/60/0	100	40	40	20	200
BSM112	Behavioural Science	80/0/0	100	30	--	20	150
BSM123	Foundational Midwifery	160/32/164	100	60	100	40	300
BSM134	Advanced Midwifery Care	160/32/164	100	60	100	40	300
BSM135	Advanced adolescent and women's health	160/32/164	100	60	100	40	300
BSM136	Research in midwifery	150/0/72	100	60	--	40	200
		810/156/564= 1530	600	310	340	200	1450

## Year 2

Subject Code	Title	Hour	Total Marks				
		(T/L/P)hrs	Written	Oral	Practical	Formative	Total
BSM221	Administration and Management	150/32/96	100	30	50	20	200
BMS232	Advanced Newborn Health	150/32/96	100	30	50	20	200
BSM233	Midwifery Education & teaching practicum	160/64/288	100	60	100	40	300
BSM234	Research project	100/0/144	150 (Final paper)	60	50 (defense)	40	300
BSM235	Midwifery practicum	00/32/192	-	100	100	50	250
	Total hours=	560/160/816 =1536	400	280	400	170	1250
	<b>Total hours 1<sup>st</sup> Year</b>	810/156/564 =1530					
	<b>Total hours 2<sup>nd</sup> Year</b>	560/160/816 =1536					
	<b>Total hours 1<sup>st</sup> + 2<sup>nd</sup> Year</b>	<b>1370/316/1380</b> =3066					

Total marks in each year of BScM are as follows:

First year final - 1450 marks

Second year final -1250marks

Grand total = 2700 marks

Total Marks: 2700    Total Hours: 3066



## **Method of assessment:**

Methods of assessment are both formative and summative for theory as well as for practice. Major emphasis will be given in the acquisition of clinical skills of all professional courses.

### **1. Formative Assessment:-**

- a) In the theoretical part:** Formative assessment will be done throughout the program which includes a combination of class attendance, course work assignment. Assignment may consist of written paper, reflection note, clinical case study, presentation, preparation of poster and internal examination (internal examination will be conducted according to institutional convenient time).
- b) Practical part:** Formative assessment includes regular attendance in clinical settings and field visit. Evaluation of clinical field performance will be done through observation, check-list, preparation of care plan, case presentation, report writing, health education session, micro teaching. Practical assessment may include OSCA, clinical assessment, hands on practice, reflective journal, case study, communication assessment, practical note book, individual report, oral presentation and teaching session, pre & post conference, and etc. If a student fails the clinical practice requirements of the course for any reason; she has to makeup her clinical practices in extra time.
- c) Project development:**

The students must conduct a research project individually and present.

### **2. Summative assessment:**

Summative assessment will be done at the end of the course which includes written, oral and practical examination.

#### **a) Written:**

##### **Assessing knowledge with tests**

Instructors are responsible for assessing the students' competence as she moves through the programme. Part of this includes written assessments. Initially students are assessed for knowledge, but as they move through the programme the test questions must move from simply assessing knowledge to assessing comprehension, the application and finally analysis, synthesis and evaluation of knowledge for critical thinking.

Multiple choice questions (MCQ) are ideal for this, in addition to short answer and written papers. MCQ are questions that offer students 4 or 5 possible answers to a question. There is one

correct answer, but often there is a distractor- this is an answer that may be correct if there was a misconception about the question or the content. Often a student will state, "but this other answer is correct if...". By making a student think about which is the best answer, critical thinking is encouraged. As students move through the program, the questions should progress from: How? What? When? to Classify, What would you predict from...., Do you agree that...., and Prioritize\_\_\_ according to \_\_\_, as students move toward critical thinking. The test question format of "multiple true/false" is not adequate to assess students.

#### **b) Oral**

Clinical simulation, usually done in the lab, is an activity in which the learner is presented with a carefully planned, realistic recreation of an actual clinical situation. The learner interacts with persons and things in the environment, applies previous knowledge and skills to respond to a problem, and receives feedback about those responses without having to be concerned about real-life consequences. The purpose of clinical simulations is to facilitate the development of clinical decision-making skills. The same simulation can be used repeatedly until the situation presented is mastered. Eventually the exam is done in a structured, individual OSCE.

Classroom presentations can also be used for oral marks.

#### **c) Practical examination**

Once a student has demonstrated competence in the classroom and skills with models, supervised practice should be undertaken in the practicum site. The student will document activities in her reflective clinical journal. Daily she documents what she did, she assesses her performance, and what could have been done differently. This will be reviewed regularly by the practicum site and faculty to assess the students' educational needs, and identify what she needs more exposure to achieve competence. She can also provide case presentations in the practicum site or at the educational institution.

### **3. Viva examination:**

Oral examination will be done by structured question and Objective Structured Practical Examination (OSPE) involving internal and external assessors.

## **Examination Guidelines:**

1. Regular final examination will be held at the end of each academic year under the concerned university.
2. Year final examinations will be held twice in each year in June and December under the concerned university; each examination shall be considered as regular/supplementary.
3. A student must appear in each year final examination & must achieve a pass grade.
4. Assessment area includes course work, practicum, written and oral of that specific subject.
5. Each academic year is divided into two terms of 26 weeks of duration;
6. A term examination will also be conducted internally in the each academic year by the individual institutions/colleges;
7. A student must appear in each year final examination. In order to pass each year of the overall course, a student must achieve a pass grade in all subjects in that year. In order to pass a subject, a student must pass in each individual assessment area of that specific subject;
8. Honours mark: Honours mark should be awarded when 80 or above marks is obtained in each individual subject. Distinction mark: It should be awarded when a student will get 80 or above mark in a single subject.
9. Position should be according to the highest marks of total course work including formative, written, viva and practical examination of all subjects.
10. Re-examinee student will not get the position, but may get honours mark in individual subject.
11. Pass Marks: 60% marks must be obtained in each individual areas of formative and summative assessment in each subject. If a student cannot secure pass mark in any assessment compartment of a subject there shall be scope to make up the pass mark (2 marks for each failed subject) from other assessment compartments of that specified subject.
12. Student who fails (obtains less than 60% marks) in any part of the subject; she will appear in the next examination of that failed subject.
13. If the student fails in any subject at the regular final examination; she will get chance for supplementary/ re-sit examination within the successive year, if she fails in second time re-sit examination then she will loss of successive year.
14. If a student fails in the first-year examination, she will get maximum three chances for passing the examination of that year. She may attend 2<sup>nd</sup> year class but will not be allowed to appear in the 2<sup>nd</sup> year final examination until she passes all subjects of first year.
15. If a student fails after appearing three times for completing first year exam; she will be dropped out from the program.
16. All assessment will be conducted according to set criteria. If any question arises, the examination committee will resolve that;
17. Examination committee to be formed before each year final exam to conduct examination;
18. If a student fails to meet the clinical & field practice requirements of the course for any genuine reason (sick, emergency leave etc.), she has to make up her clinical practice requirements in extra time with submission of necessary documents/medical certificate;
19. All examinations will be governed by the existing rules of the university.

20. Marking of Class Attendance:

Attendance	Marks
91/80-100%	2.0
81-90%	1.5
80%	1.0

21. Duration of Examination hours: Examination hours for written paper will be allotted as follows:

100 marks : 3.00 hours;

14. All assessment will be conducted according to set criteria. If any question arises, the examination committee will resolve that.

**Distribution of marks for each type of question:**

1. Essay type questions (EQ) answer value is 10 marks.
2. Short type questions (SQ) answer value is 5 marks.
3. Objectives type questions (MCQ) correct answers value is 01 mark for each question.

**Examination system and distribution of marks:**

1. Year wise Assessment Procedure is specified because of variation of subject weight & marks.
2. Total marks in each year of B.Sc. in midwifery are as follows:

First year	= 1450
Second year	= 1250
-----	
Total	= 2700

**Year I**

**1. BSM111: Communicative English and Information & Communication Technology: 200 Marks**

Written Examination: 100 Marks

Group -A

i .Essay Question (EQ)	= 2 (2×10)=20
ii. Short Question (SQ)	= 4(4×5) = 20
iii. Multiple Choice of questions (MCQ)	=10(10×1)=10
	50

Group -B

i .Essay Question (EQ)	= 2 (2×10)=20
ii. Short Question (SQ)	=4(4×5)= 20
iii. Multiple Choice of questions (MCQ)	= 10(10×1)=10
	50

**Oral, Practical & Formative: 100 Marks**

I .Oral	= 40
ii. Practical	=40

iii. Formative  $\frac{\quad}{\quad} = 20$   
**100 marks**

**2. BSM112: Behavioral Science: 150 Marks**

Written Examination: 100 Marks

**Group -A**

i .Essay Question (EQ)  $= (2 \times 10) = 20$   
 ii. Short Question (SQ)  $= 4 (4 \times 5) = 20$   
iii. Multiple Choice of questions (MCQ) = 10(10 \times 1) = 10  
 50

**Group -B**

i .Essay Question (EQ)  $= 2 (2 \times 10) = 20$   
 ii. Short Question (SQ)  $= 4 (4 \times 5) = 20$   
iii. Multiple Choice of questions (MCQ) = 10(10 \times 1) = 10  
 50

Oral, Practical & Formative: 50Marks

i .Oral  $= 30$   
 ii. Practical  $= 00$   
iii. Formative  $= 20$   
 50 marks

**3. BSM123: Foundational Midwifery: 300 Marks**

Written Examination: 100 Marks

**Group -A**

i .Essay Question (EQ)  $= 2 (2 \times 10) = 20$   
 ii. Short Question (SQ)  $= 4(4 \times 5) = 20$   
iii. Multiple Choice of questions (MCQ) = 10(10 \times 1) = 10  
 50

**Group -B**

i .Essay Question (EQ)  $= 2 (2 \times 10) = 20$   
 ii. Short Question (SQ)  $= 4(4 \times 5) = 20$   
iii. Multiple Choice of questions (MCQ) = 10(10 \times 1) = 10  
 50

Oral, Practical & Formative: 200 Marks

i .Oral  $= 60$   
 ii. Practical  $= 100$   
iii. Formative  $= 40$   
 200

**4. BSM134: Advanced Midwifery Care: 300 Marks**

Written Examination: 100 Marks

**Group -A**

i .Essay Question (EQ)  $= 2 (2 \times 10) = 20$   
 ii. Short Question (SQ)  $= 4(4 \times 5) = 20$   
iii. Multiple Choice of questions (MCQ) = 10(10 \times 1) = 10  
 50

**Group -B**

i .Essay Question (EQ)  $= 2 (2 \times 10) = 20$   
 ii. Short Question (SQ)  $= 4(4 \times 5) = 20$   
 18

$$\text{iii. Multiple Choice of questions (MCQ)} = \frac{10(10 \times 1)}{50} = 10$$

**Oral, Practical & Formative: 200 Marks**

i .Oral	= 60
ii. Practical	=100
<u>iii. Formative</u>	<u>= 40</u>
	200 marks

**5. BSM135: Advanced adolescent and women's health: 300 Marks**

Written Examination: 100 Marks

**Group -A**

i .Essay Question (EQ)	= 2 (2×10)=20
ii. Short Question (SQ)	= 4 (4×5) = 20
<u>iii. Multiple Choice of questions (MCQ)</u>	<u>= 10(10×1) =10</u>
	50

**Group -B**

i .Essay Question (EQ)	= 2 (2×10)=20
ii. Short Question (SQ)	= 4 (4×5) = 20
<u>iii. Multiple Choice of questions (MCQ)</u>	<u>= 10(10×1) =10</u>
	50

Oral, Practical & Formative: 200Marks

i .Oral	= 60
ii. Practical	=100
<u>iii. Formative</u>	<u>= 40</u>
	200 marks

**6. BSM136: Research in midwifery: 200 Marks**

Written Examination:100 Marks

**Group -A**

i .Essay Question (EQ)	= 2 (2×10)=20
ii. Short Question (SQ)	= 4(4×5)= 20
<u>iii. Multiple Choice of questions (MCQ)</u>	<u>= 10(10×1) =10</u>
	50

**Group -B**

i .Essay Question (EQ)	= 2 (2×10)=20
ii. Short Question (SQ)	= 4(4×5)= 20
<u>iii. Multiple Choice of questions (MCQ)</u>	<u>= 10(10×1) =10</u>
	50

Oral, Practical & Formative: 100Marks

i .Oral	= 60
ii. Practical	=00
<u>iii. Formative</u>	<u>= 40</u>
	100 marks

**Year 2**

## 1. BSM231: Administration and Management: 200 marks

Written Examination: 100 Marks

### **Group -A**

i .Essay Question (EQ)	= 2 (2×10)=20
ii. Short Question (SQ)	= 4(4×5)= 20
iii. Multiple Choice of questions (MCQ)	= 10(10×1) =10
	<u>50 marks</u>

### **Group -B**

i .Essay Question (EQ)	= 2 (2×10)=20
ii. Short Question (SQ)	= 4(4×5)= 20
iii. Multiple Choice of questions (MCQ)	= 10(10×1) =10
	<u>50 marks</u>

Oral, Practical & Formative: 100Marks

i .Oral	= 30
ii. Practical	= 50
iii. Formative	= 40
	<u>100 marks</u>

## 2. BSM232: Advanced Newborn Health: 200 marks

Written Examination: 100 Marks

### **Group -A**

i .Essay Question (EQ)	= 2 (2×10)=20
ii. Short Question (SQ)	= 4(4×5)=20
iii. Multiple Choice of questions (MCQ)	= 10(10×1)=10
	<u>50</u>

### **Group -B**

i .Essay Question (EQ)	= 2 (2×10) =20
ii. Short Question (SQ)	= 4 (4×5) = 20
iii. Multiple Choice of questions (MCQ)	= 10(10×1) =10
	<u>50</u>

Oral, Practical & Formative: 100Marks

i .Oral	= 30
ii. Practical	= 50
iii. Formative	= 20
	<u>100 marks</u>

**3.BSM233: Midwifery Education: 300 marks**

**Written Examination: 100 Marks**

**Group -A**

- i .Essay Question (EQ) = 2 (2×10)=20
  - ii. Short Question (SQ) = 4(4×5)= 20
  - iii. Multiple Choice of questions (MCQ) = 10(10×1) =10
- 50

**Group -B**

- i .Essay Question (EQ) = 2 (2×10)=20
  - ii. Short Question (SQ) = 4 (4×5)= 20
  - iii. Multiple Choice of questions (MCQ) = 10(10×1) =10
- 50

Oral, Practical & Formative: 200Marks

- i .Oral = 60
  - ii. Practical =100
  - iii. Formative = 40
- 200 marks

**4. BSM234: Research project: 300 Marks**

Written Examination: 150 Marks

**Oral, Practical & Formative: 150 Marks**

- i .Oral = 60
  - ii. Practical =50
  - iii. Formative = 40
- 150 marks

**5.BSM235: Midwifery Practicum: 250 marks**

Oral, Practical & Formative: 250Marks

- i .Oral =100
  - ii. Practical =100
  - iii. Formative = 50
- 250 marks



## Research project- 300 marks- Rubric below

Mark	Comprehension	Insight and Argument	Quality of Writing
<b>50</b>	Demonstrates <b>mastery of the readings and subject matter</b> ; connects ideas back to readings and class material as appropriate; clearly and accurately expresses theses, arguments, assumptions, and philosophies	Provides insightful arguments and/or reflections; demonstrates <b>independent and/or innovative thinking</b> on the topic; assertions and arguments are <b>rooted in the reading(s) and other source materials</b>	<b>Highly persuasive and enjoyable to read</b> ; coherent and logical; all points are clearly made and backed up; few or no grammatical or spelling errors
<b>40</b>	Demonstrates substantial understanding of the reading(s) and of subject matter; connects ideas back to source materials as appropriate; accurately expresses theses, arguments, assumptions, and philosophies	Provides insightful reflections and/or arguments; assertions are clearly connected to the reading(s) and other source materials	Coherent and logical; points are clearly made; few grammatical or spelling errors
<b>30</b>	Demonstrates some understanding of readings and subject matter, but does not sufficiently connect ideas with this material; may sometimes misrepresent theses, arguments, assumptions, and philosophies, but any misrepresentations are not central or critical to understanding.	At times reflective or insightful, but not well developed; assertions sometimes supported by source materials	Occasionally unclear, but the main points come across; some grammatical or spelling errors not detracting from the coherence of the argument
<b>20</b>	Fails to demonstrate an understanding of readings and fundamental content; misrepresents or misinterprets the reading(s) in some significant way; does not adequately express theses, arguments, assumptions, and philosophies	Limited or weak arguments with little insight into the text or source material;	Unclear or illogical; main points are hard to find or decipher; grammatical or spelling errors undermine readability and/or the coherence of the argument
<b>10</b>	Fails to address readings and subject matter, or demonstrates substantial lack of understanding of fundamental content	Fails to provide arguments or insight; assertions are unsupported opinions	Unorganized, illogical, unclear; fails to convey main points; substantial grammatical or spelling errors that obscure the purpose of the paper

## Course Descriptions

The Course descriptions that follow are all written with the understanding that the content that is taught is research and evidence-based. The content will also be underpinned by physiology and pathophysiology where appropriate. A wide range of course contents are included for this program aiming to prepare competent graduate midwives.

### Courses of 1<sup>st</sup> Year:

#### **1. BSM111: Communicative English and Information & Communication Technology**

Theory:	100 marks
Oral:	40
Formative:	20
Practice:	40

#### **Course description:**

This course is designed to improve reading, writing, speaking, listening skills, of English to prepare for research, teaching and administration for midwifery. Midwifery textbooks, journals, and magazines, will be used in order to facilitate learning. Additionally, this course will review computer terminology, computer hardware and devices, operating system and computer applications such as advanced evidence based medicine database searches, spreadsheets, power point presentations, social media, tele-health, data collecting, midwifery apps, and e-Medicine.

#### **Course objective:**

Upon completion of this subject students will be able to:

1. Continue to develop basic English communication skills with basic grammatical structures and semantics, reading, and writing; including reading selected midwifery journals in English.
2. Use of expressions for easy communication in daily life such as exchanging information, greeting, shopping, application, past, present & future activities, liking & disliking etc; giving English oral presentations; and writing formal letters and essays.
3. Study and practice in reading and writing on related topics from midwifery textbooks/journals/magazines & note taking, referencing.

4. Improve reading and writing abilities with emphasis on review of vocabularies, sentence structure, organization, development of oral presentation; developing writing skills- Business letters, application & CV; report writing.
5. Develop ability in editing, proof reading, translation and professional writings- meeting minutes.
6. Demonstrate of speaking and listening abilities with establishing communication and making arguments.
7. Demonstrate understanding of using computer and information technology and its applications.
8. Demonstrate skills in programs for Microsoft Word processing, Microsoft Excel for spreadsheets, Power Point Presentations, Networking and Communication through internet and World Wide Web applications.

## **2. BSM112 Behavioral Science**

<b>Theory:</b>	<b>100 Marks</b>
<b>Oral:</b>	<b>30</b>
<b>Formative:</b>	<b>20</b>

### **Course description:**

This course has been organized to develop students' competencies in behavioral science, social structure and its relationship in society, religion, social movements, culture, health beliefs and practices, folk and traditional healers, social and behavior change communication, concept of Psychology, psychological theories, motivation, Erikson's psychosocial stages of development, personality, sexuality and sexual orientation and response to life crises.

### **Course objectives:**

Upon the completion of the subject the Students will be able to:

1. Understand behavioral science, social structure and its relationship in the society, religions, social movements, culture, health beliefs and practices
2. Understand about folk and traditional healers, social and behavior change communication

3. Explain basic concepts of Psychology, psychological theories, motivation, and Erikson's psychosocial stages of development
4. Describe about the personality, sexuality and sexual orientation and response to life crises.

**Teaching Learning Methods:**

1. Brain storming
2. Lecture
3. Discussion
4. Field visit

**3. BSM123: Foundational Midwifery (160/0/0)**

Theory:	100 marks
Oral:	60
Formative:	40
Practice:	100

Discuss current trends and issues impacting midwifery as a profession in Bangladesh focusing on: evidence based midwifery, emergency management, collaboration with other health professions, midwifery autonomy, midwifery model of care and biomedical model of care. Will review impact of midwifery policy, regulation, ethics, and laws on identified issues. What are benefits and risks of other approaches nationally and internationally in these areas?

This course will conceptualize current trends and issues in midwifery, professionalism, scope of midwifery practice, referral system, evaluating and promoting evidence based medicine of common health issues for women and newborn care using the midwifery model of care and identify challenges and approaches to support the profession of midwifery in Bangladesh.

**4. BSM134: Advanced Midwifery Care (192/0/0)**

Theory:	100
Oral:	60
Formative:	40
Practice:	100

Focused on advanced ANC care, labor and postpartum, and applied pharmacology in midwifery. This module will enable experienced midwives to develop the skills of independent thinking required for advanced midwifery practice. It will also encourage

midwives to further develop and enhance the existing knowledge and skills, both by exploring how to promote normality during childbirth and how to care for vulnerable women (marginalized groups and humanitarian settings) and those with complex needs. They will build upon their understanding of the midwife's role; interaction of midwives with the wider healthcare team, and collaborative care for vulnerable woman with those with complex needs through pregnancy, labour and birth, postnatal and obstetrical emergency. Students will learn about the importance of ongoing risk assessment, skills and respect for professional boundaries and collaborative care. Advanced diagnosis and treatment and referral of severe complications of childbearing such as- diabetes and cardiac diseases; newborn anomalies, preterm infants, complications of induced abortion will be discussed as well as pharmacology for midwifery.

## **5. BSM135: Advanced Adolescent and Women's Health (160/0/0)**

Theory:	100
Oral:	60
Formative:	40
Practice:	100

Focusing on SRHR, counseling and initial primary health for adolescents and women, specifically NCDs, reproductive health, and advanced gynecology- to include VIA, CMR, MR and LAM, and applied pharmacology for midwives. This course is designed to understand the concept of advanced reproductive health and family planning, for adolescents and women's health. Concepts of safe motherhood, ethical and legal issues relevant to the care of clients with reproductive health needs, preconception counseling and care; methods of family planning and contraception, fertility and infertility will be reviewed.

Common health issues will focus on screening and gynecological and breast disorders and issues, gender issues, human sexuality, sexual transmitted and reproductive tract infections, HIV and AIDS; VIA, CMR, MR, LAMs, and human rights. This module will enable the students to increase the understanding of the determinants of women's health throughout the stages of their lives both as individuals and part of the community.

## **6. BSM136: Research in Midwifery**

<b>Theory:</b>	<b>100 marks</b>
<b>Oral:</b>	<b>60</b>
<b>Formative:</b>	<b>40</b>

## **Course Description:**

This course aims to prepare the students to understand Research, literature review, formulation of research title/ problem, research objective, research methodology, research proposal, development of research tools/ instruments, conducting project, evidence, evidence based midwifery (EBM), evidence based practice (EBP), steps of evidence based practice (EBP), psychometric property, biostatistics, critique of research articles, journal club, ethical issues related to EBM.

Focused on research methodology, biostatistics and scholarly articles. This course is designed to review basic research methodologies, and basic concepts and importance of high quality, evidence-based practice in maternal and newborn care, accessible resources to evidence based midwifery within Bangladesh context. Pre-requisite is a basic knowledge of research and health statistics is needed. The aim of this class is to enable the students to understand the basic knowledge of biostatistics and research methods for application in their research project. The module will also provide basics knowledge of how to write for publication, create professional presentations and develop posters representing their scholarly projects. The class will introduce the student to electronic and other platforms for research and e-learning opportunities, reinforcing and putting into action what they learn in information technology course. Upon completion the student will have identified their research question for their research paper and completed her literature review for the project. Emphasis will be placed on self-directed learning, critical thinking and analytic application of new knowledge.

## **Course objectives:**

Upon completion of the prescribed contents students will be able to:

1. Demonstrate a better understanding in research, literature review, formulate research title/problem, research objective, research methodology
2. Develop ability to prepare a research proposal, development of research tools/ instruments and conducting project,
3. Demonstrate a better understanding about evidence, evidence based midwifery (EBM), evidence based practice (EBP),
4. Demonstrate knowledge in biostatistics, psychometric property, critique research articles, journal club,
5. Appreciate ethical issues related to EBM.

## **Teaching – Learning Method:**

1. Brain storming
2. Lecture
3. Discussion
4. Demonstration

## Courses of 2<sup>nd</sup> Year:

### **7. BSM231: Administration and Management**

<b>Theory:</b>	<b>100 marks</b>
<b>Oral:</b>	<b>30</b>
<b>Practical:</b>	<b>50</b>
<b>Formative:</b>	<b>20</b>

#### **Course Description:**

This course is designed to develop students' capacity about Administration and Management, planning, decision making, organizing, staffing, directing and leading, leader and leadership, communication and interpersonal relationship, controlling, audits, inventory management, record and reports, coordinating, supervision, budgeting, power and authority in nursing and midwifery, delegation of authority, time management, job description, procurement, organizational change, organizational conflicts, problem solving, staff development, quality control, concept of employees welfare and social security, Bangladesh Service Rules (BSRs), office Management, time value of money, legal and ethical aspect of midwifery.

Focusing on responsibilities of mentorship, leadership (including management, faculty and administration) and entrepreneurship. The course deals with mentorship and leadership in clinical settings as well as entrepreneurship. It provides Standards for practice; frameworks; code of ethics; code of professional conducts; registration standards and indicators of quality for clinical mentoring, and leadership/management/administration.

This course is designed to focus on identifying what is management and administration, including leadership skills. Understanding of management and leadership principles, ethical legal issues, organizational structure and organize health activities including manpower and facilities. It also includes midwives' roles in clinical supervision, delegation, collaboration, and coordination, critical thinking, decision making, quality assurance and documentation. Finally, the role of midwife as owner/operator of a health service is briefly covered.

#### **Course Objective:**

Upon completion of this unit the students will be able to –

1. Describe Administration and Management, planning, decision making, organizing, staffing, directing and leading, leader and leadership
2. Explain administrative communication and interpersonal relationship, controlling, organizational change, organizational conflicts, problem solving, staff development
3. Understand audits, inventory management, record and reports, coordinating, supervision, budgeting

4. Describe power and authority in midwifery, delegation of authority, time management, job description
5. Describe procurement, quality control, concept of employee's welfare and social security, Bangladesh Service Rules (BSRs), legal and ethical aspect of midwifery.
6. Explain about office Management & time value of money.

### **Teaching-learning Methods:**

1. Brain storming
2. Lecture
3. Discussion
4. Field Visit
5. Role play
6. Simulation

### **8. BSM132: Advanced Newborn health care (192/0/0)**

Theory:	100
Oral:	30
Formative:	20
Practice:	50

Focused on advanced newborn health care and care of the high risk infant. In this course students will apply advanced assessment skills to recognize major neonatal health problems and their management by using current research evidence as well as assure appropriate collaborative care of neonates and their families who required special needs. Strengthening of skills including: history taking, comprehensive physical examination and care of the neonate related to sickness, disorders of body systems and environmental problems. It includes identifying and caring for the high-risk neonate in clinical settings, community settings, and the at-risk fetus in the antenatal period. The module focuses on equipping students with knowledge to manage the health care needs of diverse newborns/infants in neonatal intensive care units (NICU) and the post-discharge NICU, focusing on stabilization, management and evaluation of acute and chronic illness during infancy and family education

### **9. BSM233: Midwifery Education (128/64/0)**

Theory:	100
Oral:	60
Formative:	40
Practice:	100

Focusing on education psychology, teaching and learning methods, evaluation of student ability, needs and learning, and curriculum development. This module provides the students with concepts of midwifery education, educational psychology, theories and principles of education, educational methodologies, teaching learning activities, theories of communication, and strategies to the



teaching/learning process evaluation and students assessment tools for evaluating teaching learning activities. The goal is to assist students in understanding, and applying the fundamental principles of teaching/learning as they apply in the classroom, and clinical settings, and to applying innovative methods of teaching and evaluation that promote active and independent learners. Women centered teaching will be the focus in clinical settings and critical thinking in the classroom.

The conceptual basis of curriculum, curriculum development, nature, principles and purpose of process of curriculum, factors influence on curriculum development, taxonomy of educational objectives; and philosophy of course will be reviewed. Practice on curriculum development workshop. Upon completion, the student will have developed her own teaching toolkit.

### **10. BSM234: Research Project (0/ 128 /576)**

Theory:	150 (final paper)
Oral:	60
Formative:	40
Practice:	50 (defense)

This course will offer an opportunity to apply knowledge of research to an issue in midwifery practice or education. It will primarily focus on the research process including identification of a midwifery and justification of research problems and clinical questions related to midwifery. This course is designed for self-directed learning and critical analysis of a midwifery issue in clinical or educational practice of the students choosing. It is intended to integrate research, theory and midwifery practice to generate an evidenced based research paper. Students will present a guideline/template for literature review with critique of research (Evidence in midwifery and obstetric journals; Standards of practice, protocols and practice guidelines, research and evidenced-based practice), write an evidence-based research paper based on their research and present their work to the school.

### **11. BSM235: Midwifery practicum: (112/ 32/288)**

Theory:	---
Oral:	100
Formative:	50
Practice:	400

This module is designed to assist students in applying innovative methods of teaching and evaluation that promote active and independent learners. The focus throughout this module is on the application of teaching and evaluation methods appropriate to the teaching/learning

process in the classroom, and clinical settings. Students will be placement in different teaching institutions.

### **References:**

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  4. Lee, K. H. (2006). Nurse-midwifery education through graduate programs to provide a sufficient number of high quality nurse- midwives. *Journal of Education Eval Health Profession*, 3 (5). 1-6.
  5. Moores, A *et al.*, (2016). Education, employment and practice: Midwifery graduate in Papua New Guinea. Retrieved on 27.8.16 from : [www.elsevier.com/midw](http://www.elsevier.com/midw).
  6. National Strategic Directions for Midwifery in Bangladesh (2014). Bangladesh Nursing Council and Collaborate with World Health Organization and UNFPA Bangladesh. pp 1-3. Retrieved from: <http://www.who.int/features/2014/midwives-bangladesh/en/>. On August 23, 2016\.
  - Walker, D., Lannen, B Rossie, D., (2014). Midwifery practice and education: Current challenges and opportunities *Online Journal of Issues in Nursing*. 19 (2).
  7. Standard Operating Procedures for the Practice of Midwives in Bangladesh (2016), p p 4-5.
- WHO (2014) Bangladesh expands training of midwives to improve maternal and neonatal health.