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Project Title: **Education Hubs for Excellence in Midwifery**

Title of the document: **SafeMa Plans for Excellence**

Subtitle of the document: **Report**

WP/ Task/ Deliverable: **WP1/Task 1.5/ D.1.5**

Author: **UHS**





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of the European Union



Project Information

Project acronym: **SafeMa**

Project Title: **Education Hubs for Excellence in Midwifery**

Agreement number: **598946**

EU programme: **Erasmus +**

Project website: **safema-project.eu**

Prepare by:

Name: UHS

Position: Partner

Approved on behalf of SafeMa Management Board

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Executive Summary

This report summarizes the strategies developed by the Asian Universities in order to implement SafeMa activities in the most efficient, effective and impactful manner. These strategies have been based upon the general principles of SafeMa model -as it has been developed under D.1.4- and have been formulated based on the specific needs and strengths of each University and country, prepared under the guidance of each university's leadership team, and co-designed by the academic and administrative staff, as well as the students of each Asian HEI.

More specifically, this report includes information regarding all SafeMa Hubs, providing specific information for their facilities, the internships of the students and the career guidance services that the Hubs will provide to the enrolled and prospective students. Under this report the credit points in the educational system of Cambodia and Vietnam are analyzed, along with a short description of each module. Finally, under this document the plans of implementation of course delivery are provided along with the moves of project's sustainability.

1. Introduction

SafeMa project aims to advance Asian HEIs' capacities to spread and generate excellence in midwifery research and education in Cambodia and Vietnam. This report will be based upon the valuable knowledge gathered from previous tasks and activities, completed in WP1 and upon these develop each partner's university strategy for the implementation of SafeMa Hubs in an efficacious and fruitful manner. The report addresses the main points and the key considerations of WP1 outputs. More specifically, it will be based on the international standards, best practices, and methodologies related with international best standards within midwifery education, research and practices that will be embedded into the course development, supporting a needs-based and contextually adjusted perspective into the SafeMa courses.

The purpose of this report is therefore to create an overview of the strategies that each of the Partner Universities aim to adopt during the next year of project's implementation, aiming to sustain the SafeMa Hubs after the end of the project.

2. SafeMa Hubs

The successful operation and function of SafeMa Hubs has been based at the commitment of all Asian Universities to systematically integrate and support a human rights based approach during all stages of planning and execution of the SafeMa project, as well as incorporate the concept of the Reflective Practice Learning as the basis for execution and implementation of the course. Regarding the research in SafeMa Hubs all Asian Universities have been committed to systematically integrate and support the concept of evidence-based practice during all stages of planning and execution of the SafeMa project.

Facilities

SafeMa Hubs will be set up, operating as models for teaching, research, pedagogic and career guidance resource centers of midwifery in Cambodia and Vietnam. These Hubs will support all midwives at the local and regional level of these Asian countries, working in cooperation with public hospital, referral hospital and health centers including rural areas, other NGO, UNFPA projects, local authorities, national association of midwives and other stakeholders in order to ensure the efficient implementation of SafeMa Hubs providing teaching, research and pedagogic activities.

The facilities of each SafeMa Hub in Cambodia and Vietnam are available in the forthcoming grids. More specifically the facilities grids with all the relevant information regarding the SafeMa Hubs in each Partner Country are shown below:

University	University of Health Science (UHS)
Location Country Address Post code	<ul style="list-style-type: none"> • Phnom Penh • Cambodia • Campus 1-73 Preah Monivong Blvd (93), Phnom Penh Post code :12201 • Campus 2-#301, St.271, Tomnob Toek, Chamka Mon, Phnom Penh, Cambodia Post code: 12306
Department	<ul style="list-style-type: none"> • Technical School for Medical Care (Midwife Unit)
Contact info	<ul style="list-style-type: none"> • Mr. Tat Rotnak • rotnak.tat@uhs.edu.kh • +85592607788 • https://m.facebook.com/safemaproject/
Welcome message	<p><i>SafeMa always save mothers and babies' life together with economic growth also promote midwifery competency.</i></p>
Photos of the Hub	  
Staff	12 people
Language	Khmer /English

University	International University (IU)
Location	<ul style="list-style-type: none"> • Phnom Penh • Cambodia • Phnom Penh Thmey Campus: Building 89, 91, 93 & 95 St. 1011-1984, Phnom Penh Thmey, Sen Sok, Phnom Penh, Cambodia • 12101
Department	<ul style="list-style-type: none"> • NURSING SCIENCE DEPARTMENT
Contact info	<ul style="list-style-type: none"> • Mr. Vouch Phisith • info@iu.edu.kh • +855 87981111 • https://m.facebook.com/safemaproject/
Welcome message	<p><i>SafeMa Hub is one of the European Project which enhance the quality and standard credit for the postgraduate midwives.</i></p>
Photos of the Hub	
Staff	5 people
Language	Khmer and English

University	Hanoi Medical University
Location	<ul style="list-style-type: none"> • Vietnam • 01 Ton That Tung – DongDa- Hanoi 10000
Department	<ul style="list-style-type: none"> • IT Department
Contact info	<ul style="list-style-type: none"> • Le Thi Ngoc Anh • lengocanh@hmu.edu.vn • 0912585850 • https://www.facebook.com/daihocyhanoi2014
Welcome message	<i>Study well - dream a lot - love passionately</i>
Photos of the Hub	
Staff	10
Language	Vietnam and English

University	Nam Dinh University of Nursing (NDUN)
Location	<ul style="list-style-type: none"> Nam Dinh province Viet Nam 257 Han Thuyen Street, Vi Xuyen Ward, Nam Dinh City, Viet Nam
Department	<ul style="list-style-type: none"> Faculty of Nursing and Midwifery
Contact info	<ul style="list-style-type: none"> Nam Dinh University of Nursing Email: dieuduong@ndun.edu.vn Phone: +84228649666 Mai Thi Thanh Thu maithanhthu76@yahoo.com +84917542389
Welcome message	<i>To prepare safe and competent midwife</i>
Photos of the Hub	
Staff	Fifteen
Language	Vietnamese

University	Thai Nguyen University of Medicine and Pharmacy (TNU)
Location	<ul style="list-style-type: none"> • 284, Luong Ngoc Quyen, Thai Nguyen city, Vietnam
Department	<ul style="list-style-type: none"> • Obstetrics and Gynecology department
Contact info	<ul style="list-style-type: none"> • ico@tump.edu.vn • (+84) 2083 900 585 • Facebook: TUMP's SafeMa Hub
Welcome message:	<p><i>Come and join the Education Hubs for Excellence in Midwifery at Thai Nguyen University of Medicine and Pharmacy to advance your expertise and scientific research and expand your network!</i></p>
Photos of the Hub	
Staff	20 staffs
Language	Vietnamese

3. SafeMa Internships

For the implementation of the SafeMa course the strong synergies with community/local/regional health services are significant. The students that will attend the programme will have to participate in two – phase internships in community/local hospitals/health centres, or in rural areas.

After teaching the 4 modules, the Asian Universities will send their students to start their internship at national hospital/ and or health centers. These internships aim to encourage students to link the gained knowledge from the modules to the clinical practices of a health center. The learning activities will be defined from learning outcomes in relation to the 4 modules which have been completed prior to the internship period.

In order to bridge theory practice, gap the following considerations have been taken into account the learning tools and the clinical teacher has been prioritized, a set of timely clinical solutions has been set, while all universities took into consideration how to encourage the time, space and room for students' reflection. The latter will be used a method for the participated students aiming to express and reflect what they have learned during the duration of their internship.

The internship grids, with all the relevant information regarding the SafeMa local context on clinical internships in each Partner Country from Vietnam are described below:

University	University of Health Science (UHS)
Tools for SafeMa internships	<ul style="list-style-type: none"> • Clinical logbook and checklist • Case study
Local Context	The instructors will lead students to do their internship in obstetrics / delivery rooms (University Practice Facilities) over a period. Students will have to choose two to three case studies which they will have to solve. After that, those will be marked by another student. Everyone needs to do a presentation to show answer to their classmates and lecturer and receive feedbacks from the instructor.
Cooperation agreements	<ul style="list-style-type: none"> • National Maternal Child Health Center: #147, St. 86 Sangkat Sras Chok, Daun Penh Commun , Phnom Penh • Calmette Hospital: No. 3, Monivong Blvd, Sangkat Sras Chok, Khan Daun Penh, Phnom Penh, Kingdom of Cambodia. • Khmer Soviet Friendship Hospital: Yuthapol Khmemarak Phoumin Blvd, Phnom Penh 12306 • Preah Ang Duong Hospital: N° 118, Kramuon Sar (St. 114), corner Street Norodom, Phnom Penh
Durations of the internships	4 weeks (2 weeks Per 1 phase)
Phases of the internships	2 Phases
Language of the internships	Cambodian (Khmer)

University	Hanoi Medical University (HMU)
Tools for SafeMa internships	Study days and assignment
Local Context	<ul style="list-style-type: none"> • HMU will send students to do the internships in obstetrics / delivery rooms at satellite hospitals (University practice facilities) over a period of time. Students will draw a topic / skill to write an essay. • The essay will be marked by another student. Students will have a presentation - answer with their classmates and lecturers and receive feedback from the instructor.
Cooperation agreements	HMU has signed a cooperation agreement with 28 hospitals in the Hanoi area. The University continuously expands the network of practice hospitals
Durations of the internships	2 weeks per phase
Phases of the internships	2 Phases
Language of the internships	Vietnam – English

University	International University (IU)
Tools for SafeMa internships	<ul style="list-style-type: none"> • Clinical logbook and checklist tool include • Case study and develop presentation and we checklist to evaluate as well. • Attendance Clinical requirement
Local Context:	Send student in the area of practice under preceptor/instructor supervise. Case presentation also have. Tool may need to evaluate during this practicum.
Cooperation agreements	<ul style="list-style-type: none"> • Sen Sok International University Hospital: <i>Building No. 91-96, 1986 Street, Sangkat Phnom Penh Thmey, Khan Sen Sok, Phnom Penh, 11012</i> • National Maternal and Child Health Center: <i>86 Moat Chrouk (St. 86), Phnom Penh</i> • Khmer Soviet Friendship Hospital: <i>Yuthapol Khmemarak Phoumin Blvd, Phnom Penh 12306</i> • Phnom Penh Municipal Referral Hospital: <i>No. 137-139, Czech Republic Blvd (169), corner of Street 134, Phnom Penh 12253</i> • CHEY CHUMNEAS REFERAL HOSPITAL: <i>National Road No 2, Krapeu Ha Village, Sangkat Prek Russey, Takhmao City, Kandal, Cambodia</i>
Durations of the internships	2 months
Phases of the internships	Doing at the end of each semester

Language of the internships	Khmer and English
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University	Nam Dinh University of Nursing
Tools for SafeMa internships	MOOCs, lectures, preparation, group work, study days, assignments, exams/tests, facilities,
Local Context:	Guideline for course implementation Nam Dinh University of Nursing have pretest before hospital practice – hospital guidelines are provided for students in clinical internship. Teachers have meetings with students to share about practice problems or scenarios – discuss about kinds of cases. Discussions are taking place each morning, every week.
Cooperation agreements	<ul style="list-style-type: none"> • National Hospital of Obstetrics and Gynecology • Ha Noi Obstetrics and Gynecology Hospital, Nam Dinh Obstetrics and Gynecology Hospital • Ninh Binh Hospital for Women and Children • Ha Nam Hospital for Women and Children
Durations of the internships	2 months
Phases of the internships	M21 to M22, M27 to M28, M33 to M34, M39 to M40
Language of the internships	Vietnamese

University	Thai Nguyen University of Medicine and Pharmacy
Tools for SafeMa internships	MOOCs, lectures, preparation, group work, study days, assignments, exams/tests, facilities, TBL (Team-Based Learning), case study
Local Context:	Guideline for course implementation
Cooperation agreements	<ul style="list-style-type: none"> • Thai Nguyen National Hospital • National Hospital of Obstetrics and Gynecology • Department of Obstetrics and Gynecology (A Hospital) • Department of Obstetrics and Gynecology (Gang Thiep Hospital) • Department of Obstetrics and Gynecology (Hospital of Dai Tu district) • Department of Obstetrics and Gynecology (Hospital of Vo Nhai district), Department of Obstetrics and Gynecology (Hospital of Phu Luong district) Department of Obstetrics and Gynecology (Hospital of Dinh Hoa district)
Durations of the internships	10 weeks
Phases of the internships	M21 to M22, M27 to M28, M33 to M34, M36 to M37, M39 to M40
Language of the internships	Vietnamese

4. Career guidance

The SafeMa Hubs objects to guide students at the end of the course as following: career information, career education, career counseling, employment counseling and job placement.

- **Career information**

The SafeMa hubs will offer to enroll students all the necessary information regarding the needed skills for enrollment in the SafeMa course, career paths, learning opportunities, labor market trends and job opportunities after their graduation. At the same time to the prospective students SafeMa Hubs will offer career information services and the opportunity for “taster” programs that allow them to sample course options.

Special attention will be given to the students form rural areas to ensure equal opportunity to participate in the SafeMa course, regardless of place of living and ethnicity. The goal is to enable and empower individuals to break out of restrictive and oppressive stereotypes determined by gender, ethnicity, class, religion, or disability.

- **Career education**

The SafeMa course aim to provide services from a guidance counselor where students can get counseling during the course and understand their motives, their values and how they might contribute to society. It provides them with knowledge of the labor market; skills to make education, life and work choices; and the tools to plan a career.

- **Career counseling**

The SafeMa hubs in Cambodia will offer services to help students clarify their aims and aspirations, understand their own professional identity, make informed decisions, commit to action, and manage career transitions, both planned and unplanned.

- **Employment counseling**

The SafeMa course will offer services to help students clarify their immediate employment goals, understand and access job and further skill-training opportunities, and learn the skills needed to look for and maintain employment.

- **Job placement**

The SafeMa course will offer services arranging for or referring people to job vacancies with special focus on equal opportunity for ethnic minorities and students living in rural areas.

All Asian Universities have been committed to provide career guidance, helping students to clarify their immediate employment goals, accessing them to job and further skill-training opportunities, and learn the skills needed to look for and maintain employment, during the operation of the SafeMa Hubs and sustain after the end of project’s lifespan.

University	University of Health Sciences (UHS)
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Career information	We are going to guide them on what type of skills needed to get the job they want, and we are also going to inform them if our partners or other institutions announce the recruitment of the job related to their major. This is done through info days, and for the announcement, it will be posted on the website of the university.
Career education	What we can provide to our students regarding career education is how to prepare them to get the students' desired job. The risks regarding this matter is that different students require different needs and timeline to receive the type of information they need, so not all students can benefit from this.
Career counseling	There are three career counseling services including: <ul style="list-style-type: none"> • Psychology • Preparation for job interview • Mental state To help students process all of these, we are going talk to them one on one when they need help and allow them to talk freely about this matter.
Employment counseling	We are going to use small talks with students when they need help with employment matter.
Job placement	We could offer job placements to our students through referring them to our partner hospital and clinics and informing them the job placements offered by others. Normally, those hospitals and clinics contact us to ask us to refer students to work at their place, so this is one of the common way that we can help our students to get the job after their graduation.
Responsible for the Counseling	Ms. Lim Solida (coordinator)
Schedule of SafeMa Career Guidance	Once a month
Language	Khmer

University	International University
Career information	The career information that IU will provide to student are allowed to have Internship during study course, Volunteer/Hospital staff after completing the study course. We plan to make an announcement to the students via Facebook page and poster and YouTube/Website of SafeMa project.
Career education:	The career education that the university can provide to the student are working in University Hospital and some more Cooperate Hospital both in City and province. The risk that should be taken into this is the low challenging among each student capacity.
Career counseling	The Liaison Affair Office will be responsible on the Career counseling with details information and some more document to enhance the student purpose.

Employment counseling	<ul style="list-style-type: none"> • Technical writing test • Interview
Job placement	Sen Sok International University Hospital We have no system but normally we will do the announcement via University Facebook Page.
Responsible for the Counseling	Mr. Vouch Phisith , Director of Liaison Affair Office. Ms. Dam Thida , Deputy Director of Liaison Affair Office.
Schedule of SafeMa Career Guidance	Monday – Friday (8:00 am – 12:00 pm 1:00 pm – 5:00 pm)
Language	English and Khmer

University	Hanoi Medical University (HMU)
Career information	HMU provides all career information related to university training programs to the students. We use different communication channels such as website, social network, Newsletter, Poster, Flyer
Career education:	HMU offers training programs, short-term careers, long-term careers in all medical-related majors / skills / techniques. Career education require high quality reception. Comes with an abundant source of finance. Admission may face risks in terms of finance, human resources, and training scale.
Career counseling	Career services via phone / direct / online. Counseling through the alumni network Use many tools such as: Tel, Website, Apps, Network.
Employment counseling	HMU organizes an annual "Job Fair" for students. On this day we invite hospitals, clinics, medical organizations... recruiting units in the health sector to create an open environment to help recruitment agencies reach students. students, as well as helping students get more information about recruitment needs and potential job markets.
Job placement	Job placements: Doctor / Nursing / Medical Technology / Midwifery.
Responsible for the Counseling:	Communication Department is in charge of communication and counseling for students
Schedule of SafeMa Career Guidance	Expected counseling 1 hour / day - 2 days / week and online counseling
Language	Vietnam

University:	Nam Dinh University of Nursing
Career information	Provide career information on <ul style="list-style-type: none"> • NDUN's website: ndun.edu.vn, NDUN's facebook • Flyer of advising education enrollment

	<ul style="list-style-type: none"> • Student's Day at the beginning of the course, in the middle of the course and at the end of the course.
Career education	<p>Training program includes:</p> <ul style="list-style-type: none"> • Nursing • Midwifery • Public Health • Nutrition <p>With 2 forms: full-time and in-service</p>
Career counseling	<p>Career counselling for students</p> <p>Job Fair with the participation of enterprises and medical facilities. Send document to medical facilities to inform the number of students graduating during the year.</p>
Employment counseling	<p>Face to face employment counseling</p> <p>Through social media</p>
Job placement	<ul style="list-style-type: none"> • Job placement in in health facilities belonging to the health system from the central to local levels • Lecturers in universities which have nursing and healthcare training.
Responsible for the Counseling:	<p>Ms. Pham Thi Thanh Huong Vice Head of Nursing and Midwifery</p>
Schedule of SafeMa Career Guidance	<p>Once a month</p>
Language	<p>Vietnamese</p>

University	Thai Nguyen University of Medicine and Pharmacy
Career information	<p>Qualification/Degree of training courses</p> <p>Professionalism gained from the courses Positions that participants may apply after gaining the qualification. They are informed on the website of the university and social media. Flyers also applied in several cases</p>
Career education	<p>Medical doctor, nursing, pharmacy, dentist, preventive medicine, laboratory technician and midwifery</p>
Career counseling	<p>Face to face counselling or online counselling, individual or group counselling. We have not yet developed tool for career counseling, but we may see the website: https://epale.ec.europa.eu/en/resource-centre/content/toolkit-25-tools-career-counselling-and-guidance as a reference for future development</p>
Employment counseling	<p>May be one of these methods will be applied: Desensitization, Catharsis, Insight, Developing the new patterns</p>
Job placement	<ul style="list-style-type: none"> • Teacher, researcher at universities or secondary medical schools • Midwifery in a health service such as hospitals, health centers, community health stations

Responsible for the Counseling	Binh Nguyen Thi Tram Hoang Thi Ngoc Hong Nguyen Thi
Schedule of SafeMa Career Guidance	One hour per week
Language	Vietnamese

5. SafeMa Course and Credit Points in Cambodia and Vietnam

Credit Points in Cambodia's Educational System

The education system in Cambodia, ECTS is not applied. The term credit is used to determine how many credits in the program and how many credits per each course. Referring to the table below, the ECTS uses in Germany has 30 hours per ECTS, therefore, 1 ECTS equal to 30 hours is chosen to apply in the SafeMa project in UHS, Cambodia. In summary, the whole SafeMa projects are:

Module	Credits	Hours
M.1	1	30hrs (Lecture:10hrs/Activity:20hrs)
M.2	1.5	45hrs (Lecture:15hrs/Activity:20hrs)
M.3	1	30hrs (Lecture:10hrs/Activity:20hrs)
M.4	1.5	45hrs (Lecture:20hrs/Activity:25hrs)
M.5	2	45hrs (Lecture:15hrs/Activity:30hrs)
M.6	1	30hrs (Lecture:10hrs/Activity:20hrs)
M.7	1	30hrs (Lecture:15hrs/Activity:15hrs)
M.8	1.5	45hrs (Lecture:15hrs/Activity:20hrs)

One ECTS is equal to between 25 to 30 hours exclude UK (7). There is different conversion of ECTS among countries in Europe as the table bellows:

Country	ECTS to Hours
United Kingdom	60 ECTS = 1,200 study hours → 1 ECTS = 20 study hours
Austria, Ireland, Italy, Malta	60 ECTS = 1,500 study hours → 1 ECTS = 25 study hours
Finland, Lithuania, Sweden	60 ECTS = 1,600 study hours → 1 ECTS = 27 study hours
Netherlands, Portugal	60 ECTS = 1,680 study hours → 1 ECTS = 28 study hours
Germany	60 ECTS = 1,800 study hours → 1 ECTS = 30 study hours

Credit Points of Cambodia's Education System

Cambodia Qualification framework define 5 levels of degree including Technical and Vocation Certificate, Higher Diploma of Technology /Business Education, Bachelor of Technology/ Business Education, master's degree of Technology / Business Education, and Doctoral Degree of technology / Business Education (8). Below shows the minimum credits hours required for each level:

Level	Technical & Vocational Education and Training	Higher Education	Minimum Credit hours
5	Doctoral Degree of technology / Business Education	Doctoral Degree	54
4	Master Degree of Technology / Business Education	Master's Degree	45
3	Bachelor of Technology/ Business Education	Bachelor Degree	120
2	Higher Diploma of Technology /Business Education	Associate Degree	60
1	Technical and Vocation Certificate		30

The Credit hours are categorized into three types such as theory, classroom practice, and clinical practice. There is 15 hour per credit for theory, 30 hours per credit for classroom practice, and 45 hours per credit for clinical practice. The comparison between EU and Cambodia is shown in the table below:

EU	Cambodia		
Lecture	Theory	Classroom Practice	Clinical Practice
1 ECTS = 25 to 30 hours	1 Credit = 15 hours	1 Credit = 30hours	1 Credit = 45hours

Credit Points of Vietnam's Education System

Each semester consists of two modules, each module consists of 2 theory credits, 2 lab practice credits and 2 clinical practice credits. The Credit hours are categorized into three types such as theory, classroom practice, and clinical practice. There is 15 hour (1 week) per credit for theory, 30 hours (2 week) per credit for classroom practice, and 45 hours (2 weeks) per credit for clinical practice. The comparison between EU and Cambodia is shown in the table below:

EU	Vietnam		
Lecture	Theory	Lab Practice	Clinical Practice
1 ECTS = 25 to 30 hours	1 Credit = 15 hours (1 week)	1 Credit = 30 hours (2 weeks)	1 Credit = 45 hours (2 weeks)

6. SafeMa Modules

A short description of the 8 Modules that will be delivered by all Universities is presented below. The modules will be developed by the partner responsible for WP2, with the contribution of all partners in order to develop a more detailed framework, list of subjects and specific learning tools, namely a SafeMa course toolkit. SafeMa lecturers at partner Universities in Vietnam and Cambodia are ultimately expected to further structure the curricula and design learning activities that will enable SafeMa students to achieve the knowledge, skills and competencies that are presented within each module's learning outcomes.

Module 1 Advanced clinical skills in midwifery – promoting normal labor

Course: Promoting Normal Labor

Course Description:

This theme deals with the promotion of normal labor within midwifery care, including the use of non-pharmacological pain relief, patient safety and avoidance of unnecessary medical interventions. The focus is on the practice and development of clinical skills, management and clinical expertise during normal birth.

- **Total Credits : 1 credits**
- **Total Hours:** 30 hrs (Lecture 10/ Activity 20 hrs)

Module 2 Advanced clinical skills in midwifery II – Fetal monitoring and patient safety

Course: Fetal Monitoring and patient Safety

Course Description:

This theme deals with indications and interpretation of foetal monitoring during labor and neonatal resuscitation. The focus is on patient safety, practice and development of clinical skills, management and clinical expertise during normal and complicated birth.

- **Total Credits : 1.5 credits**
- **Total Hours:** 45 hrs (Lecture 15/ Activity 20 hrs)

Module 3 Advanced clinical skills in midwifery III – Obstetric emergencies

Course: Obstetric Emergencies

Course Description:



This theme deals with the obstetric emergency of shoulder dystocia and post-partum complications in relation to excessive bleeding supporting patient safety. The focus is on the practice and development of clinical skills, management and clinical expertise during complicated birth.

- **Total Credits: 1credits**
- **Total Hours: 30 hrs (Lecture 10 Activity 20 hrs)**

Module 4 Post-partum health promotion within midwifery

Course: Post-partum health promotion within midwifery

Course Description:

This theme deals with health promotion and prevention in midwifery care in the field of maternity and breastfeeding, including care of women with complications relating to breastfeeding and bonding between mother, child and supporting the family as a unit within a community setting. The focus is on the practice and development of clinical skills and supportive interaction and communication.

- **Total Credits: 1.5 credits**
- **Total Hours: 45 hrs (Lecture 20/ Activity 25 hrs)**

Module 5 Methods in health research

Course: Methods in health research

Course Description:

This theme deals with developing research awareness including use of the tool: Documented Structured Information Search (DOSIS) and supporting development of health-related English skills to strengthen research awareness. The focus is on the development of critical thinking and the translation of research into practice.

- **Total Credits: 2 credits**
- **Total Hours: 45 hrs (Lecture 15/Activity 30 hrs)**

Module 6 Clinical preceptorship

Course: Clinical Preceptor ship

Course Description:

This theme deals with developing skills to become midwife educators in a clinical setting. The focus is on the practice and development of clinical educator skills, leadership and supportive interaction and communication with midwifery students and others.

- **Total Credits 1 credits**
- **Total Hours: 30 hrs (Lecture 10/ Activity 20 hrs)**

Module 7 Human rights

Course: Human Rights

Course Description:

This theme deals with the understanding and promotion of a human rights-based approach to midwifery practice including knowledge of the core competencies of professional practice within an ethical scope. The focus is on ethical perspectives and the integration these into a professional clinical practice

- **Total Credits : 1 credits**
- **Total Hours:** 30 hrs (Lecture 15/ Activity 15 hrs)

Module 8 Evidence based midwifery

Course: Evidence based midwifery

Course Description:

This theme deals with supporting a differentiated approach to Midwifery practice and individualized midwifery care based on an evidence-based approach. The focus is on developing clinical decisions skills based on an integration of knowledge of best available clinical research evidence, clinical expertise and patient preferences and circumstances.

- **Total Credits : 1.5 credits**
- **Total Hours:** 45 hrs (Lecture 15/ Activity 20hrs)

7. Modules Implementation

Under this section will be provide information regarding the delivery of SafeMa course from the Universities in Cambodia and Vietnam. More specifically, the grids presented below include information regarding tools for practice of application of non-pharmacological pain relief will be needed (Module 1), tools and relevant cases for fetal monitoring and communication, that reflect the local context (Module 2), relevant cases for obstetric emergencies and communication that reflect the local context (Module 3), relevant cases for family forming, bonding and health promotion in the community, that reflect the local context (Module 4), commitment for the development of health-related English course (Module 5), commitment to develop course material that reflect the existing practices of midwives in a local context (Module 6), commitment to develop material regarding National/state/local community standards of midwifery practice, local jurisdiction etc. (Module 7) commitment to develop material for course regarding the local context (Module 8).

<p>1.1. Module 1 Advanced clinical skills in midwifery – promoting normal labor</p>	<ol style="list-style-type: none"> 1. Uterus/Fetus Model Set 2. Manikin - Light Skin Tone 3. Simulaids® Obstetrical Manikin - Light 4. Newborn Baby Doll - Light Baby Boy 5. Newborn Baby Doll - Light Baby Girl
<p>1.2. Module 2 Advanced clinical skills in midwifery II – Fetal monitoring and patient safety</p>	<ol style="list-style-type: none"> 1. Palpation module for Leopold Maneuvers 2. Simulaids® Forceps/Vacuum Delivery OB Manikin - Light Skin Tone
<p>1.3. Module 3 Advanced clinical skills in midwifery III – Obstetric emergencies</p>	<ol style="list-style-type: none"> 1. Life/form® Breast Examination Simulator 2. Palpation module for Leopold Maneuvers 3. Life/form® Basic Buddy®/Baby Buddy® Classroom Pack 4. Life/form® Advanced Breast Exam Simulator 5. EVA Gynecological Training Manikin
<p>1.4. Module 4 Post-partum health promotion within midwifery</p>	<ol style="list-style-type: none"> 1. Life/form® Breast Examination Simulator 2. Life/form® Newborn Nursing Skills and ALS Simulator 3. Gaumard® Total Childbirth Education Station - Light 4. Newborn Baby Doll - Light Baby Boy 5. Newborn Baby Doll - Light Baby Girl 6. Life/form® Advanced Breast Exam Simulator 7. EVA Gynecological Training Manikin
<p>1.5. Module 5 Methods in health research</p>	<p>Agree</p>
<p>1.6. Module 6 Clinical preceptor ship</p>	<p>Agree</p>
<p>1.7. Module 7 Human rights</p>	<p>Agree</p>
<p>1.8. Module 8 Evidence based midwifery</p>	<p>Agree</p>

International University

<p>1.1. Module 1 Advanced clinical skills in midwifery – promoting normal labor</p>	<p>Tools for practice of application of non-pharmacological pain relief that will be needed are:</p> <ul style="list-style-type: none"> • Gynaecological Bed • Whole Body Pregnant Model • Super OB Susie • Baby Manikin • Gynaecologic Simulator
<p>1.2. Module 2 Advanced clinical skills in midwifery II – Fetal monitoring and patient safety</p>	<p>Tools such as practice examples fetal monitoring will be needed are:</p> <ul style="list-style-type: none"> • Fetoscope/ Doppler • Cardiotocograph Simulator • Blood Pressure Simulator
<p>1.3. Module 3 Advanced clinical skills in midwifery III – Obstetric emergency</p>	<p>Simple Mannequins for practicing the HELPERR technique and other maneuvers will be needed are:</p> <ul style="list-style-type: none"> • Gynaecological Bed • Whole Body Pregnant Model • Super OB Susie • Baby Manikin • Gynaecologic Simulator • Cardiotocograph Simulator • Blood Pressure Simulator

<p>1.4. Module 4 Post-partum health promotion within midwifery</p>	<p>Simple Mannequins for demonstrating breastfeeding positions and techniques will be needed are:</p> <ul style="list-style-type: none"> • Breast Self-Examination Teaching Model • Baby Manikin <p>Family planning is uncommon in Cambodia and women will often have many children. In the cities, some women use birth control pills and rarely condoms. In Cambodia, most women breastfeed their babies. Breastfeeding is thought by some to make their baby strong, smart, and obedient to his parents. In Seattle many women feel that breastfeeding is very difficult because of competing school, job, and household responsibilities. Bottle-feeding is more practical. Cambodian women frequently place balm on their baby's soft spot and stomach as they believe this protects their baby. Nowadays, young women have adopted American practices of pumping breast milk and storing it for bottle feeding.</p>
<p>1.5. Module 5 Methods in health research</p>	<p>It is argued that research awareness is the first step to practicing evidence-based midwifery (16) which is described in 4.2. To be research aware means being able to do the following (16p:8):</p> <ul style="list-style-type: none"> • Identify areas that might benefit from research in your own practice • Identify areas in service provision that might benefit from research • Identify new ideas or technologies that need to be investigated • Read published papers pertaining to practice and evaluate their suitability for implementation • Seek out literature on any subject to meet the needs of a client or group • Make research findings available in a user-friendly form as part of parent education activities • Help others understand the strength and weakness of research findings • Advice and support women who are asked to participate in research • Support midwives undertaking research

	<ul style="list-style-type: none"> • Evaluate whether the research you are being asked to collect data for is being properly conducted and is of the best interest of the participants
<p>1.6. Module 6 Clinical preceptor ship</p>	<p>The following chapter outlines best practices within basic midwifery practice. It is the aim of the SafeMa project to develop a Safema midwifery postgraduate course in Advanced Midwifery Practice, comprising of eight modules that can be taught as short courses and facilitated internships (5 p:23) It is the aim of the Gap analysis WP1 task 2 to identify, and match, specific clinical skill shortages in line with national priorities in the partner countries of Viet Nam and Cambodia. The following is therefore an outline of the ICM best standards for essential competencies for basic midwifery practice (4), which will create a basis for the SafeMa gap analysis, WP 1 task 2 and a further defining of which midwifery clinical skills, basic and advanced, that needs to be the focus of the SafeMa postgraduates' courses.</p>
<p>1.7. Module 7 Human rights</p>	<p>The WHO understanding of United Nations (UN) common understanding on a HRBA, from 2003, and the challenges that might present itself in a Safema context, with reference to the concept of obstetrical violence. The UN common understanding of HRBA has often served as a reference point, and guiding framework for many government- and non-governmental organizations, and it is therefore found suitable for outlining the SafeMa HBRA.</p> <p>The UN identifies three core elements in a HRBA: goal, process and outcome. In the following these elements will be presented and core aspects in relation to a SafeMa contexts will be identified.</p>
<p>1.8. Module 8 Evidence based midwifery</p>	<p>The midwife therefore needs an important combination of skills and characteristics to be able to practice evidence-based medicine, which includes being (16 p:8):</p> <ul style="list-style-type: none"> • Observant and sensitive and thus able to identify the needs of individual women

	<ul style="list-style-type: none"> • Empathic to the needs, women may be able to articulate • An effective communicator, to enable women to be equal partners in their care • A reflective practitioner and therefore able to develop clinical expertise based on personal practice and experience • Questioning and open to questions in all aspects of practice • A lifelong learner; knowledge is never stationary, and midwives must continuously and conscientiously keep themselves updated. • Research aware.
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Hanoi Medical University

1.1. Module 1 Advanced clinical skills in midwifery – promoting normal labor	1. Episiotomy and Suturing Simulator Model: M-1019639 Manufacture: 3B Scientific – Germany
1.2. Module 2 Advanced clinical skills in midwifery II – Fetal monitoring and patient safety	2. Childbirth Training Torso Model: S500.300 Manufacturer: Gaumard – USA
1.3. Module 3 Advanced clinical skills in midwifery III – Obstetric emergencies	3. MamaNatalie birthing simulator Model: Mama Natalie Manufacturer: Laerdal – Norway Pedi® Blue Neonate Simulator (has the ability to connect with computer) Model: S320.100 Manufacturer: Gaumard – USA
1.4. Module 4 Post-partum health promotion within midwifery	4. Pedi® Blue Neonate Simulator (has the ability to connect with computer) Model: S320.100 Manufacturer: Gaumard – USA
1.5. Module 5 Methods in health research	Agree

1.6. Module 6 Clinical preceptorship	5.Gynecologic Skills Trainer Model: M-1021592 Manufacturer: 3B Scientific – Germany
1.7. Module 7 Human rights	Agree
1.8. Module 8 Evidence based midwifery	Agree

Nam Dinh University of Nursing

1.1. Module 1 Advanced clinical skills in midwifery – promoting normal labor	Midwives promote normal labor. Need to closely monitor labor criteria <ul style="list-style-type: none"> • Monitor fetal heart and uterine contractions • Check amniotic fluid • Fetal ultrasound • Controlled electronic pregnant model
1.2. Module 2 Advanced clinical skills in midwifery II – Fetal monitoring and patient safety	Newborn care <ul style="list-style-type: none"> • Fetal heart monitor (portable device) • Resuscitation kit • Oxygen breathing machine with adjustable pressure • Electronic neonatal model with operation adjust • Jaundice lamp
1.3. Module 3 Advanced clinical skills in midwifery III – Obstetric emergency	In the pathology of placenta praevia (bleeding), bleeding miscarriage, uterine rupture, postpartum bleeding; Midwives have to handle first aid: check blood pressure; detect diseases and risk factors to make appropriate care decisions such as: <ul style="list-style-type: none"> • Oxygen machine for mothers with pressure ventilation • -Vehicles transporting patients: wheel chair and stretcher.
1.4. Module 4 Post-partum health promotion within midwifery	<ul style="list-style-type: none"> • Neonatal and maternal breast models <p>In addition to forming skills for students, the systems must have close cohesion. In other words, there must be systems to connect electronic speakers and monitoring camera to adjust behaviors to help students gradually build capacity of midwives</p>
1.5. Module 5 Methods in health research	Agree
1.6. Module 6 Clinical preceptorship	Agree
1.7. Module 7 Human rights	Agree

1.8. Module 8 Evidence based midwifery	Agree
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Thai Nguyen University of Medicine and Pharmacy

<p>1.1. Module 1 Advanced clinical skills in midwifery – promoting normal labor</p>	<p>Providing and supporting pregnant women know how to deal with labor pain. Eg: control breath, relax, massage.</p> <p>Encouraging pregnant women in free movement and in standing posture. Besides, support the women to choose posture to delivery.</p> <p>Guiding pregnant women to push out correctly.</p> <p>Doing 6 steps of early essential newborn care, delayed clamp and cut the umbilical cord 1 step.</p>
<p>1.2. Module 2 Advanced clinical skills in midwifery II – Fetal monitoring and patient safety</p>	<ul style="list-style-type: none"> • Performing methods for monitoring the fetus during pregnancy and in labor. • Monitoring normal labor and difficult labor • Supporting for pregnant women safety in complicated labor. • Identifying the situation of newborn baby after birth, assess when newborn resuscitation is needed • Know how to set up breathing and circulatory support, breather oxygen. • Know the principles of neonatal prophylaxis following guideline. Ex: Ophthalmic infections, hemorrhagic disease • - Good communication for creating trust, Cooperation with pregnant women and their family.

<p>1.3. Module 3 Advanced clinical skills in midwifery III – Obstetric emergencies</p>	<ul style="list-style-type: none"> • Active management of third stage, involves using mechanical contraction of the uterus, uterotonics. • Know how to solve difficult birth cases and complications after birth for immediate management. Eg: excessive bleeding and retained placenta after birth. • Detect abnormal cases such as placental abruption, placenta previa, umbilical cord abnormalities. • Placenta examination after birth. • Advise pregnant women and family members safe methods in labor for avoiding obstetric complication
<p>1.4. Module 4 Post-partum health promotion within midwifery</p>	<ul style="list-style-type: none"> • The importance of breast milk and breast feeding. • Advise pregnant women about rest and nutrition for supporting breastfeeding and maintaining breastmilk. • Providing information about demand, frequency and time for feeding, gain weight of newborn baby. • Determine and manage breast feeding's problem (mastitis, uncorrected breast feeding)
<p>1.5. Module 5 Methods in health research</p>	<ul style="list-style-type: none"> • Know how to approach scientific and domestic research results • Implementation and participate in scientific research • Know how to apply research results into practice • Using English skills related to health and research to read and understand scientific research articles
<p>1.6. Module 6 Clinical preceptorship</p>	<ul style="list-style-type: none"> • Midwives will guide new midwives and other students as introducers, mentors, supervisors, and models in clinical settings. • Teaching in clinical environment using relevant theories

<p>1.7. Module 7 Human rights</p>	<ul style="list-style-type: none"> • Understanding the laws and regulations relating to midwives • Practicing according to legal requirements and ethical principles • Identify violations of laws, regulations, ethical rules and take appropriate actions. • - Identify situations that require expertise other than midwifery care such as gender violence including rape
<p>1.8. Module 8 Evidence based midwifery</p>	<ul style="list-style-type: none"> • Know how to find, explain and use research materials related to clinical expertise and clinical leadership.

8. Project Sustainability

SafeMa project has been created in such a way to ensure that its educational outputs are accessible for all interested parties and free of charge. All these educational tools will be supported throughout project's implementation by multiple awareness raising activities and events, as well as sensitisation tools, such as SafeMa Courses & MOOC, Hubs, Network, Research Cluster and Prize and the Excellence in Midwifery publication as well as an international conference at the end of the project.

Considering that the main goal of the project is to be developed as a paradigm of excellence that will encourage and foster the quality in midwifery education and research in the countries of Vietnam and Cambodia, the project targets not only to students but also all types of midwifery and reproductive health professionals. Even from the stage of proposal preparation all partners have been committed that they will sustain project's outputs after the end of the project, however the lacked the know-how of 'sustainability'. Therefore, a specific training is foreseen for administrative staff on networking and fundraising in order provide specific skills and tools to the Asian partners on how to sustain project's outputs after its implementation. These materials will be practical and openly accessible to the VLE for administrative and academic staff to be use throughout and after project's implementation. Responsible partner will be UHS.



9. Conclusion

SafeMa Hubs represent the pillars of project's implementation, aiming to provide knowledge to midwifery students in order to thrive professionally and improve the midwifery field in Cambodia and Vietnam. This report describes the plans of excellence developed by the Partner for the successful and effective implementation of SafeMa activities. In detail, this report included information of all SafeMa Hubs (facilities, internships, career guidance), the SafeMa course and the credit point in Vietnamese and Cambodian educational system along with a short description of each module and the plans for their implementation.