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# MIDWIVES COLLEGE OF UTAH

MIDWIFING MIDWIVES

## 2022-2023 Course Catalog

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Updated 5/2022

This catalog is intended as a resource to acquaint prospective and current students with course offerings, degree programs, tuition rates, policies, and procedures of Midwives College of Utah.

Midwives College of Utah reserves the right to make any alterations as needed without prior notice.

## Mission

Midwives College of Utah (MCU) provides an educational structure and an integrated learning environment for individuals to become midwives of technical expertise, professional excellence, and personal greatness—namely Midwives of Excellence<sup>SM</sup>.

Students are individually supported by the MCU House Mentor program whose mission is to support the development of Midwives of Excellence<sup>SM</sup> by fostering a unique house culture of connection that promotes personal and professional peer bonding; by providing each student continuity of care through progress monitoring and coaching; and committing to personal transformation with special attention to The Outward Mindset, Crucial Conversations, and Crucial Accountability.

## Culture



MCU's culture is inspired by the Midwives Model of Care<sup>TM</sup>, reflecting philosophies, skills, and behavior in both the way we model and train our students. What we teach and how we teach exemplifies what it means to be a midwife of excellence who is self-actualized, and values courageous conversations and relationships built upon honesty and trust. MCU delivers a Midwifery Model of Education; ultimately midwifing midwives through their educational journey and beyond.

The Midwives College of Utah may offer you the most intense educational challenge and life-changing experience you have ever had. If you have the desire, determination, and character to meet the challenge, you can be assured that your education at MCU will support a life and midwifery practice of satisfying, rich contribution.

Sincerely,

Kristi Ridd-Young  
President

# MCU Code of Conduct

## MCU holds these tenets as our Community Rules of Caring

The Midwives College of Utah strives for an intentional community by investing in life-giving, life-affirming, and life-sustaining relationships. We recognize that a strong community is grown through conscious interaction with others and a commitment to the growth, development, and well-being of every other member of our community. Ongoing critical self-reflection of our attitudes, behaviors, and values facilitates the organic growth of a thriving community.

1. When I bring forward a challenge, weakness, or problem, I will do my best to offer a solution and be willing to explore various ways to solve the problem.
2. In written and spoken communication, I agree to: a. engage respectfully, b. check my assumptions by asking questions, and c. speak for me (speak as "I" not "we").
3. I honor difference as a community strength.
4. I will listen to and believe the lived experience of those who have historically experienced marginalization and/or oppression because of their race, immigrant status, income, disability, sexual orientation, gender identity, family structure, and/or religion.
5. I remain curious about the lived experience behind our differences. I seek to hear and understand the message behind the words that are spoken.
6. I take personal responsibility for my words, actions, and inactions; I seek to understand their impact even when that differs from my intent.
7. I commit to actively cultivating an awareness of impact vs intent. When my action has a negative impact as determined by the person harmed, I will practice accountability. I will reflect on my action, constructively apologize, seek to repair the relationship by asking what the other needs, and enact behavior change that reflects those needs.
8. I commit to pursuing awareness of how my implicit biases and assumptions impact others and to resist those biases whenever possible.
9. I recognize that safety and comfort are two different things; I will lean into the discomfort that will occur during our anti-oppression work together.
10. I agree to do my own personal work to educate myself about social justice and equity issues. I commit to not burdening individuals from historically oppressed and marginalized communities by asking them to educate me about their cultural and identity experiences. MCU offers education, resources, and support for this work and encourages our community to access these resources.
11. I will cultivate and practice "space awareness" by being conscious of who is in the physical or virtual room and experiencing the impact of my words and actions.
12. I commit to the models of Outward Mindset and Crucial Conversations for navigating conversations and interpersonal relationships. I will not weaponize the community rules of caring for my own gain and comfort.

# Contents

MCU Code of Conduct.....	- 2 -
Contents.....	- 3 -
Academic Policies .....	- 4 -
Academic Integrity .....	- 4 -
Academic Misconduct .....	- 4 -
Americans With Disabilities Act.....	- 4 -
Copyright in the Classroom .....	- 4 -
Course Evaluations .....	- 4 -
Course Time Limits .....	- 4 -
Disclaimer.....	- 4 -
Diversity and Inclusivity at MCU.....	- 5 -
Due Dates .....	- 5 -
Exams .....	- 5 -
Grading .....	- 5 -
Graduate Course Eligibility .....	- 5 -
Graduation Requirements .....	- 5 -
Non-Discrimination Policy .....	- 5 -
Pass/Fail Grading option.....	- 6 -
Plagiarism Policy .....	- 6 -
Record Keeping .....	- 6 -
Resubmitting Assignments .....	- 7 -
BSM Phase and Course Requirements .....	- 8 -
for a student who is not already a Certified Professional Midwife .....	- 8 -
BSM Course Requirements .....	- 9 -
for a Certified Professional Midwife .....	- 9 -
Bachelor of Science in Midwifery Electives .....	- 10 -
BSM Elective Courses .....	- 10 -
CPM/BSM Elective Courses .....	- 10 -
CPM/BSM Elective Courses (with an Associate of Science in Midwifery from MCU) .....	- 10 -
Suggested Master of Science in Midwifery Course Schedule .....	- 11 -
Undergraduate Course Descriptions .....	- 12 -
BIOLOGY .....	- 12 -
BOTANY .....	- 14 -
BUSINESS.....	- 15 -
CLINICAL.....	- 15 -
COMMUNICATIONS .....	- 20 -
HEALTH.....	- 22 -
HISTORY .....	- 24 -
MATH .....	- 24 -
MIDWIFERY .....	- 25 -
PHYSICAL THERAPY .....	- 36 -
PROFESSIONAL DEVELOPMENT .....	- 37 -
SOCIAL SCIENCES .....	- 41 -
STATISTICS .....	- 46 -
Graduate Classes .....	- 48 -
ENGLISH .....	- 48 -
FIELDWORK .....	- 48 -
MIDWIFERY .....	- 49 -
PROFESSIONAL DEVELOPMENT .....	- 51 -
STATISTICS .....	- 55 -
Faculty .....	- 56 -
Administration.....	- 56 -
House Mentors .....	- 58 -
Board of Directors .....	- 58 -
Board Advisors .....	- 58 -
General Information .....	- 58 -
Truth in Advertising.....	- 58 -

# Academic Policies

## Academic Integrity

A high sense of personal honor and integrity is imperative in the completion of courses from the Midwives College of Utah. Although students can work in a study group, you must complete your own work. The syllabus should not be copied or given to other people without permission from the Midwives College of Utah. The exam must not be copied in any way.

It is the expectation of the Midwives College of Utah that all work turned in by a student is the product of their own endeavors. Violations, which include but are not limited to, cheating, providing misleading or false information to staff or instructors and plagiarism, are cause for disciplinary action, including failure of assignment, conferences with MCU President and/or Dean or expulsion from Midwives College of Utah.

## Academic Misconduct

Students enrolled in MCU must maintain high personal and professional standards. Academic, personal, and professional integrity are fundamental to becoming a midwife of technical expertise, professional excellence, and personal greatness, namely—a Midwife of Excellence<sup>SM</sup>. All students are ambassadors of MCU.

Integrity includes a high valuation for open, honest, and respectful intellectual exchange as well as respect for MCU policies and procedures. Personal honor and integrity are imperative in the completion of courses, clinical placement(s), and the awarding of a degree from Midwives College of Utah.

MCU utilizes an educational sanctioning model. Every attempt is made to provide an educational sanction that will help a student to make better choices in the future. The educational sanction applied will become progressively more demanding if the student repeats violations, demonstrating that learning has not taken place.

An accumulation of a variety of violations may result in severe sanctions such as suspension, expulsion, or negative notation on a transcript. Additionally, a singular violation where the student's continued behavior will cause undue harm to the MCU community or educational structure may result in immediate severity, including suspension and expulsion. (See Student Handbook for more information)

## Americans With Disabilities Act

MCU is committed to meeting the needs of its students and striving for inclusion and access to all classes, programs, and activities. This is done through determining reasonable accommodations for students with disabilities. MCU engages in a collaborative process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Students may be eligible for course accommodations depending on the nature and functional

limitations of their documented disability. Flexibility with course standards can provide an alternate way for a student to meet course learning objectives and actively participate in the course while also managing a disability.

Adjustment agreements are provided to students who have a documented need due to experiencing variable and unpredictable disability-related symptoms. Students can request reasonable accommodations for a great variety of disabilities such as but not limited to anxiety, depression, obsessive compulsive disorder, PTSD, ADHD and learning disabilities such as dyslexia and dysgraphia, all of which are covered by the ADA and can qualify students for academic accommodations. More information about the process for obtaining accommodations can be [found here](#).

## Copyright in the Classroom

The materials used in this class are copyright protected works. The materials in this course are only for the use of students enrolled in the course for purposes associated with the course. Copyrighted course materials may not be further disseminated. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student.

Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the Student Conduct Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

## Course Evaluations

At the end of your course, you are invited to submit an evaluation of the course and your instructor. Your feedback is extremely valuable as the MCU Administration and Faculty continually strives for excellence in our curriculum. Course evaluations are strictly confidential. Your name is never attached to this evaluation once it has been submitted. Please offer your honest feedback. For more information on the course evaluation contact the Dean.

## Course Time Limits

Courses should be completed within one trimester (15 weeks). All course work and tests must be submitted on or before the deadline in order to fall within the time limit. Students are responsible for monitoring deadlines. An extension may be requested as per the Extensions Policy noted in the Student Handbook. Please note that course extensions may have an impact on future class enrollment due to prerequisite concerns.

## Disclaimer

MCU does not take responsibility for the outcome of any activities suggested within MCU courses or any other MCU activity. You are responsible for how you choose to implement the information contained therein.

## Diversity and Inclusivity at MCU

MCU is committed to the vision that every family deserves a midwife. The MCU curriculum is firmly grounded in the unique and profound power of the Midwives Model of Care™ as a primary pathway for improving outcomes and eliminating disparities during the childbearing year. MCU is committed to undertaking a holistic approach to disparity and diversity initiatives within our educational system and profession at-large, working with internal and external stakeholders to identify barriers and implement best practices that contribute to healthy and educational equity for all. Students are expected to approach the MCU curriculum and their learning with critical thinking, non-judgment, and self-reflexivity in commitment to cultural humility, compassion, and equity practices. Students are expected to respect diverse ways of being in the world, create inclusive classroom spaces, and honor the unique lived experiences of all individuals. To learn about MCU's commitment and expectations of our students, faculty, and staff, please read the MCU's Equity and Social Justice Position Statement [here](https://www.midwifery.edu/equity-and-social-justice/)

<https://www.midwifery.edu/equity-and-social-justice/>.

## Due Dates

All Undergraduate classes have assignments that mark classroom participation. This is a requirement for our school to be eligible for Federal Financial Aid. These assignments have clear due dates that cannot be adjusted for any reason, other than a formal Leave of Absence (see the Leave of Absence policy in the MCU Student Handbook). Faculty cannot adjust these due dates for any other reason, and if these assignments are not completed in the week, they are available a grade of zero will be entered for those assignments.

Phase One classes and many Phase Two classes have soft deadlines for all remaining nonparticipation assignments. These assignment will incur a late penalty. Adjusting these due dates is at the discretion of the faculty. Faculty will make students aware of their specific policies around adjusting due dates within the first two weeks of the term.

## Exams

In preparation for the NARM certification examination some MCU classes include exams as a method of assessment. For information on using Examity, MCU's online proctoring service please see the following document - [Examity instructions for students](#)

## Grading

See also Pass/Fail Grades

The course syllabus will detail the grading criteria for your course. Some courses will be Pass or Fail, and some will be awarded a letter grade.

Cumulative final exams require an 80% to pass. Finals with a score below 80% will need to be retaken. Test retake fees will apply.

A final grade will be assigned at the end of every trimester unless an extension has been granted; the final grade is the grade earned in the class at the time of expiration.

Course letter grades are given according to the following percentages:

A	95 to 100%	A-	90 to 94.9%
B+	87 to 89.9%	B	84 to 86.9%
B-	80 to 83.9%	C+	77 to 79.9%
C	74 to 76.9%	C-	70 to 73.9%
D+	67 to 69.9%	D	64 to 66.9%
D-	60 to 63.9%	F	below 60%

## Pass/Fail Grading

P	74% and above	F	below 74%
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The following designations are not calculated in the GPA.

P	Pass
UW	Unofficial Withdrawal
W	Official Withdrawal
I	Incomplete

Letter grades are given a numerical value on a 4.0 system.

A	Excellent	4.0
A-	Excellent	3.7
B+	Above Average	3.2
B	Above Average	2.9
B-	Above Average	2.5
C+	Average	2.1
C	Average	1.7
C-	Average	1.4
D+	Below Average	0.9
D	Below Average	0.6
D-	Below Average	0.3
F	Failure	0.0

## Graduate Course Eligibility

Degree-seeking graduate students are eligible for all graduate courses without restriction. Undergraduates and continuing education students can take specified graduate-level courses if they meet eligibility requirements as follows:

- Undergraduate Students must maintain a cumulative 3.0 GPA or higher; and must have completed at least three terms if in the BSM program or be enrolled in the CPM-to-BSM program.
- Continuing Education Students must be a midwife or have taken at least one year of college -level coursework.

Undergraduate and continuing education students are held to Graduate-level learning objectives, course expectations, and rigor.

## Graduation Requirements

Please see the Student Handbook for graduation requirements specific to your year of enrollment.

## Non-Discrimination Policy

MCU is committed to providing equal opportunity and equal access and to complying with all applicable federal and state of Utah laws and regulations and MCU non-discrimination



policies and procedures. A key objective of the Midwives College of Utah is the creation and maintenance of a positive atmosphere of non-discrimination in every phase and activity of the College operations.

Discrimination and harassment are inconsistent with MCU's efforts to foster an environment of respect for all members of our community and are in direct violation of our commitment to maternal-child health equity and inclusivity in the midwifery profession. Incidents of discriminatory conduct are detrimental to all individuals directly involved and diminish the College community. It is, therefore, the policy of the Midwives College of Utah that such behavior will not be tolerated and will be dealt with according to the procedures outlined below. Retaliation for filing a complaint of discrimination or harassment is also a form of harassment and is therefore prohibited and will not be tolerated. The MCU Non-Discrimination Policy and Procedure can be accessed at <https://www.midwifery.edu/nondiscrimination-policy/>

For concerns about racial discrimination including discrimination on the basis of race, color, or national origin, please review the [Title VI policy](#) and if applicable, submit a [Title VI complaint here](#).

For concerns about sexual misconduct, including sexual harassment, sexual assault, gender-based harassment, intimate partner violence, domestic violence and stalking, please review the [Title IX policy](#) and, if applicable, submit a [Title IX complaint here](#).

### Pass/Fail Grading option

A pass/fail grading option is an alternative to the standard letter grade system. The pass/fail grading option is instituted at MCU to encourage students to take classes outside their area of expertise to broaden their midwifery education. It gives students the opportunity to complete classwork without concerns about grades impacting the grade point average (GPA). The pass/fail option is at the student's request and a faculty member completed grading in the LMS without identification of the grade option selected by the student.

If the pass/fail grade option is selected by a student, a passing grade is included in their credits completed, but the class grade does not impact GPA. However, it is important to be aware that a failing grade DOES get calculated as 0.00 into GPA and credits attempted. As such MCU would recommend a withdrawal from classes where the student does not anticipate a passing grade.

Some considerations when opting for using the Pass/Fail grading structure:

1. If a student does not pass a Pass/Fail class and needs to retake, the Grade Replacement Policy will come into effect. (See Grade Replacement Policy for full details)
2. Pass/Fail grades may not transfer between schools at the transferring institutions discretion. This could result in needing to retake the class at another school.

The student requests the grade adjustment during the course withdrawal window via a form to the Registrar. Requests are processed during week 13. Please see the registrar's website for form information and further instructions including information on which classes are available for pass/fail grade selection. ([www.midwifery.edu/registrar](http://www.midwifery.edu/registrar))

### Plagiarism Policy

Failing to give credit where credit is due is known as plagiarism. Copying, distributing, modifying, or displaying a copyrighted work is known as copyright infringement.

Students are required to use APA format to cite all specific sources both in-text and in a reference list.

Avoid writing papers that "cut and paste" beyond what is appropriate. No more than 20% of your paper should be direct quotes. Your instructor is looking for papers with your thoughts and ideas as well as supporting references.

Did you know that if you paraphrase another person's written or spoken words, you are also plagiarizing? "You are guilty of the academic offense known as plagiarism if you half-copy the author's sentences - either by mixing the author's phrases with **your own without using quotation marks or by plugging in your synonyms into the author's sentence structure.**" (Writer's Reference, Diana Hacker, 5th edition). **This is not to say that you cannot** use another person's ideas or words and put them into your own words. Just remember that when you do so, you acknowledge the source of information using the APA format.

MCU does not tolerate the submission of a paper that is written by another person or is "ghostwritten".

If you own a copyrighted audio or video recording, you must have permission from the copyright holder to copy, distribute, modify, display, or perform their work. If you do not have this permission, you are infringing upon the copyright and could be subject to legal prosecution by the owner of the copyright.

Please be aware that submission of a work for more than one assignment or in more than one class without the instructor's clear permission is classified as self-plagiarism. If you plan to submit work previously completed for a current assignment, please make sure your faculty have identified this as appropriate. As a rule, without this approval the submission is considered self-plagiarism – (see <https://guides.centralpenn.edu/academicintegrity/selfplagiarism> for more information)

Any time a teacher sees plagiarism, it will be reported to the Dean and/or President and a log of the incident will be placed in the student's file. The Academic Misconduct procedure will be enacted (See the Academic Misconduct Reporting Form (AMRF) in the SIS files section.

### Record Keeping

MCU suggests that you keep a file of all acceptance materials, the Enrollment Agreement, the Financial Agreement, final

grade notices, transcripts, and communications to and from the college.

**Resubmitting Assignments**

Instructors require a high level of quality for student work. Please familiarize yourself with the expectations for each assignment as well as any accompanying rubric prior to submission. Instructors are available for support and clarification as needed. The option of resubmitting assignments due to poor quality is left to the discretion of each instructor and is by invitation only.

**for a student who is not already a Certified Professional Midwife**

MCU strongly recommends students enroll in a maximum of 6.5 to 7 credits in their first trimester. For a student who determines, in the first two trimesters of enrollment, that they can complete courses on time and would like to **graduate within 4 years**, they must **plan to dedicate an average of 30–40 hours a week of dedicated study time** to complete academic and clinical course work. **The total program credits required to graduate are 121.5, which includes the 6 elective credits.**

- 8 -



# BSM Course Requirements

for a Certified Professional Midwife

For a Certified Professional Midwife (CPM*) with an Associate of Science in Midwifery (ASM) from MCU	credits		For a Certified Professional Midwife (CPM*) without an Associate of Science in Midwifery (ASM) from MCU	credits	
PROD 1000 New Student Orientation	.5	△, >	PROD 1000 New Student Orientation	.5	△
BIOL 2010 Genetics	2		BIOL 2010 Genetics	2	
BIOL 2050 The Science of Nutrition	2		BIOL 2050 The Science of Nutrition	2	
CLNC 4780 Adv Clinical Practicum	2	**	BUS 3010 Small Business Fundamentals	2	
CLNC 4788 Adv Clinical Practicum	2	**	CLNC 4780 Advanced Clinical Practicum	2	**
COMM 1010 Mindset and Dialogue	1	△	CLNC 4788 Advanced Clinical Practicum	2	**
HLTH 1030 Found in Public Health	2	**	COMM 1010 Mindset and Dialogue	1	△
MDWF 2080 Fetal Heart Surveillance	2	** □	ENGL 1010 Intro to Writing	2	△
MDWF 3050 PP Complications	3.5		ENGL 1050 Technical Writing for Midwives	1	**, △
MDWF 3080 Adv Issues MDWF Care I	3	**	HIST 1010 History of Midwifery	1	
MDWF 3090 Adv Issues in MDWF Care II	3	**	HLTH 1030 Found in Public Health	2	**
SOSC 2010 Culturally Safe Care	2	**△	MATH 1010 Math with Statistics	2	
STAT 2050 Epidemiology	1		MDWF 2080 Fetal Heart Surveillance	2	**, □
Electives	14		MDWF 3050 PP Complications	3.5	
			MDWF 3080 Adv. Issues in MDWF Care I	3	**
			MDWF 3090 Adv Issues in MDWF Care II	3	**
			SOSC 1010 Equity and Anti-Oppression	2	△
			SOSC 2010 Culturally Safe Care	2	△
			SOSC 2050 Ethics & the Law	1	**, △
			STAT 2010 Principles of EIP	2	△
			STAT 2050 Epidemiology	1	
			Electives	6	
<b>TOTAL CREDITS</b>	<b>40</b>		<b>TOTAL CREDITS</b>	<b>45</b>	
To receive a bachelor's degree from MCU, a current CPM with an ASM from MCU must complete an additional 40 credits with a final cumulative total of 121.5 credits, which includes 14 elective credits.					

\*A Certified Professional Midwife (CPM) is a knowledgeable, skilled, and professional independent midwifery practitioner who has met the standards for certification set by the North American Registry of Midwives (NARM) and is qualified to provide the Midwives Model of Care.

The student will work with the Registrar to determine the chosen elective credits. If you have already fulfilled the required elective credits per the program enrolled, taking extra elective courses will exceed the number of credits required towards graduation. Financial Aid recipients, please note that taking extra elective courses will count towards your next disbursement. Financial Aid funds will not cover more than 121.5 credits per the BSM program and 32 credits per the MSM program.

**Note: For licensure in some states, specific electives maybe required, please review with the Registrar.** Undergraduate students may elect to take select graduate-level courses as part of their degree. See the "Graduate Course Eligibility" Policy for more details.

Footnote	
△	Offered every term
**	Pre-requisites Required (subject to changed based on course updates. Refer to listing in this course catalog)
*	Clinical Competency classes are required during the final trimester of a Phase and may not be extended.
□	Must be in a clinical placement or currently a CPM/RM
□ □	Clinical placement or limited preceptor (EMT, RN, etc.) required. (see course description for more detail)
>	If ASM was completed in the past year with MCU, this course can be replaced with a one-credit elective.

# Bachelor of Science in Midwifery Electives

## BSM Elective Courses

(For students who are not already a CPM, choose 6 credits of electives throughout the program)

	credits			credits			credits	
BIOL 2030 Microbiology	1	**	HLTH 3010 Adv. Homeopathy	2	**	SOSC 2060 Providing Safe & Respectful Care to LGBTQIA+ Families	2	
BOTNY 2010 Adv. Herbology	2	**	MDWF 3060 Fund of Waterbirth	2	**	SOSC 2090 Prenatal/Postpartum Mental Health	1	
BUS 3050 Midwifery Billing	1		PHYT 1010 Aromatherapy	1		SOSC 3010 Independent Midwifery Studies I	1	**
COMM 3010 Transfers & Transports: mm, Protocols, & Best Practices	1	**	PHYT 2030 Complementary and Alternative Health Disciplines	1		SOSC 3030 Independent MDWF Studies II	1	**
HLTH 1050 Holistic Health	2		PHYT 2050 Adv Comfort Measures	2		SOSC 3050 Self Care in Midwifery	1	**
HLTH 2010 Homeopathy	2		SOSC 2020 Birth Justice	2		HLTH 3010 Advanced Homeopathy	2	
HLTH 2030 Fertility Awareness	1		SOSC 2030 Childbirth Education	2		SOSC 3080 Spanish for Midwives	2	
			PHYT 2020: Core and Pelvic Floor	1	**			

## CPM/BSM Elective Courses

(For students who ARE already a CPM, choose 6 credits of electives throughout the program)

	credits			credits			credits	
BIOL 2030 Microbiology	1	**	HLTH 3010 Adv. Homeopathy	2	**	SOSC 2020 Birth Justice	2	
BOTNY 1010 Herbology	2	△	MDWF 2035 Complications of Lactation	1	**	SOSC 2030 Childbirth Education	2	
BOTNY 2010 Adv. Herbology	2	**	MDWF 2090 Suturing	3	** □	SOSC 2060 Providing Safe & Respectful Care to LGBTQIA+ Families	2	
BUS 3050 Midwifery Billing	1		MDWF 3060 Fund of Waterbirth	2	**	SOSC 2090 Prenatal/Postpartum Mental Health	1	
COMM 3010 Transfers & Transports: mm, Protocols, & Best Practices	1	**	PHYT 1010 Aromatherapy	1		SOSC 3010 Independent Midwifery Studies I	1	**
HLTH 1050 Holistic Health	2		PHYT 2030 Complementary and Alternative Health Disciplines	1		SOSC 3030 Independent MDWF Studies II	1	**
HLTH 2010 Homeopathy	2		PHYT 2050 Adv Comfort Measures	2		SOSC 3050 Self Care in Midwifery	1	**
HLTH 2030 Fertility Awareness	1		HLTH 3010 Adv. Homeopathy	3	**	SOSC 3080 Spanish for Midwives	2	
			PHYT 2020: Core and Pelvic Floor	1	**			

## CPM/BSM Elective Courses (with an Associate of Science in Midwifery from MCU)

(For a CPM who has graduated with an ASM from MCU, choose 14 credits of electives throughout the program)

	credits			credits			credits	
BIOL 2030 Microbiology	1	**	HLTH 3010 Adv. Homeopathy	2	**	SOSC 2030 Childbirth Education	2	
BOTNY 2010 Adv. Herbology	2	**	MDWF 2035 Complications of Lactation	1	**	SOSC 2060 Providing Safe & Respectful Care to LGBTQIA+ Families	2	
BUS 3050 Midwifery Billing	1		MDWF 3060 Fund of Waterbirth	2	**	SOSC 2090 Prenatal/Postpartum Mental Health	1	
COMM 3010 Transfers & Transports: mm, Protocols, & Best Practices	1	**	PHYT 1010 Aromatherapy	1		SOSC 3010 Independent Midwifery Studies I	1	**
HLTH 1050 Holistic Health	2		PHYT 2030 Complementary and Alternative Health Disciplines	1		SOSC 3030 Independent MDWF Studies II	1	**
HLTH 2010 Homeopathy	2		PHYT 2050 Adv Comfort Measures	2		SOSC 3050 Self Care in Midwifery	1	**
HLTH 2030 Fertility Awareness	1		SOSC 2020 Birth Justice	2		SOSC 3080 Spanish for Midwives	2	
			PHYT 2020: Core and Pelvic Floor	1	**			

The student will work with the Registrar to determine the chosen elective credits. If you have already fulfilled the required elective credits per the program enrolled, taking extra elective courses will exceed the number of credits required towards graduation. Financial Aid recipients, please note that taking extra elective courses will count towards your next disbursement. Financial Aid funds will not cover more than 121.5 credits per the BSM program and 32 credits per the MSM program.

**Note: For licensure in some states, specific electives maybe required, please review with the Registrar.** Undergraduate students may elect to take select graduate-level courses as part of their degree. See the “Graduate Course Eligibility” Policy in this Catalog for more details.

Asterisk/Footnote	
△	Offered every term
**	Pre-requisites Required (subject to changed based on course updates. Refer to the listing in this catalog)
*	Clinical Competency classes are required during the final trimester of a Phase and may not be extended.
□	Must be in a clinical placement or currently a CPM/RM
□ □	Clinical placement or limited preceptor (EMT, RN, etc.) required. (See course description for more detail)

# Suggested Master of Science in Midwifery Course Schedule

(2-year program)

The MSM program is designed to be a two-year program. Students have up to four years to complete the program. This guide reflects progression through the program if it is to be completed in two years. Some courses, including fieldwork courses, are flexible in what trimester they are taken based on emerging possibilities and individual needs.

1 <sup>st</sup> Trimester Year 1		2 <sup>nd</sup> Trimester		3 <sup>rd</sup> Trimester	
PROD 5010 Professional Growth & Leadership	1	PROD 5011 Prospectus (Section I)	1	MDWF 5053 to MDWF 5056	4
ENG 5013 Scholarly Research & Writing	3	STAT 5050 Qualitative Methodology	3	PROD 5011 Prospectus (Section II)	2
PROD 5026 to 5032	2	PROD 5026 to 5032	2	FLDW 5074 (continued)	1
FLDW 5074	NA	FLDW 5074 (continued)	NA		
Total	6	Total	6	Total	7
Year 2					
MDWF 5053 to 5056	4	PROD 5026 to 5032	2	MDWF 5084 to 5060 Project/Thesis (Section III)	3
FLDW 5071 to 5073	1	MDWF 5084 or 5060 Project/Thesis (Section II)	1		
MDWF 5084 or 5060 Project/Thesis (Section I)	1	FLDW 5071 to 5073	1		
Total	6	Total	4	Total	3
				<b>TOTAL PROGRAM CREDITS</b>	<b>32</b>

## Midwifery Issues Choices

MDWF 5053 Midwifery Issues in Prenatal Care

MDWF 5054 Midwifery Issues in Labor & Birth

MDWF 5055 Midwifery Issues in Postpartum Care

MDWF 5056 Midwifery Issues in Newborn Care

Eight (8) credits of Midwifery Issues coursework are required. Each course is 4 (four) credits. Students select two of the courses.

## Professional Development Choices

PROD 5026 Midwives and Publishing

PROD 5027 Community Maternal and Child Health

PROD 5028 Policy & Advocacy in Midwifery

PROD 5029 Field Instructor (Preceptor) Preparation

PROD 5030 Global Maternal and Child Health

PROD 5031 Holistic Midwifery

PROD 5032 Midwifery Education

Six (6) credits of Professional Development coursework are required. Each course is two (2) credits.

## Fieldwork Courses

FLDW 5071-5073: Fieldwork involves advanced residencies or internships with qualified mentors. The nature of the fieldwork experiences will depend on the student's individual program goals.

FLDW 5074: Graduate House Program. FLDW 5074 is required during the first year of a student's MSM program. This 1-credit course is delivered across a three-trimester timeframe and involves professional development, graduate school community building, and scholarly activities.

Three (3) credits of Fieldwork are required. Credits are earned in 1 (one) credit increments. 1 credit = 50 hours of internship work under an approved mentor. One of the three required credits must be enrollment in the Graduate House Program during your first year of studies. One (1) additional FLDW credit can be a secondary enrollment in the Graduate House Program.

# Undergraduate Course Descriptions

**Note:** Core midwifery course names are indicated in **dark red font**.

## BIOLOGY

### **BIOL 1010 Anatomy for Health Professionals, 2 cr.**

**Note: this class is a prerequisite for other classes. It is recommended you take this as soon as possible in your phase.**

This course aims to acquaint students with basic human biology and the human body's major anatomical systems. Basic knowledge of anatomy and physiology is an indispensable component of midwifery training. This course covers the identification and essential functions of various body systems including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic and immune, respiratory, digestive, and urinary systems. There is also a discussion on how pregnancy affects these body systems.

*Learning Objectives:*

1. Demonstrate a general understanding of the organization of the human body.
2. Name and briefly describe the major body systems that work to keep the human body in homeostasis.
3. Demonstrate familiarization with and apply common directional terminology relating to human anatomy.
4. Apply introductory chemistry to an understanding of human anatomy and physiology.
5. Demonstrate familiarity with the human cell's major structures, describe their functions, and illustrate the cell life cycle.
6. Demonstrate an introductory understanding of the anatomy and physiology of human integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, and urinary systems.
7. Describe significant types of pathogens and modes of transmission and ways of preventing transmission of infection, including universal precautions, sterilization, and disinfection.

### **BIOL 1050 Anatomy and Physiology of Obstetrics, 3 cr.<sup>se</sup>**

**PREREQUISITE:** BIOL 1010 or equivalent

This course covers pelvic bones, joints, ligaments and classifications, musculature of pelvic floor and perineum, fetal skull, fetopelvic relationships, reproductive organs, the reproductive cycle, natural child spacing, fertilization and early development, fetal circulation, and the female urinary tract.

*Learning Objectives*

1. describe the layers of the uterus.
2. explain some functions of the ovaries including hormone production.
3. identify the parts of the external female genitals.
4. identify the parts of the breasts.
5. identify the bones and landmarks of the pelvis.
6. delineate between the gynecoid, android, anthropoid, and platypelloid pelvises.
7. identify the bones, sutures, fontanelles, and other landmarks of the fetal skull.
8. differentiate between caput and a cephalohematoma.
9. list the three main presentations and determine the denominators for various presenting parts.
10. identify and explain the functions of the muscles of the pelvic floor.
11. outline the reproductive cycle including the processes of ovulation, menstruation, and hormonal changes.
12. outline how fertilization changes the menstrual cycle including hormone changes:
13. list some hormonal changes as menopause begins.
14. describe the process of fertilization.
15. outline the development, structure, and functions of the placenta including the transport mechanisms.
16. placental hormones and their functions.
17. explain the formation, structure, and functions of the amnion and chorion.
18. describe fetal circulation.
19. summarize the significant changes in growth and development of ovum, embryo, and fetus.
20. describe the teratogen sensitive periods in human development.

**BIOL 2010 Genetics, 2 cr.**

**PREREQUISITE:** Completion of Phase One classes

This course covers basic genetic principles including the structure of DNA and genes, principles of inheritance and the origins of genetic malfunction. It provides the foundation by which the student can research genetic problems, explain them to a client and counsel the client or refer the client for more in-depth counseling.

*Learning Objectives:*

1. Demonstrate knowledge of the biology of genetics
2. Develop proficiency in genetic history taking, genetic counseling, and the offering of genetic testing.
3. Develop and apply skills in research by completing a literature review of a genetics topic of their choice
4. Demonstrate knowledge of genetic conditions and their biologic basis
5. Demonstrate competence in communication of genetic information and shared decision making.

**BIOL 2030 Hidden Organisms: Applied Microbiology for Midwives, 1 cr.**

**Offered limited terms (may be required by some states for licensure)**

**PREREQUISITE:** Completion of Phase One classes

Students study various pathogens and the role they play in well-person and perinatal health. Students receive a basic overview of the fundamentals of microbiology, including laboratory techniques, microbial characteristics, and control of infections and drug resistance. Students gain understanding of the normal flora of the reproductive system, GI tract, urinary tract, and skin. This course is practical for midwives because it focuses on etiology, identification, and treatment of infections that are relevant to well-person and perinatal care. In addition, it gives some perspective on the course of treatment prescribed by physicians. This information will allow the midwife to consult, refer, or transfer care to a physician with more confidence and knowledge to be a better link between the medical and traditional health world.

*Learning Objectives:*

1. List a minimum of five ways in which microbes affect our lives, both positively and negatively.
2. Differentiate between prokaryotes and eukaryotes.
3. Describe the structure of gram-positive and gram-negative cell walls and explain their differences.
4. Explain the formation of biofilms and discuss their importance in healthcare.
5. Differentiate the major characteristics of each group of microorganisms: bacteria, archaea, fungi, protozoa, algae, viruses and multicellular animal parasites.
6. Explain four techniques for controlling the spread of microorganisms in the healthcare setting.
7. Describe four types of host-microbe relationships.
8. Explain normal microbiota and their function in the human body.
9. Define the terminology related to the principles of disease and epidemiology.
10. Name and describe factors that need to be considered in selecting an antimicrobial drug.
11. Explain the development of drug resistance by microorganisms and describe how drug resistance can be controlled.
12. Describe normal flora and pathogens found in the gastrointestinal tract.
13. Describe the common microbial infections that affect the genitourinary system of those with a uterus and associated organs, etiology, methods for diagnosis, preventive measures, and treatment.
14. Identify the different effects microorganisms have throughout the lifespan.
15. Describe the microbiology of congenital infections.

**BIOL 2050 The Science of Nutrition, 2 cr.**

**PREREQUISITES:** Completion of Phase One classes or currently a CPM/RM

This course will educate students to recognize the relation between health and nutrition and promote measures to reduce morbidity and mortality derived from chronic illness linked to nutritional inadequacy. They will be able to identify nutritional deficiencies and teach ways to overcome those deficiencies through a proper diet in accordance with the needs, means, and personal and cultural preferences of the client. They will understand the benefits and risks of supplements during pregnancy and will learn to recommend the appropriate use of vitamin and mineral supplements through childbearing the years.

*Learning Objectives:*

1. At the completion of this course, students will be able to:
2. Explain biochemistry as it relates to midwifery nutrition
3. Construct Nutrient Profile Resource
4. Describe nutrition as a life-course tool relating parental nutrition to personal & infant health.
5. Determine overlaps between symptoms/conditions and nutrient excess/deficiency.
6. Design client-centered nutritional resource.
7. Evaluate multi-system influences on client nutritional access.
8. Customize client-centered nutritional recommendations in context to Socioecological Model of care.
9. Enhance nutritional health through wrap-around services.

## **BOTANY**

### **BOTNY 1010 Herbology for Midwives, 2 cr.**

This course will guide aspiring midwives in acquiring knowledge and experience in the herbal healing arts for people in the childbearing year. Incorporating texts rich with applicable knowledge, students will apply their studies to hands on experience incorporating fieldwork in identifying, harvesting & preserving plants, creating multiple herbal remedies, growing plants, taking herbal walks, creating a resource of plant profiles, exploring herbal applications for midwifery practice and culminating in a final project that fits the student's pathway.

#### *Learning Objectives:*

At the completion of this course, the students will be able to demonstrate knowledge and skills in the following areas:

1. Describe the role of herbs in midwifery care.
2. Define and identify dosage and proper and safe applications of herbal therapies.
3. Identify herbal properties and the body's responses to herbs.
5. Define methods of herbal applications.
6. Demonstrate how to identify herbs by applying this skill on herb walks.
7. Identify the basic structure of leaves, flowers, roots.
8. Label Latin botanical names.
9. Obtain, harvest, and store herbs.
10. Practice growing an herb garden.
11. Describe how to use herbs with caution
12. Identify herbs for pregnancy, childbirth & postpartum in various quizzes and assignments.
13. Recommend which herbs be carried in the midwife's herbal birth bag.
14. Create herbal preparations and begin to build their apothecary.
15. Research of 25 herbs, creating plant profiles

### **BOTNY 2010 Advanced Herbology, 2 cr.**

**PREREQUISITE:** BOTNY 1010

#### **Offered limited terms**

Advanced Herbology examines and explores botanical medicine with the goal of gaining a deeper and broader awareness, comprehension and working knowledge of botanical medicine as it relates to the childbearing year. This class will develop: an understanding of foundational concepts in herbal medicine, including the history of herbalists, food as medicine and ethical/legal and safety practice considerations as well as understanding the body systems, the actions of plants on them and how to formulate for application. Students will work on creating, implementing, and assessing a personal health care plan with a focus on herbal remedies and formulating for specific needs. This class will guide students in integrating their knowledge of plants to confidently offer herbal therapeutics for common concerns during the childbearing year.

#### *Learning Objectives:*

1. Review prior learning on identification, gathering & storing herbs and making remedies.
2. Explore botanical and integrative medicines.
3. Evaluate and discuss the history of herbal medicine for women.
4. Design, implement, and evaluate a personal care plan.
5. Utilize fundamental principles of herbal medicine by creating care plans and formulating remedies.
6. Create a materia medica for 4 body systems relevant to the childbearing year.
7. Demonstrate understanding of constituents and actions of medicinal plants and plant groupings in their formulations.
8. Formulate herbal medicines for multiple care plans.
9. Research and discuss herbal medicine safety guidelines for practitioners.
10. Research local ethical & legal considerations of practicing herbal medicine.
11. Demonstrate knowledge of appropriate herbal applications in scenarios & case histories including assessing what is wrong and taking corrective action.
12. Examine and identify effective herbal medicine applications for the childbearing year, including:
  - a. Pregnancy – First, Second & Third Trimesters
  - b. Labor & Birth
  - c. Postpartum Period including Breastfeeding/chestfeeding & Newborn care
13. Apply evidence-informed practices to botanicals applicable to the childbearing year.
14. Explore and discuss the application of food as medicine in herbology.
15. Create 25 plant profiles.



## BUSINESS

### **BUS 3010 Small Business Fundamentals, 2 cr.**

**PREREQUISITE:** Completion of Phase Two classes or currently a CPM/RM

Issues concerning a professional midwifery practice including business strategies, ethics, counseling, taking apprentices, teaching classes, statistics, birth certificates, informed consent, charges, billing, insurance collection, types of services, medical back-up, transport, and laws affecting midwifery.

*Learning Objectives:*

1. Know how to start a home-birth midwifery practice.
2. Have all paperwork and forms necessary to start a home-birth midwifery practice.
3. Know how to network with professionals in their area, medical and otherwise.
4. Know how to manage their practice and remain within legal and ethical boundaries.
5. Know how to market their practice and be successful in business.
6. Have a working knowledge of the insurance billing cycle

### **BUS 3050 Midwifery Billing, 1 cr.**

**Offered limited terms**

This course provides students a general understanding of midwifery billing practices to better assist them in becoming successful in business as professional midwives. Students will enhance their knowledge of the various types of billing options available, health insurance industry practices and requirements, basic terms of the billing industry and the billing process, including basic insurance coding and filing of claims. This course is a must for those wanting to bill in their practices themselves but also important understanding for midwives who will be using a professional biller.

*Learning Objectives*

1. Describe basic terms related to insurance billing
2. Understand the overall structure of the insurance system including Medicaid and private insurers
3. Identify the pros and cons of contracting with insurance companies
4. Understand how contracting with insurance carriers is done
5. Make an educated decision on whether to contract with insurance companies
6. Know how to negotiate insurance contracts to fully benefit their practice
7. Outline the billing process, including coding and filing claims
8. Understand how to bill clients and insurance companies more effectively

## CLINICAL

### **CLNC Practicum Course Policy**

If students complete all Phase 2 experience requirements and hours by the end of CLNC 2030, they may replace CLNC 2040 with an elective of equal credits. CLNC 2010-2030 must be taken by all students.

If students complete all clinical experience requirements and hours by the end of CLNC 3040, they may replace CLNC 3060 with an of equal credits. Students who plan to drop CLNC 3060 must submit all final clinical paperwork (including NARM application documents, form 200, 204, and the 5 MEAC COC forms) at the end of CLNC 3040. CLNC 3010-3040 must be taken by all students. Due to the clinical hours' requirement, students cannot concurrently enroll in more than 3 clinical practicum classes in one trimester. If this policy creates a substantial hardship for a student, the student can submit an exemption to this for review and approval by the Clinical Department Chair and the Registrar.

### **CLNC 1010 Phase One Practicum, 3 cr.**

Students observe at least ten births and describe knowledge or skills acquired in observed birth experiences with knowledge acquired in their first year of study, specifically the Midwives Model of Care. Students evaluate the learning gained from observed birth experiences. Note: Please do not enroll unless you anticipate completing your 10 observed births before the end of term.

*Learning Objectives:*

1. Demonstrate understanding of clinical program requirements and policies.
2. Record observe-level clinical experience obtained in the student's own community.
3. Engage in the maternity care system professionally and ethically.
4. Demonstrate proficiency in verbal, written and interpersonal communication skills.
5. Critique individual and social learning through reflective and critical thinking
6. Describe learned clinical skills related to didactic midwifery education.

**CLNC 1050 Phase One Competencies, 1 cr.****PREREQUISITE/COREQUISITE: All phase one classes must be passed or concurrently enrolled**

Students demonstrate practical skills and competencies necessary to begin assisting a midwife and prepare for Phase One Assessment. Clinical Competency classes are required during the final trimester of a Phase and may not be extended.

*Learning Objectives:*

1. Be oriented to and prepared for Level One Integrated Assessment
2. Practice skills appropriate for Assist level clinical practice
3. Demonstrate fluency in appropriate clinical judgment and decision making
4. Pass Level One Integrated Assessment Skills Exam with a score of Competent or higher

**CLNC 2010 Phase Two Practicum, 2 cr.****PREREQUISITE:** in clinical placement with approved preceptor.

Students assist approved preceptors with appropriate prenatal, labor and birth, postpartum and newborn care duties and reflect on these experiences, linking knowledge or skills acquired in assistant experiences with knowledge acquired in phase two of study, including current research in the field. Students evaluate learning gained from assistant clinical experiences. Students should plan to spend a minimum of 80 hours in clinical placement during the trimester (an average of about 5.33 hours/week).

*Learning Objectives:*

1. Record assistant-level clinical experience obtained in the student's own community under the supervision of one or more approved preceptors
2. Engage in the maternity care system professionally and ethically
3. Demonstrate fluency in appropriate clinical judgment and decision making
4. Demonstrate proficiency in verbal, written and interpersonal communication skills
5. Assemble an E-portfolio of professional documents and reflections to provide evidence of experience in educating others in their profession and in their communities
6. Critique individual and social learning through reflective and critical thinking and writing through Portfolio creation
7. Organize practice directive documents collected in the Portfolio

**\*CLNC 2020 Phase Two Practicum 2 cr.****PREREQUISITE:** in clinical placement with approved preceptor.**PREREQUISITE/COREQUISITE** CLCN 2010

Students assist approved preceptors with appropriate prenatal, labor and birth, postpartum and newborn care duties and reflect on these experiences, linking knowledge or skills acquired in assistant experiences with knowledge acquired in phase two of study, including current research in the field. Students evaluate learning gained from assistant clinical experiences. Students should plan to spend a minimum of 80 hours in clinical placement during the trimester (an average of about 5.33 hours/week).

*Learning Objectives:*

1. Record assistant-level clinical experience obtained in the student's own community under the supervision of one or more approved preceptors
2. Engage in the maternity care system professionally and ethically
3. Demonstrate fluency in appropriate clinical judgment and decision making
4. Demonstrate proficiency in verbal, written and interpersonal communication skills
5. Assemble an E-portfolio of professional documents and reflections to provide evidence of experience in educating others in their profession and in their communities
6. Critique individual and social learning through reflective and critical thinking and writing through Portfolio creation
7. Organize practice directive documents collected in the Portfolio

**\*CLNC 2030 Phase Two Practicum, 2 cr.****PREREQUISITE:** in clinical placement with approved preceptor.**PREREQUISITE/COREQUISITE** CLCN 2010, CLNC 2020

Students assist approved preceptors with appropriate prenatal, labor and birth, postpartum and newborn care duties and reflect on these experiences, linking knowledge or skills acquired in assistant experiences with knowledge acquired in phase two of study, including current research in the field. Students evaluate learning gained from assistant clinical experiences. Students should plan to spend a minimum of 80 hours in clinical placement during the trimester (an average of about 5.33 hours/week).

*Learning Objectives:*

1. Record assistant-level clinical experience obtained in the student's own community under the supervision of one or more approved preceptors
2. Engage in the maternity care system professionally and ethically
3. Demonstrate fluency in appropriate clinical judgment and decision making
4. Demonstrate proficiency in verbal, written and interpersonal communication skills
5. Assemble an E-portfolio of professional documents and reflections to provide evidence of experience in educating others in their profession and in their communities

6. Critique individual and social learning through reflective and critical thinking and writing through Portfolio creation
7. Organize practice directive documents collected in the Portfolio

**\*CLNC 2040 Phase Two Practicum, 2 cr.**

**PREREQUISITE:** in clinical placement with approved preceptor.

**PREREQUISITE/COREQUISITE** CLNC 2010, CLNC 2020, CLNC 2030

Students assist approved preceptors with appropriate prenatal, labor and birth, postpartum and newborn care duties and reflect on these experiences, linking knowledge or skills acquired in assistant experiences with knowledge acquired in phase two of study, including current research in the field. Students evaluate learning gained from assistant clinical experiences. Students should plan to spend a minimum of 80 hours in clinical placement during the trimester (an average of about 5.33 hours/week).

*Learning Objectives:*

1. Record assistant-level clinical experience obtained in the student's own community under the supervision of one or more approved preceptors
2. Engage in the maternity care system professionally and ethically
3. Demonstrate fluency in appropriate clinical judgment and decision making
4. Demonstrate proficiency in verbal, written and interpersonal communication skills
5. Assemble an E-portfolio of professional documents and reflections to provide evidence of experience in educating others in their profession and in their communities
6. Critique individual and social learning through reflective and critical thinking and writing through Portfolio creation
7. Organize practice directive documents collected in the Portfolio

**CLNC 2050 Phase Two Competencies, 3 cr.**

**PREREQUISITE/COREQUISITE:** All phase two classes must be passed or concurrently enrolled

Students demonstrate practical skills and competencies necessary to begin acting as a primary midwife under supervision and prepare for Phase Two Assessment. Clinical Competency classes are required during the final trimester of a Phase and may not be extended.

*Learning Objectives:*

1. Be oriented to and prepared for Level Two Integrated Assessment
2. Practice skills appropriate for Primary level clinical practice
3. Demonstrate fluency in appropriate clinical judgment and decision making
4. Pass Level Two Integrated Assessment Skills Exam with a score of Proficient or higher

**\*CLNC 3010 Phase Three Practicum 2 cr.**

**PREREQUISITE:** All phase two classes must be passed in clinical placement with approved preceptor.

Students perform Primary Care under Supervision with an approved preceptor providing appropriate prenatal, labor and birth, postpartum and newborn care duties and link knowledge or skills acquired in primary clinical experiences with knowledge acquired in Phase 3 didactic study, including current research in the field. Students evaluate learning gained from primary under supervision clinical experiences. Students should plan to spend a minimum of 80 hours in clinical placement during the trimester (an average of about 5.33 hours/week).

*Learning Objectives:*

1. Record primary-under-supervision level clinical experience obtained in the student's own community under the supervision of one or more approved preceptors.
2. Engage in the maternity care system professionally and ethically; with accountability proven via Preceptor's Evaluation and Reflective Assignments.
3. Demonstrate fluency in appropriate clinical judgment and decision making determined via Preceptor's Evaluation.
4. Demonstrate proficiency in verbal, written and interpersonal communication skills, and obtain clinical experience within own or selected communities.
5. Demonstrate Critical Thinking and social learning determined via Preceptor's Evaluation, Reflection
6. Describe what they have learned about themselves in connection with a clarified sense of the role of education within midwifery as a profession.
7. Identify and reflect on self-care strategies to avoid burnout.
8. Work towards and prepare for Phase three integrated assessment.

**\*CLNC 3020 Phase Three Practicum, 2 cr.**

**PREREQUISITE:** All phase two classes must be passed in clinical placement with approved preceptor.

**PREREQUISITE/COREQUISITE** CLNC 3010

Students perform Primary Care under Supervision with an approved preceptor providing appropriate prenatal, labor and birth, postpartum and newborn care duties and link knowledge or skills acquired in primary clinical experiences with knowledge acquired in Phase 3 didactic study, including current research in the field. Students evaluate learning gained from primary under supervision clinical experiences. Students should plan to spend a minimum of 80 hours in clinical placement during the trimester (an average of about 5.33 hours/week).

*Learning Objectives:*

1. Record primary-under-supervision level clinical experience obtained in the student's own community under the supervision of one or more approved preceptors.
2. Engage in the maternity care system professionally and ethically; with accountability proven via Preceptor's Evaluation and Reflective Assignments.
3. Demonstrate fluency in appropriate clinical judgment and decision making determined via Preceptor's Evaluation.
4. Demonstrate proficiency in verbal, written and interpersonal communication skills, and obtain clinical experience within own or selected communities.
5. Demonstrate Critical Thinking and social learning determined via Preceptor's Evaluation, Reflection
6. Update ePortfolio of professional documents: prepare documents and reflections to provide evidence of experience in primary care, critical thinking, learning reflections, self-assessment and educational practice.
7. Describe what they have learned about themselves in connection with a clarified sense of the role of education within midwifery as a profession.
8. Identify and reflect on self-care strategies to avoid burnout.
9. Work towards and prepare for Phase three integrated assessment.

**\*CLNC 3030 Phase Three Practicum, 2 cr.**

**PREREQUISITE:** All phase two classes must be passed in clinical placement with approved preceptor.

**PREREQUISITE/COREQUISITE** CLNC 3010, CLNC 3020

Students perform Primary Care under Supervision with an approved preceptor providing appropriate prenatal, labor and birth, postpartum and newborn care duties and link knowledge or skills acquired in primary clinical experiences with knowledge acquired in Phase 3 didactic study, including current research in the field. Students evaluate learning gained from primary under supervision clinical experiences. Students should plan to spend a minimum of 80 hours in clinical placement during the trimester (an average of about 5.33 hours/week).

*Learning Objectives:*

1. Record primary-under-supervision level clinical experience obtained in the student's own community under the supervision of one or more approved preceptors.
2. Engage in the maternity care system professionally and ethically; with accountability proven via Preceptor's Evaluation and Reflective Assignments.
3. Demonstrate fluency in appropriate clinical judgment and decision making determined via Preceptor's Evaluation.
4. Demonstrate proficiency in verbal, written and interpersonal communication skills, and obtain clinical experience within own or selected communities.
5. Demonstrate Critical Thinking and social learning determined via Preceptor's Evaluation, Reflection
6. Update ePortfolio of professional documents: prepare documents and reflections to provide evidence of experience in primary care, critical thinking, learning reflections, self-assessment and educational practice.
7. Describe what they have learned about themselves in connection with a clarified sense of the role of education within midwifery as a profession.
8. Identify and reflect on self-care strategies to avoid burnout.
9. Work towards and prepare for Phase three integrated assessment.

**\*CLNC 3040 Phase Three Practicum, 2 cr.**

**PREREQUISITE:** All phase two classes must be passed in clinical placement with approved preceptor.

**PREREQUISITE/COREQUISITE** CLNC 3010, CLNC 3020, CLNC 3030

Students perform Primary Care under Supervision with an approved preceptor providing appropriate prenatal, labor and birth, postpartum and newborn care duties and link knowledge or skills acquired in primary clinical experiences with knowledge acquired in Phase 3 didactic study, including current research in the field. Students evaluate learning gained from primary under supervision clinical experiences. Students should plan to spend a minimum of 80 hours in clinical placement during the trimester (an average of about 5.33 hours/week).

*Learning Objectives:*

1. Record primary-under-supervision level clinical experience obtained in the student's own community under the supervision of one or more approved preceptors.

- Engage in the maternity care system professionally and ethically; with accountability proven via Preceptor's Evaluation and Reflective Assignments.
- Demonstrate fluency in appropriate clinical judgment and decision making determined via Preceptor's Evaluation.
- Demonstrate proficiency in verbal, written and interpersonal communication skills, and obtain clinical experience within own or selected communities.
- Demonstrate Critical Thinking and social learning determined via Preceptor's Evaluation, Reflection
- Update ePortfolio of professional documents: prepare documents and reflections to provide evidence of experience in primary care, critical thinking, learning reflections, self-assessment, and educational practice.
- Describe what they have learned about themselves in connection with a clarified sense of the role of education within midwifery as a profession.
- Identify and reflect on self-care strategies to avoid burnout.
- Work towards and prepare for Phase three integrated assessment.

### **CLNC 3050 Phase Three Competencies, 3 cr.**

#### **PREREQUISITE/COREQUISITE: All phase three classes must be passed or concurrently enrolled**

Students demonstrate practical skills and competencies necessary to begin acting as an entry-level midwife and prepare for Phase Three Assessment. Clinical Competency classes are required during the final trimester of a Phase and may not be extended.

#### *Learning Objectives:*

At the end of the course, students will:

- Be oriented to and prepared for Final Integrated Assessment
- Practice skills appropriate for entry-level midwifery practice
- Demonstrate fluency in appropriate clinical judgment and decision making
- Pass Final Integrated Assessment Skills Exam with a score of Competent or higher

### **\*CLNC 3060 Phase Three Practicum, 2 cr.**

**PREREQUISITE:** All phase two classes must be passed in clinical placement with approved preceptor. CLNC 3010,

**PREREQUISITE/COREQUISITE** CLNC 3020, CLNC 3030, CLNC 3040

Students perform Primary Care under Supervision with an approved preceptor providing appropriate prenatal, labor and birth, postpartum and newborn care duties and link knowledge or skills acquired in primary clinical experiences with knowledge acquired in Phase 3 didactic study, including current research in the field. Students evaluate learning gained from primary under supervision clinical experiences. Students should plan to spend a minimum of 80 hours in clinical placement during the trimester (an average of about 5.33 hours/week).

#### *Learning Objectives:*

- Record primary-under-supervision level clinical experience obtained in the student's own community under the supervision of one or more approved preceptors.
- Engage in the maternity care system professionally and ethically; with accountability proven via Preceptor's Evaluation and Reflective Assignments.
- Demonstrate fluency in appropriate clinical judgment and decision making determined via Preceptor's Evaluation.
- Demonstrate proficiency in verbal, written and interpersonal communication skills, and obtain clinical experience within own or selected communities.
- Demonstrate Critical Thinking and social learning determined via Preceptor's Evaluation, Reflection
- Update ePortfolio of professional documents: prepare documents and reflections to provide evidence of experience in primary care, critical thinking, learning reflections, self-assessment, and educational practice.
- Describe what they have learned about themselves in connection with a clarified sense of the role of education within midwifery as a profession.
- Identify and reflect on self-care strategies to avoid burnout.
- Work towards and prepare for Phase three integrated assessment.

### **\*CLNC 3090 Elective Primary Clinical Experience, 2 cr.**

**PREREQUISITE:** in clinical placement with approved preceptor. CLNC 3010, CLNC 3020, CLNC 3030,

**PREREQUISITE/COREQUISITE** CLNC 3040, CLNC 3060

Students act as primary midwife under supervision for appropriate prenatal, labor and birth, postpartum and newborn care duties with an approved preceptor and describe in writing, oral presentation or other appropriate demonstration, one case from each area (prenatal, labor and birth, postpartum and newborn care), linking knowledge or skills acquired in primary experiences with knowledge acquired in phase three of study, including current research in the field and composing at least one tool per case (such as a diagnosis flowchart, practice guideline or client education outline) that can be shared with peers. Students evaluate learning gained from total clinical experiences.

This course is an elective, for students who can spend extra time in clinical placement. Students should plan to spend a minimum of 100 hours in clinical placement during the trimester (an average of about 7 hours/week).



### **CLNC 4780 Advanced Clinical Practicum, 2 cr.**

**PREREQUISITE:** Student must be a CPM

This course allows the CPM to acquire credit through midwifery client care or other work that supports or advances the midwifery profession. The required hours for this course must occur within the term of enrollment.

*Learning Objectives:*

At the completion of this course, the students will be able to:

1. Record advanced level clinical experience obtained in the student's own community where possible.
2. Describe what they have learned about themselves in connection with a clarified sense of the role of education within midwifery as a profession

### **CLNC 4788 Advanced Clinical Practicum, 2 cr.**

**PREREQUISITE:** CLNC 4780 and student must be a CPM

This course allows the CPM to acquire credit through midwifery client care or other work that supports or advances the midwifery profession. The required hours for this course must occur within the term of enrollment.

*Learning Objectives:*

1. Record advanced level clinical experience obtained in the student's own community where possible.
2. Describe what they have learned about themselves in connection with a clarified sense of the role of education within midwifery as a profession

## **COMMUNICATIONS**

### **COMM 1010 Mindset & Dialogue in Relationship, Organization, and Community Transformation, 1 cr.**

**Note: this class is a prerequisite for other classes. It is recommended you take this as soon as possible in your phase.**

COMM 1010 explores the way in which we think about and see others (mindset), and our ability to develop and maintain the free flow of information (dialogue) is fundamental to effectiveness, productivity, and satisfaction in our work environments, the communities we live and serve in, and our intimate relationships.

Students will learn the models, tools, and skills to engage in an "Outward Mindset," and successfully navigate "Crucial Conversations" in work and private life.

*Learning Objectives:*

1. Identify the indicators of crucial conversations.
2. Identify your style under stress.
3. Describe the tools for entering, monitoring, and maintaining dialogue
4. Analyze the impact of an outward mindset, and crucial conversation skills on relationships, communities, and organizations.
5. Distinguish the differences between the behavior vs mindset models.
6. Detect your own inward mindset red flags.
7. Apply tools for outward mindset at the individual and team level.

### **COMM 2010 Providing Trauma Informed Care, 2 cr.**

**PREREQUISITE:** MDWF 2010 or currently a CPM/RM

This course will explore the impacts of trauma and traumatic stress on childbearing people. This course included midwives' unique role in providing trauma-informed care and trauma-specific interventions, promoting resilience for persons with a history of trauma, supplying supportive care for those experiencing current trauma, and promoting appropriate support for families experiencing parent, fetal, or newborn death. Learners explore clinical best practices, tools, policies, and procedures that promote trauma-sensitive and culturally safe care for midwives and clients.

*Learning Objectives*

At the completion of this course, the students will be able to demonstrate knowledge and skills in the following areas:

1. Define trauma, traumatic stress, and post-traumatic stress disorder.
2. Understand common sources of personal trauma and traumatic stress.
3. Discuss the influences of complex trauma, historical trauma, and intergenerational trauma.
4. Understand physical and psychological impacts of trauma and traumatic stress on parent, fetal and newborn well-being.
5. Identify behaviors and coping techniques in midwifery clients that may indicate a history of trauma or current trauma.
6. List clinical events and routine midwifery practices that may trigger memories of trauma.
7. Learn best practices to respond appropriately to client disclosures of trauma, current trauma, re-traumatization, or triggering.
8. Describe specific strategies midwives can use to help clients cope with post-traumatic stress symptoms and somatic trauma memories.
9. Develop tools to support client resilience and trauma healing during pregnancy, labor, birth, and the postpartum period.
10. Develop culturally safe and trauma-informed approaches to sexual, reproductive, and end-of-life care choices.
11. Develop resource lists of pre-screened, trauma-informed referrals.



12. Incorporate knowledge of local laws and regulations into trauma-informed midwifery care.
13. Differentiate between trauma-informed and trauma-specific interventions and understand how to implement both within midwifery care.
14. Critically evaluate practice policies, procedures, communication, advertising, education, and structures with a trauma-informed lens.
15. Describe the value of and rationale for trauma-informed midwifery practices and communities.
16. Understand the impacts of vicarious trauma and secondary trauma, and the importance of provider self-care and trauma healing.

### **COMM 3010 Transfers & Transports: Communication, Protocols, & Best Practices 1 cr.**

**PREREQUISITE:** Completion of Phase One classes or currently a CPM/RM

#### **Offered limited terms**

This course will introduce midwives to the fundamentals of navigating transports and transfers in community birth settings. We will emphasize three main areas that lead to successful collaboration during transfer: 1) Effective Communication; 2) Protocol Development; and 3) Best Practices for smooth transitions. Our focus will be on intrapartum and postpartum transfers and transports—critical moments where time is often of the essence, emotions run high, and client-centered care must be optimized. We will couch transfers and transports within the frameworks of interprofessional collaboration and interprofessional education for integrative health care. Upon completion of this course, students will be equipped with the knowledge, skills, and practical experience necessary to engage with other providers and to create integrated care teams as Midwives of Excellence.<sup>SM</sup>.

#### *Learning Objectives:*

1. Describe the benefits and challenges of interprofessional collaboration and education
2. Summarize the role of integrative healthcare in health equity and access
3. Identify the foundational principles of interprofessional collaboration and education
4. Identify the foundational principles of integrative health and medicine
5. Critically analyze the role of interprofessionalism for midwifery care
6. Utilize best practices in transfer protocols and forms during midwifery care
7. Formulate approaches for engaging in team-based environments
8. Apply IPC/IPE concepts to create integrative care plans during midwifery practice

### **ENGLISH**

#### **ENGL 1010 Introduction to Writing, 2 cr.**

**Note: this class is a prerequisite for other classes. It is recommended you take this as soon as possible in your phase**

Students will grow academic-writing skills, becoming familiar with various sources, preparing students to communicate effectively by researching, organizing, writing, and editing. Students are oriented toward writing for an academic/professional audience, with a strong emphasis on APA format, style, and thesis creation. Students will hone skills of summarizing in preparation for next-level course (ENGL 1050). Students will begin creating midwifery-specific documents such as a resume and professional presentations. Course emphasizes peer-review partnering and giving/receiving feedback on academic writing and APA.

#### *Learning Objectives:*

1. Demonstrate and employ correct grammar, usage, punctuation, and spelling
2. Compose orderly and lucid writing in multiple styles for various audiences:
  - a. Expository and persuasive writing for a general audience
  - b. Expository and persuasive writing for a professional audience
  - c. Appropriate communication in the online environment
  - d. Efficient and effective communication for internal and external audiences
3. Summarize, analyze, and connect research in original writing
4. Revise, edit, and evaluate the writing of self and others
5. Use a variety of written formats valuable for midwives, including:
  - a. research article, including summary and review
  - b. professional communication materials
  - c. PowerPoint presentation

#### **ENGL 1050 Technical Writing for Midwives, 1 cr.**

**PREREQUISITE:** ENGL 1010 or equivalent

Students will practice the writing skills necessary for midwives including creating research papers based on primary sources, practice guidelines, client educational materials, and business letters. There is a strong emphasis on APA format and style. Students will begin ongoing creation of their ePortfolio. Course emphasizes peer-review partnering and giving/receiving feedback on academic writing and APA.

#### *Learning Objectives:*

1. Demonstrate and employ correct grammar, usage, punctuation, and spelling

2. Compose orderly and lucid writing in multiple styles for various audiences:
  - a. Expository and persuasive writing for a general audience
  - b. Expository and persuasive writing for a professional audience
  - c. Appropriate communication in the online environment
  - d. Efficient and effective communication for internal and external audiences
3. Summarize, analyze, and connect research in original writing
4. Revise, edit, and evaluate the writing of self and others
5. Use a variety of written formats valuable for midwives, including:
  - a. ePortfolio
  - b. practice guidelines
  - c. research article, including summary and review
  - d. professional communication materials
  - e. educational materials/handouts

## HEALTH

### **HLTH 1010 Medical Terminology & Charting, 3 cr.**

This course is intended to be an introduction-level class covering basic word structure; suffixes, prefixes and terminology associated with the prenatal period, labor and birth, postpartum and the newborn. Additionally, charting guidelines and rules will be examined and applied with specific focus on applications for the childbearing year.

*Learning Objectives:*

1. Common health-related word roots, prefixes and suffixes
2. Rules and guidelines for combining word segments (parts to whole) and decoding complete terms (whole to parts) according to modern conventions
3. Specific medical terminology relevant to midwifery care
4. Common abbreviations and acronyms used in medical records, charts, and other related documents associated with reproductive and general health care
5. Principles/rationales of medical documentation/charting
6. Legal standards of medical charting
7. Obtaining/documenting medical history, antepartum, intrapartum, postpartum, newborn care

### **HLTH 1030 Foundations in Public Health and Health Education for Midwives, 2 cr.**

**PREREQUISITE:** ENGL 1010 or equivalent, SOSC 1010

This course will introduce students to foundational concepts in Public Health and taught to apply Public Health theory to midwifery practice. Maternal and newborn morbidity and mortality will be discussed from a Public Health perspective and students will identify interventions in the intersection of the fields of Midwifery and Public Health. Students will learn about health inequities and will have the opportunity to perform in-depth analysis of a selected health inequities. The health care and public health system, resources for mothers and babies, and the role of midwives in the broader system will be analyzed. Students will learn techniques in shared decision making and health education and will gain competency in these areas through case studies and an oral presentation.

*Learning Objectives:*

1. Describe and critically evaluate social determinants of health and health disparities in maternal child health.
2. Develop tools for referring clients to community-based resources.
3. Understand and critically evaluate the legal and regulatory framework governing reproductive health for women of all ages, including laws, policies, protocols and professional guidelines.
4. Describe direct and indirect causes of maternal and neonatal mortality and morbidity globally and evaluate the role of midwives worldwide in reducing them.
5. Summarize the indicators of common acute and chronic disease conditions that present risks to a pregnant person and the fetus and describe the referral process for further testing and treatment.
6. Apply the indicators of quality health care services to analyze an issue in maternal-child health.
7. Apply the principles of health education to case studies involving adolescents, birthing people and their families concerning normal pregnancy progression, danger signs and symptoms, and targeting sexual and reproductive health.
8. Apply the principles of community-based primary care using health promotion and disease prevention and control strategies.
9. Critically evaluate the benefits and risks of available birth settings and use the principles of shared decision-making to advocate for birthing people.
10. Demonstrate the use of shared decision-making in controversial and challenging scenarios.

**HLTH 1050 Holistic Health, 2 cr.****Offered limited terms**

This course covers the fundamentals of health, how diet affects health and different types of diets; the role of carbohydrates, proteins and fats in the diet and their impact on health and disease; vitamins and minerals and their impact on health; nutritional and cleansing herbs, environmental toxins, exercise, and hydrotherapy.

*Learning Objectives:*

1. Interpret the role of holistic health within midwifery care.
2. Correlate overlaps between anthropological shifts in nutrition cultivation and current holistic health impacts.
3. Describe impacts of alterations to food and their corresponding health impacts.
4. Facilitate culturally aligned holistic health initiatives.
5. Assemble traditional tools as nutrition-enhancing techniques.
6. Determine complex support strategies that incorporate the whole person/community
7. Examine culturally aligned integrative care and wrap-around services.
8. Network with community to collaborative support strategies.

**HLTH 2010 Homeopathy, 2 cr.****Offered limited terms**

This course gives students an understanding of the origins of homeopathy, how disease is manifested, how to take a case, how to prioritize the signs and symptoms, and how to prepare and administer homeopathic remedies. It will also introduce many remedies useful in the practice of midwifery.

*Learning Objectives:*

1. Briefly describe the history of homeopathy - Briefly describe the philosophy of homeopathy - Be able to describe homeopathy to a midwifery client in a clear and understandable manner
2. Be able to suggest a homeopathic remedy based on the signs and symptoms that a client is describing or experiencing - Be able to look up signs and symptoms in the repertory and compile them into remedies
3. Be able to look up remedies and choose to the best remedy based on the signs and symptoms - Have a basic understanding of potency and administration
4. Have a basic understanding of the topmost common pregnancy, childbearing, and postpartum remedies.
5. Be able to chart homeopathic prescribing accurately
6. Knowledge of how to use homeopathic resources
7. Create a Materia Medica for personal use

**HLTH 2030 Fertility Awareness, 1 cr.****Offered limited terms**

Students learn how to instruct women regarding their fertility as it applies to their menstrual cycles, basal body temperature and cervical changes.

*Learning Objectives:*

1. Describe the events of the fertility cycle, including hormonal influences, and explain why understanding them is important for all people.
2. Identify components of the reproductive system and how they function in relationship to conception and common infertility factors.
3. Describe the events of conception and changes a person may experience when conception occurs.
4. Explain how to recognize and track fertility signs, including differentiating between the various cyclical changes that occur and what these signs and changes indicate.
5. Demonstrate practical understanding and interpretation of the fertility cycle using charted cycle data.
6. Compare and contrast both the differences and similarities between NFP and FAM.
7. Explain the advantages, disadvantages, and effectiveness of using either NFP or FAM and identify reasons people may choose these methods over hormonal birth control.
8. Describe the meaning of lactational amenorrhea (LAM) and how LAM can be used as a form of pregnancy spacing for postpartum individuals.
9. Explain the changes individuals can expect to experience when approaching menopause and how these changes affect fertility.
10. Demonstrate competency in explaining the fertility cycle and tracking fertility signs in order to achieve or avoid pregnancy to a client.
11. Recognize what constitutes an abnormal fertility cycle and when to refer for pathological care.
12. Present NFP/FAM/LAM in a written and educational format.
13. Complete a literature review on a relative topic of interest or to further explore various aspects of the fertility cycle.

**HLTH 3010 Advanced Homeopathy, 2 cr.****PREREQUISITE:** HLTH 2010**Offered limited terms**

This course is a deeper look into the philosophy and use of homeopathy. Students will be reading and learning from the *Organon of the Medical Art* by Samuel Hahnemann. This text covers every aspect of homeopathy from understanding disease to how to research homeopathic medicines. In depth study and conversation about these topics will be discussed, as well as case taking, storytelling and current research.

*Learning Objectives:*

1. Understand the laws of Homeopathy
2. Understand the philosophy of Homeopathy and Medical principles
3. Understand disease
4. Clearly understand how to take a homeopathic case
5. Understand provings in homeopathy
6. How to use homeopathy effectively with dosing and administration
7. Dive deeper into current research

**HISTORY****HIST 1010 History of Midwifery, 1 cr.****PREREQUISITE:** SOSC 1010

The purpose of this course is to give students an overview of the history of midwifery, from ancient times through the present.

*Learning Objectives:*

1. Students will understand the evolution in childbirth practices throughout known history
2. Students will evaluate the changes of the role of midwives and power imbalances among gender, socioeconomic status, religious status, etc. and the impact on maternal and fetal health and outcomes.
3. Students will choose one practice of modern obstetrics or midwifery practice to examine from an evidence-based perspective.
4. Students will explore African American midwifery history, or the history of midwifery of another American ethnic group of their choosing. They will understand how advances in prenatal and birth care have been used to reinforce dominant paradigms of privilege.
5. Students will examine historical practices of midwifery and contextualize the roots of modern midwifery practices
6. Students will begin to examine the problems with the maternal health care delivery system in the United States. 7. Students will explore modern midwifery initiatives in the United States and Abroad.
7. Students will examine their chosen communities for gaps in maternal health care and prepare a midwifery initiative to address an issue of their choosing.

**MATH****MATH 1010 Math with Statistics 2 cr.**

This course teaches basic math skills to enable the midwife to make correct calculations and interpret data.

At the end of this course, students will:

1. Have a working understanding of basic accounting methods.
2. Demonstrate the ability to calculate percentages, ratios and probability.
3. Understand relative risk and odds ratio.
4. Demonstrate the use and interpretation of various kinds of graphs commonly used in research.
5. Have an understanding of sample populations in research, the selection methods of sample populations and the limitations of each
6. Have a working understanding of measures of central tendency and be able to identify similarities, differences, and strengths and weaknesses
7. Understand measures of spread.
8. Understand normal distributions and standard deviations
9. Have a working understanding of confidence intervals and their relevance in research
10. Understand methods of comparing samples
11. Have a working understanding of regression analysis
12. Understand and describe the relationship (or lack of) between correlation and causation in data sets
13. Be able to identify hypotheses and null hypotheses in research

## MIDWIFERY

### **MDWF 1010 Introduction to Midwifery, 1 cr.**

This course will provide the learner with a foundational understanding of childbirth as a human right. Students will examine models of care that work, diving deeply into understanding the Medical Model and the four tenets of the Midwifery Model of Care. The current care system will be examined for its flaws with an eye toward effective change with a focus on the safety of out-of-hospital birth. Students will interact with local midwives and OB/Dr.'s and begin to build relationships within their community. Disparities in childbirth will be explored and students will emerge from this course understanding the power, value and importance of access to midwifery care for all who choose this maternity care option.

#### *Learning Objectives:*

1. Students will discuss and describe birth as a human right and how birther's fundamental human rights are routinely violated in industrialized birth settings.
2. Students will describe why the maternal mortality rate is increasing in the United States and how midwifery care can stem the tide.
3. Students will identify the four tenets of the Midwives Model of care, their meaning and application in the childbearing year.
4. Students will demonstrate the safety of out-of-hospital birth in a formal research paper.
5. Students will identify local, national, and international professional and consumer-based organizations dedicated to the support of midwives and increased access to midwifery care.
6. Students will articulate their understanding and awareness of birth models that work.
7. Students will discuss the brokenness of the maternity care system today and concepts for how to work toward improvement.
8. Students will synthesize their learning by articulating what they will do to affect positive change

### **MDWF 1030 Human Lactation, 1 cr.**

Students will learn about the historical and cultural background of human lactation, anatomy and physiology of lactation, human milk and the infant, the infant feeding process, and possible problems.

#### *Learning Objectives:*

At the completion of this course, the students will be able to demonstrate knowledge and skills in the following areas:

1. Identify and appropriately respond to cultural attitudes, medical practices, or technological innovations, that may have undermined a parent's confidence & commitment in breastfeeding/chestfeeding.
2. Demonstrate understanding of anatomy and physiology of lactation
3. Demonstrate understanding of the physiology of suckling and normal infant behavior
4. Demonstrate how to conduct a breast assessment
5. Provide accurate education and support to assist a parent with initiating breastfeeding/chestfeeding
6. Identify, describe, and manage problems that may occur with breastfeeding/chestfeeding.

### **MDWF 1040 IV Skills, 1.5 cr.**

**PREREQUISITE:** Must be in a clinical placement or have an MCU-approved limited preceptor or currently a CPM/RM

This course covers the indications for IV therapy in childbirth, types of fluids, and proper technique in starting, administering, and discontinuing IVs, as well as proper charting.

#### *Learning Objectives:*

1. Demonstrates knowledge of physiology of fluid and electrolyte balance and how pregnancy, birth and intravenous therapy impact them
2. Demonstrates knowledge of indications for IV therapy
3. Demonstrates knowledge of complications of IV therapy
4. Demonstrates knowledge of supplies, equipment and types of IV fluids appropriate for midwifery applications
5. Demonstrates skills for starting, administering and discontinuing an intravenous line for fluids
6. Demonstrates skills of troubleshooting an IV placement
7. Demonstrates skill of documenting an IV placement, administration of fluids and discontinuation of IV line.

**MDWF 1050 Midwife's Assistant Orientation, 3.5 cr.**

(2.5 academic credits/1 clinical credit)

**PREREQUISITE:** MDWF 1010, BIOL 1010

This course helps student midwives prepare to become efficient, trustworthy, and competent assistants. It is designed to give students an understanding of the requirements and duties of a midwife's assistant. After having completed this course, students will be prepared with the theoretical background necessary for their clinical practicum. Students will understand the scope and principles of general skills used in a prenatal setting and will explore the role of the assistant through case studies.

*Learning Objectives:*

1. Understand the ethics and the personal and social issues and attitudes of the midwife's assistant and the midwife in the Apprenticeship Model.
2. Understand the requirements of the midwife's assistant and prepare a Midwife's Assistant Birth Bag.
3. Be oriented on the basics of being a competent assistant to the midwife during prenatal care, birth and postpartum care.
4. Understand the basic concepts of labor support and non-pharmacological pain management, including water labor and water birth.
5. Have a detailed knowledge of the midwife's assistant's duties before, during and after delivery.
6. Understand the role of the midwife's assistant in various common emergency situations and how to assist the primary midwife to manage them safely.
7. Demonstrate how to set up for birth, resuscitation, IV, suturing, and newborn exam.
8. Be familiar with the MCU Clinical Program
9. Understand the theory and procedure of general skills

**MDWF 2010: Prenatal Care I: Foundations of Prenatal Care 3.5 cr. (3 academic credits/.5 clinical credit)**

**PREREQUISITE:** Completion of Phase one classes or special permission from Registrar or currently a CPM/RM

**Note: this class is a prerequisite for other classes. It is recommended you take this as soon as possible in your phase**

This course focuses on the basics of prenatal care from establishing initial contact, taking a thorough client history, initiating ongoing prenatal care, evaluation of the pregnant person and the fetus, addressing common discomforts and physiological changes of pregnancy, and recognizing when referral is indicated. With the midwifery model of care and an individualized approach, students will develop a portfolio of chart forms for routine prenatal care, client handouts, several practice guidelines, and the NARM Informed Disclosure of Midwifery Practice. Case studies are utilized to demonstrate the application of clinical judgment and management within the scope of practice of the Certified Professional Midwife.

*Learning Objectives:*

1. Develop or identify documents that will be used in the student's personal practice.
2. Describe the benefits and risks of available birth settings.
3. Identify clients that are good candidates for direct-entry midwifery care at the initial interview and assess throughout the prenatal period for complications that necessitate collaboration or referral.
4. Be able to identify the components of a comprehensive health and obstetric, gynecologic and reproductive health history.
5. Identify pregnancy through recognition of signs and symptoms, history-taking, physical assessments, and laboratory testing.
6. Calculate the estimated date of birth and assess gestational period through query about LMP, bimanual exam, and/or urine pregnancy testing.
7. Perform a routine prenatal care exam, including gestational assessment, abdominal assessment, fetal growth assessment, monitoring of the fetal heart rate, fetal well-being assessment, pelvic examination, and clinical pelvimetry.
8. Perform ongoing history at each prenatal visit.
9. Describe components of the physical examination that evaluate potential for a healthy pregnancy.
10. Be able to perform a complete abdominal assessment including measuring fundal height, determining fetal lie, position, and presentation, evaluation of fetal growth using manual measurements or techniques, and auscultation of the fetal heart rate.
11. Describe physiological and emotional changes in pregnancy.
12. Understand the midwifery standards of care and guidelines in regard to prenatal care.
13. Have a basic understanding of common complaints and complications of pregnancy and non-pharmacological remedies for those complaints.
14. Describe the Occupational Safety and Health Administration (OSHA) standards that apply to midwifery care during the prenatal period, including specific infection prevention and control strategies.
15. Assume administration and management tasks and activities, including but not limited to compliance with work safety regulations (i.e., OSHA compliance).
15. Demonstrate facilitation of the informed decision-making process and provision of individualized care, counseling, collaboration and referral as indicated, evident throughout all documents.
16. Identify pre-existing factors and factors that develop anytime during the childbearing cycle that make out-of-hospital birth an unsafe option.



17. Identify signs, symptoms, and indications for referral of selected complications and conditions of pregnancy that affect either the pregnant person or fetus.
18. Provide health education to clients (adolescents and adults) and their families about normal pregnancy progression, warning signs and symptoms, and when and how to contact the midwife.
19. Provide routine education specific to pregnancy, including appropriate hygiene in pregnancy, considerations for work inside and outside the home, components of preparation of the home/family for the newborn, and common techniques to physically prepare for labor.

**MDWF 2020: Prenatal Care II: Prenatal Care for a Healthy Pregnancy, 3.5 cr. (3 academic credits/.5 clinical)**

**PREREQUISITE:** MDWF 2010 or currently a CPM/RM

This course focuses on various elements of promoting a healthy pregnancy and caring holistically for clients. Students will create client educational materials or prenatal care plans which address nutritional, physical, environmental, emotional, social and sexual needs, changes

and risks during pregnancy. Students will develop practice guidelines for several common disorders, diseases and infections during pregnancy. Case studies are utilized to demonstrate the application of clinical judgment and management within the scope of care of the Certified Professional Midwife. The following topics are examined as they relate to pregnancy: exercise, weight gain, herbs, tobacco exposure and cessation, optimal fetal positioning, glucose metabolism, and gestational diabetes screening. The course also introduces students to some complications of pregnancy they will revisit in later courses. Other topics explored include late term and post term pregnancy, urinary tract infections, environmental hazards and illnesses caused by environmental exposures, fifth disease, infectious disease reporting, unintended or mistimed pregnancies, abuse during pregnancy and substance use. Additional consideration is given to adolescent pregnancy, advanced parental age, grand multiparity, excess weight, and care of persons from populations on the margins such as those impacted by racism, xenophobia, religious intolerance, homophobia, transphobia, sizism, classism or other differentisms. Students will explore how to help foster their client's wellbeing and resilience through a focus on emotional health, psychosocial care, cultural humility, and structural competency.

*Learning Objectives:*

1. Develop or identify documents that will be used in the student's personal practice.
2. Describe the benefits and risks of available birth settings.
3. Identify clients that are good candidates for direct-entry midwifery care at the initial interview and assess throughout the prenatal period for complications that necessitate collaboration or referral.
4. Understand the components of a comprehensive health and obstetric, gynecologic and reproductive health history.
5. Describe the role of evidence-informed care in prenatal care.
6. Identify pregnancy through recognition of signs and symptoms, history-taking, physical assessments, and laboratory testing.
7. Perform a routine prenatal care exam, including gestational assessment, abdominal assessment, fetal growth assessment, monitoring of the fetal heart rate, fetal well-being assessment, pelvic examination, and clinical pelvimetry.
8. Perform ongoing history at each prenatal visit.
9. Describe components of the physical examination that evaluate potential for a healthy pregnancy.
10. Describe physiological and emotional changes in pregnancy.
11. Understand midwifery standards of care and guidelines in regard to prenatal care.
12. Have a basic understanding of common complaints and complications of pregnancy and non-pharmacological remedies for those complaints.
13. Describe the Occupational Safety and Health Administration (OSHA) standards that apply to midwifery care during the prenatal period, including specific infection prevention and control strategies.
14. Demonstrate facilitation of the informed decision-making process and provision of individualized care, counseling, collaboration, and referral as indicated, evident throughout all documents.
15. Identify pre-existing factors and factors that develop any time during the childbearing cycle that make community-based birth an unsafe option.
16. Provide health education to adolescents, pregnant persons and families about normal pregnancy progression, warning signs and symptoms, and when and how to contact the midwife.
17. Provide routine education specific to pregnancy including appropriate hygiene in pregnancy, considerations for work inside and outside the home, components of preparation of the home/family for the newborn, and common techniques to physically prepare for labor.
18. Identify the ways that racism, heterosexism and bias impact prenatal care and shape health inequities that impact clients, families and communities that midwives serve

**MDWF 2030 Labor, Birth and Immediate Postpartum, 4 cr. (3 academic credits/1 clinical credit)**

**PREREQUISITE:** MDWF 2010 or currently a CPM/RM

Physiology and management of first, second and third stages of labor are taught. Students also learn about the mechanism of labor for occiput anterior, transverse, posterior, face, brow, military, and breech presentations. Case studies are utilized to demonstrate the application of clinical judgment and management within the scope of care of the Certified Professional Midwife.

*Learning Objectives*

1. Create a shared decision-making model and provide client education.
2. Identify and explain components of the physiologic process of labor, and can demonstrate a sterile vaginal examination, hand maneuvers for a normal vertex delivery, and management of a nuchal cord.
3. Identify and describe the mechanisms of labor for anterior, posterior, transverse, face, brow, military, and breech presentations.
4. Identify and describe appropriate management of common complications and interventions of labor and the immediate postpartum period.
5. Apply the principles of infection control, universal precautions, and legal reporting requirements.
6. Identify indications for and develop appropriate plans for intrapartum, immediate postpartum, and neonatal transport.
7. Explain expectant management of the third stage.
8. Identify and describe indications and procedures for active management of the third stage.
9. Identify and verbalize components of immediate postpartum care for the birthing person, including assessing vital signs and blood loss.
10. Identify and verbalize and identifies components of immediate postpartum care for the neonate, including APGAR assessment, assessing vitals for the IPP period, initiating breastfeeding, and monitoring temperature and blood sugar regulation.
11. Demonstrate conducting a basic newborn examination and gestational age assessment.
12. Demonstrate promotion of the “golden hour” as a mechanism to promote bonding
13. Provide evidence-based client education for the postpartum period, including demonstrating the provision of postpartum instructions and facilitation of cutting the umbilical cord.
14. Explain the importance of interprofessional collaboration.

**MDWF 2035 Complications of Lactation, 1 cr.**

**PREREQUISITE:** MDWF 1030 Human Lactation (or corequisite) and completion of Phase One classes or currently a CPM/RM

This course covers complications of lactation in more depth than MDWF 1030. Breastfeeding/chestfeeding problems such as low milk supply, mastitis, thrush, tongue-tie/lip-tie, Reynaud's syndrome, and others will be covered. Case studies, class engagement, readings, reflection and practice documents are utilized to demonstrate the application of clinical judgment and management within the scope of care of the Certified Professional Midwife

*Learning Objectives:*

1. Provide client education using a shared decision-making model
2. Understand and identify components of the physiologic process of lactation
3. Is familiar with common complications of lactation:
  - a. Slow weight gain, b. Tethered oral ties, c. Low milk supply, d. Breast/Chest surgery, e. Infections and illness affecting lactation
4. Conditions of the infant affecting lactation
5. Understands common lactation interventions:
  - a. Galactagogues, b. Supplemental feeding, c. Pharmacological treatment, d. Complementary measures, 5. Understands effective counseling techniques
6. Supports physiologic establishment of lactation
7. Understand indications for lactation consultation and referral
8. Provides evidence-based client education
9. Understands importance of interprofessional collaboration

**MDWF 2040 Postpartum Care, 3 cr.**

(2 academic credits/1 clinical credit)

**COREQUISITE/PREREQUISITE:** MDWF 2030 Labor & Birth or currently a CPM/RM

This course provides instruction in understanding, preparing for and meeting the normal physiological and emotional changes that may occur postpartum period. It includes what to do in the first few hours after birth as well as providing excellent care and record keeping in the subsequent postpartum care visits. Case studies are utilized to demonstrate the application of clinical judgment and management within the scope of care of the Certified Professional Midwife.

*Learning Objectives:*

1. An awareness of a birthing parent's spiritual, physical, and emotional postpartum needs, and how to help them meet those needs.
2. Education of parents in preparing for the postpartum period.
3. Adequate care required the first few hours after birth.
4. Understanding of the physiological and anatomical changes that occur in postpartum period.
5. Common problems in the postpartum period.
6. Uncommon problems in postpartum parent and when to refer to other care providers.
7. Extra nutritional demands needed by the postpartum parent and how to help the new parent meet them.
8. How to support clients gently tone and condition the body in the six weeks postpartum period.
9. The emotional, psychological, social, cultural and sexual aspects of the postpartum period including contraceptive education and counseling and how to connect clients with other health care practitioners and/or support systems in community as needed.
10. Providing adequate care of the postpartum parent during the 24-hr, 72-hr, one week, two week and six-week postpartum care visits.

**MDWF 2050 Pediatrics, 4 cr.**

(3 academic credits/1 clinical credit)

**PREREQUISITE:** MDWF 2030 or currently a CPM/RM

This course is specifically designed to explore the anatomy and physiology of the newborn from birth through eight weeks. Students will become understand normal and abnormal findings. Assessment, age-appropriate strategies, and cultural differences will be discussed. Current research will be reviewed by participants to enhance the midwife's care of the neonate and case studies will be utilized.

*Learning Objectives:*

1. To achieve an in-depth knowledge of the Apgar Score
2. To define a detailed assessment of the anatomy and physiology of the newborn
3. To recognize the extrauterine transitions and physiologic responses of the newborn
4. To discuss the assessment and management of jaundice in the newborn
5. To meticulously scrutinize the care of the newborn immediately after birth in the normal labor, including bonding and attachment and behavior.
6. To develop a thorough physical examination of the newborn, including expected findings, common variations, signs of potential distress or deviations from expected findings and recognition of situations needing referral/transport. The following systems are reviewed: skin, head, eyes, ears, nose, mouth, throat, neck, chest, abdomen, genitalia, back, rectum, extremities and neuromuscular (including reflexes and neurological exam).
7. Understand gestational age assessments
8. To select or create documents to record the newborn history and newborn examination from birth to 6 weeks of age
9. To synthesize the use of common tests in the newborn, including newborn screening
10. To design client handouts/informed consents for prophylactic procedures and immunizations in the newborn
11. To develop a plan for the management of the dehydrated infant
12. To review safety and prevention from birth to 12 months of age, including shaken baby syndrome, safe sleeps practices, and health and community resources, including emergency numbers
13. To recognize emergency conditions in the newborn requiring referral, transport, or transfer of care
14. To identify alternative modalities and treatments for common newborn conditions

**MDWF 2060 Clinical Testing/Childbearing Year, 3 cr.**

(2 academic credits/1 clinical credit)

**PREREQUISITE:** MDWF 2010 and must be in a Clinical placement or currently a CPM/RM

This course includes the physiological changes of pregnancy, disease conditions relating to pregnancy and the reproductive organs, tests to detect physical conditions (both physiological and pathological), fetal diagnosis, maternal metabolic disorders, and postpartum testing. Case studies will hone the midwives understanding of screening and diagnostic tests and appropriate management plans for the scope of the Certified Professional Midwife.

*Learning Objectives:*

1. Successfully manage the clinical tests and care of their clients.
2. Explain to a client the various types of tests for which they may choose within your practice and which ones may be referred to a medical practitioner.
3. To recognize risk factors and signs and symptoms that might lead to diagnostic or screening tests.
4. To understand the parameters of genetic testing
5. To understand lab work and ranges of normal.
6. Interpret a urine "dip-stick" test.
7. Interpret a hemoglobin check.
8. Interpret a urinalysis and CBC.
9. To understand the components of the OB Panel (or "Prenatal" or "initial" panel) and what the tests signify.
10. Understand and explain the Direct and Indirect Coombs tests.
11. Understand and explain Antibody ID tests.
12. Explain and interpret glucose tolerance screening and option.
13. Prevent metabolic pre-eclampsia by providing proper nutritional support understand and appropriately use the pre-eclampsia and HELLP screening tests.
14. Prevent anemia when possible and treat it when not preventable.
15. Explain the physiologic changes of pregnancy, including blood volume expansion.
16. Understand and be able to educate client on the GBS vaginal/rectal culture
17. Understand and, educate your clients on fetal screening (i.e., biophysical profile, 1st and 2nd trimester screen, NST, U/S
18. Recognize a wide variety of diseases which may complicate pregnancy.
19. Recognize and treat jaundice in the newborn
20. Explain the PAP smear test, request and/or perform and interpret selected screening tests including, but not limited to: screening for HIV, STIs, and PAP tests.
21. Interpret laboratory tests used in providing well person care including, but not limited to: CBC, thyroid function tests, urinalysis, chemistry panels
22. Use the microscope to perform simple screening tests including, but not limited to: amniotic fluid ferning, candida, trichomonas, and bacterial vaginosis
23. Learn how to determine fetal well-being during pregnancy including fetal heart rate and activity patterns, amniocentesis and ultrasound technology

**MDWF 2070 Obstetrical Pharmacology, 3 cr.**

(2 academic credits/1 clinical)

**PREREQUISITE:** MDWF 2010 or currently a CPM/RM

As midwives, we are responsible for providing high quality, comprehensive care to clients during their pregnancy and the birth of their baby. The expertise of midwives includes supporting and honoring uncomplicated pregnancy and birth. It must also include the knowledge, skill and ability to take action when intervention is necessary to improve health outcomes for client and baby. This expertise requires that midwives be knowledgeable about both life-saving medications and those used to ease common discomforts of pregnancy.

This course will focus on the medications, both prescribed and available over the counter, that midwives will encounter when providing care for clients and newborns during the antepartum, intrapartum and postpartum periods. The course will provide an introduction to the ways in which pregnancy impacts the absorption, distribution, metabolism and excretion of drugs and the actions of these drugs in the body. Protocols for both common and life-saving medications will be developed to assist you in caring for your clients.

*Learning Objectives:*

1. Basic pharmacological concepts
2. Pharmacokinetics and Pharmacodynamics
3. Pharmacovigilance
4. Pharmacokinetics in pregnancy
5. Teratology
6. Over-the-counter medications in pregnancy
7. Informed consent

8. Drug protocols
9. Rh0D Immune Globulin and Rh Alloimmunization
10. Tdap vaccine and newborn pertussis
11. Rubella and pregnancy
12. Pharmacological abortive agents
13. Tocolytic therapy and preterm labor
14. Antibiotic therapy
15. Antibiotics and Group B Strep
16. Epinephrine and anaphylactic shock
17. Antihemorrhagics and postpartum hemorrhage
18. Intravenous fluids and hemorrhagic shock
19. Local anesthesia and repair of lacerations
20. Erythromycin ophthalmic ointment and ophthalmia neonatorum
21. Vitamin K and vitamin K deficiency bleeding
22. Antidepressants and Depression
23. Local resources

### **MDWF 2080 Ante/Intrapartum FHR Surveillance, 2 cr.**

**PREREQUISITE:** MDWF 2010 and must be in Clinical Placement or currently a CPM/RM

This course offers a thorough review of fetal heart surveillance procedures while encouraging critical thinking. It discusses the physiological basis and instrumentation of antepartum and intrapartum monitoring including intermittent auscultation, electronic fetal monitoring, and ultrasound. The course teaches what AAT (Auscultated Acceleration Test) is and how we can use it prenatally and during labor. The second part of the class is about problems that can arise, like baseline changes, bradycardia, tachycardia, sinusoidal pattern and periodic and nonperiodic changes. The assignments include several case study evaluations.

This course will support the learner to use various instruments for fetal heart surveillance, recognize possible causes if the heart rate is non-reassuring, confidently interpret the results and take the appropriate steps to ensure optimal fetal outcomes.

Students will also discuss access to technology and testing locally and globally and examine how inequities are evident even at the level of fetal heart tones and can result in increased referral for cesarean section in labor in the absence of racially/ethnically congruent care. Charting, communication, and transfers of care are also considered.

*Learning Objectives:*

1. Physiological bases for fetal heart monitoring
2. Instruments used for fetal heart rate and uterine activity monitoring
3. Determination of baseline fetal heart rate
4. Recognizing bradycardia, tachycardia, periodic and nonperiodic changes
5. Determination of possible causes if the heart rate is non-reassuring
6. Taking the appropriate steps if the heart rate is non-reassuring
7. Antepartum fetal heart rate monitoring

### **MDWF 2090 Suturing, 3 cr.**

(2 academic credits/1 clinical)

**PRE-REQUISITE:** MDWF 2010 and CLCN 2010

At the completion of this course, the student will be able to demonstrate knowledge and skills in checking for and identifying first through fourth degree tears, and other types of pelvic damage. Students will learn the appropriate use and repair of episiotomies, forms, and usage of anesthetic agents, how to tie off and postpartum repairs appropriate for the midwife in an out-of-hospital setting. Case studies are utilized to demonstrate the application of clinical judgment and management within the scope of care of the Certified Professional Midwife.

**NOTE:** There is a charge associated with this course to supplement fees associated with the multimedia materials provided.

*Learning Objectives:*

1. Explain the pelvic muscular anatomy and how it relates to clinical care through the childbearing childbirth and repair
2. Evaluate pelvic floor disorders and choose treatment plan
3. Identify and recommend treatment for an inclusion cyst
4. Appraise and implement techniques to prevent tears in childbirth
5. Evaluate appropriate need for an episiotomy
6. Compare and contrast anatomical impacts from a medial and medio-lateral episiotomy
7. Describe procedural tools and steps for correct episiotomy technique to perform an episiotomy
8. Compile a 'suture kit' that identifies appropriate suturing materials and equipment
9. Identify when a client is stable enough to begin repair
10. Assess characteristics to properly identify/classify various wounds
11. Develop repair plans that are clinically appropriate for the different lacerations (including transfer or not suturing)
12. Demonstrate the set up and maintaining of sterile and clean fields

13. Demonstrate tying knots using one handed, two handed and instrument techniques
14. Demonstrate anchor, interrupted, continuous, locked mattress, subcutaneous/running mattress and figure 8 stitches
15. Select and administer an appropriate anesthetic agent
16. Explain technique to tie off a bleeding vessel
17. Perform first, second, skin tag, labial tear repairs
18. Analyze principles of wound healing and be able to distinguish between physiologic healing and pathologic repair breakdown or infection
19. Recognize third- and fourth-degree tears and implement care protocol.
20. Recognize cervical tears and implement care protocol.
21. Enact informed consent
22. Demonstrate documentation of a repair

### **MDWF 2100 Well Person Care, 4 cr.**

(3 academic credits/1 clinical credit)

**PREREQUISITE:** MDWF 2100 or currently a CPM/RM

This course explores the basic health of women across the lifespan. Topics covered include: the normal reproductive cycle, dysfunctions of menstruation, contraceptive devices and information, sexually transmitted infections, how to perform a well-woman examination, and PAP smear interpretation. Also included is information about the female sexual response and various mental and emotional aspects of wellness and health. Case studies are utilized to demonstrate the application of clinical judgment and management within the scope of care of the Certified Professional Midwife.

*Learning Objectives:*

1. Develop the skills to provide reassurance of normalcy for people across the lifespan.
2. Learn appropriate care strategies for encouraging wellness from adolescence through menopause
3. Master the physiology of the normal menstrual cycle and educate clients on their own physiologic processes
4. Acquire the skills to collect subjective and objective data during a client visit including conducting a physical exam
5. Counsel someone concerning contraceptive choices, sexual concerns and unintended pregnancy
6. Recognize the spectrum of normal across all systems and common abnormalities that may require referral
7. Conduct a problem-oriented patient visit
8. Learn appropriate care strategies for minority communities including LGBTQ inclusive care
9. Gather resources in your community for referral of primary care, gynecologic and mental health problems
10. Understand obstacles to care including financial when considering referral sources

### **MDWF 3010 Complications of the Prenatal Period, 3.5 cr.**

(3 academic credits/.5 clinical credits)

**PREREQUISITE:** Completion of all Phase Two classes or special permission from Registrar or currently a CPM/RM

This course covers complications during the prenatal period, including etiology, identification, management, and discussion with clients. Students will prepare midwifery practice directive documents that guide management for complications during the prenatal period, develop shared decision-making documents, and evaluate procedures for transfer of care. Case studies are utilized to demonstrate the application of clinical judgment and management within the scope of practice of the Certified Professional Midwife.

*Learning Objectives:*

1. Demonstrate proper actions for transport/ transfer of care during pregnancy.
2. Recognize preexisting health complications such as thyroid disorders, Type I/II diabetes, cardiac condition, depression and their impact on pregnancy.
3. Have ability to recognize the signs, symptoms and potential effects of prenatal conditions including hyperemesis gravidarum, Group B Strep, ectopic pregnancy, hydatidiform mole, intrauterine growth restriction, placenta previa, abruptio placentae, miscarriage, insufficient cervix, gestational diabetes, HELLP syndrome, hypertension, preeclampsia, preterm premature rupture of membranes, malpresentation, amniotic fluid abnormalities, and cholestasis.
4. Discuss exposure, contraction, and management of infectious diseases such as toxoplasmosis, HIV, Hepatitis C, varicella, rubella, and cytomegalovirus and the effects on pregnancy.
5. Detect and suggest appropriate treatment for problems and variations during pregnancy, including allopathic treatment and complementary or alternative health therapies.
6. Respond to prenatal problems and variations with a range of treatments including alternative health modalities similar to above.
7. Identify fetal risk factors requiring prenatal transfer of care.
8. Provide support, resources, and post-event care for those considering or experiencing therapeutic, elective, threatened, missed, or spontaneous miscarriage or fetal demise.



**MDWF 3030 Complications of Labor, Birth, and Immediate Postpartum, 3.5 cr. (3 academic credits/.5 clinical credits)**

**PREREQUISITE:** Completion of all Phase Two classes or currently a CPM/RM

This course covers complications in more depth for labor, birth and immediate postpartum. Focus is directed towards writing midwifery-practice documents for emergency care and variations of normal delivery. Case studies are utilized to demonstrate the application of clinical judgment and management within the scope of care of the Certified Professional Midwife.

*Learning Objectives*

1. Record primary-under-supervision level clinical experience obtained in the student's own community under the supervision of one or more approved preceptors.
2. Engage in the maternity care system professionally and ethically; with accountability proven via Preceptor's Evaluation and Reflective Assignments.
3. Demonstrate fluency in appropriate clinical judgment and decision making determined via Preceptor's Evaluation.
4. Demonstrate proficiency in verbal, written and interpersonal communication skills, and obtain clinical experience within own or selected communities.
5. Demonstrate Critical Thinking and social learning determined via Preceptor's Evaluation, Reflection
6. Describe what they have learned about themselves in connection with a clarified sense of the role of education within midwifery as a profession.
7. Update and organize original and relevant documents to reflect a professional midwifery practice.
8. Work towards and prepare for Phase three integrated assessment.

**MDWF 3050 Complications of the Postpartum Period**

3.5 credits (3 academic credits/.5 clinical credits)

**PREREQUISITE:** Completion of all Phase Two classes or currently a CPM/RM

This course covers physical and psychological complications that may arise during the postpartum period. Case studies are utilized to demonstrate the application of clinical judgment and management within the scope of care of the Certified Professional Midwife.

*Learning Objectives:*

1. Clinical management of complications in the first few hours after birth.
2. Clinical management of complications in the first eight weeks after birth.
3. Complications in the postpartum period including when to refer to other care providers and when to activate EMS.
4. Clinical management of the following conditions:
5. Postpartum Hypertension and Preeclampsia, - Endometritis, - PP hemorrhage, - Cystocele, - Rectocele -incontinence (feces or urine) and fistula, bowel problems, -Urinary retention - principles of elimination,, management-micturition & catheterization, -Perineal pain and dyspareunia, -Retained products of conception, D + E, -Subinvolution, -Gallbladder disease, -Cesarean recovery including wound infection, principles of infection control-need to obtain swab, principles of wound management-principles of wound healing, -Postpartum thyroid conditions, -Mastitis/Cellulitis, -Hematoma, - Postpartum hemorrhage/late postpartum hemorrhage, -DVT/Thrombophlebitis/PE, -UTI/Kidney Infection/Cystitis/Urethritis, -Postpartum Mood Disorders including PP depression, PP Anxiety, PP OCD, and PP psychosis, -Mental illness and complex childhood trauma/PTSD, -Maternal HIB, HIV, TB, Hep B and C including prevention of transmission to midwives and assistants, -Postpartum anemia
6. Management of the following:
7. -Substance abuse risk factors, -Child abuse/neglect risk factors, -Domestic partner abuse, -Transport etiquette
8. Management of birth trauma associated with:
9. -Shoulder dystocia, -PP hemorrhage, -Manual removal of placenta, -Fetal demise, -Family and others showing up uninvited not behaving appropriately during birth, -Mismatch for the client of their attendant/midwife/student, -Sexual abuse trauma arising during birth

**MDWF 3060 Fundamentals of Waterbirth 2 cr.**

**Offered limited terms**

**PREREQUISITE:** MDWF 2030 or CPM

This course presents the latest research and model practices regarding hydrotherapy for labor and birth. Waterbirth benefits, risks, and contraindications are addressed. Students will create practice documents, including care and cleaning protocols, client handouts, informed consent documents, and practice guidelines for use in practice. Practical considerations for a smooth waterbirth experience for client and midwife will be addressed. A variety of learning methods are used to address course objectives, including professional videos, student-conducted research, in-depth study of latest publications on waterbirth, online discussions, and interactive sessions.

*Learning Objectives:*

1. Students will be versed on the latest waterbirth research, and be able to find and discuss current literature on waterbirth safety
2. Students will be able to describe common concerns with waterbirth and the current research findings on these issues
3. Students will be able to describe in depth the current best practices in hydrotherapy and waterbirth
4. Students will gain an understanding of how to deal with emergencies during waterbirth, including knowledge of when to help a birthing person out of the water due to safety concerns

5. Students will prepare to estimate EBL in water through visual learning
6. Students will know what equipment is needed for waterbirth
7. Students will create a client booklet for those who are planning a waterbirth, including client handouts & informed consent documents
8. Students will create care and cleaning protocols for pools used for waterbirth
9. Students will create protocols for waterbirth for use in their future practice

### **MDWF 3070 NARM Preparation, .5 cr.**

**COREQUISITE/PREREQUISITE:** MDWF 3010, MDWF 3030, MDWF 3050

Students collect and extract study materials from previous class assignments and readings, outline study plan and prepare for NARM written examination. Students analyze multiple choice questions and apply test-taking strategies on practice tests.

#### *Learning Objectives*

1. Demonstrate familiarity with NARM Written Exam format
2. Apply test-taking and study strategies
3. Construct a study suite of notes and previous assignments for the NARM Written Exam
4. Implement a study schedule in preparation for the NARM Written Exam

### **MDWF 3080 Advanced Issues in Midwifery I, 3 cr.**

**PREREQUISITE:** STAT 2010 or permission from Registrar

This course is designed for CPMs and explores the new competencies outlined by the MEAC Curriculum Checklist of Essential Competencies as they relate to the prenatal period and labor, birth and the immediate postpartum.

#### *Learning Objectives:*

1. Indicators and methods for advising and referral of dysfunctional interpersonal relationships, including sexual problems, gender-based violence, emotional abuse, and physical neglect.
2. Educating and support clients regarding the components of preparation of the home/family for the newborn.
3. Evaluating fetal growth, placental location and amniotic fluid volume using manual measurements or techniques and by referring for ultrasound visualization and measurement.
4. Providing health education to adolescents, women and families about normal pregnancy progression, danger signs and symptoms, and when and how to contact the midwife.
5. Recognizing factors involved in decisions relating to unintended or mistimed pregnancies.
6. Educating clients regarding self-care following a SAB or TAB, including rest and nutrition and how to identify complications such as hemorrhage.
7. Recognizing low and or inadequate maternal nutrition, including eating disorders and pica and counsel client appropriately.
8. Ordering and/or performing and interpreting laboratory tests used in providing well woman care including, but not limited to: CBC, thyroid function tests, urinalysis, chemistry panels, and other common prenatal labs.
9. Use of a microscope to perform simple screening tests including, but not limited to: amniotic fluid ferning, candida, trichomonas, and bacterial vaginosis, treatment, referral, counseling and follow up to these conditions.
10. Means and methods of advising about care, treatment and support for the HIV positive pregnant woman including measures to prevent maternal-to-child transmission (PMTCT) (including feeding options).
11. Symptoms and indications for referral of selected complications and conditions of pregnancy that affect either mother or fetus, including but not limited to: thyroid disorders, diabetes, cardiac conditions, placental disorders, hydatidiform mole.
12. Variations during the pregnancy and institute appropriate first-line independent or collaborative management based upon evidence-based guidelines, local standards and available resources for: ectopic pregnancy, hyperemesis, inadequate or excessive uterine growth, including suspected oligo- or polyhydramnios, molar pregnancy, insufficient cervix, exposure to or contraction of infectious disease such as HIV, Hep B & C, Varicella, Rubella, cytomegalovirus and depression.
13. Estimating and recording maternal blood loss.
14. Providing for bladder care including performance of urinary catheterization when indicated.
15. Indicators, risk factors, special needs and prenatal management of the pregnant woman with a multiple gestation and understand management of the birth of multiples.
16. Support and educate parents who have given birth to multiple babies (e.g., twins, triplets) about special needs and community resources.
17. How and when to perform aortic compression.
18. Support parents during transport/transfer of newborn or during times of separation from infant.

**MDWF 3090 Advanced Issues in Midwifery II, 3 cr.****COREQUISITE/PREREQUISITE: MDWF 3080**

This course is designed for CPMs and explores the new competencies outlined by the MEAC Curriculum Checklist of Essential Competencies as they relate to the postpartum period, well person care and newborn care through the first six weeks of life. Students will prepare midwifery practice directive documents that guide management for prenatal, postpartum, and newborn complications, develop client education materials, and develop shared decision-making documents for newborn screening procedures. Case studies are utilized to demonstrate the application of clinical judgment and management within the scope of practice of the Certified Professional Midwife. Students research a specific health disparity and strategies for mitigation and present their findings to the class. Students will also develop a comprehensive community resource guide that they can utilize in clinical practice.

*Learning Objectives:*

1. Variations during the course of the pregnancy and institute appropriate first-line independent or collaborative management based upon evidence-based guidelines, local standards and available resources for: genital herpes.
2. Signs, symptoms, and potential effects of conditions that are life-threatening to the pregnant person and the fetus, including but not limited to: syphilis.
3. Physiology and process of lactation and common variations including engorgement, lack of milk supply, etc.
4. Principles of infant nutrition, feeding cues, and infant feeding options for babies (including those born to HIV positive birthing parents).
5. Approaches and strategies for providing special support for adolescents and for victims of gender- based violence (including rape).
6. Community-based postpartum services available to the birthing person and they family, and how those services can be accessed.
7. Signs and symptoms of selected complications and life-threatening conditions that may first arise during the postpartum period, including but not limited to: postpartum pre-eclampsia and eclampsia, embolism and other clotting disorders, pelvic floor dysfunction.
8. Principles of prevention of maternal to child transmission of HIV, tuberculosis, hepatitis B and C in the postpartum period.
9. Provide collaborative care, support and referral for treatment for the HIV positive person and HIV counseling and testing for people who do not know their status (however authorized to do so in the jurisdiction of practice).
10. Principles of newborn adaptation to extrauterine life (e.g., physiologic changes that occur in pulmonary and cardiac systems).
11. Advantages of various methods of newborn warming, and able to promote and maintain normal newborn body temperature through covering (blanket, cap), environmental control, and promotion of skin- to-skin contact.
12. Immunization needs, risks and benefits from infancy through young childhood.
13. Performing a gestational age assessment.
14. Providing routine newborn screening, in accord with local guidelines and protocols, and providing parents with informed choice and education on such screenings, including: critical congenital heart disease screening, hearing screening.
15. Characteristics of low birth weight and preterm infants and their special needs. Giving appropriate care to the low birth weight and/or preterm baby, and arrange for referral if potentially serious complications arise, or very low birth weight.
16. Signs, symptoms, and indications for referral or transfer, for selected newborn complications, including but not limited to: cerebral irritation (seizures), congenital syphilis, alcohol and drug withdrawal, failure to thrive, vitamin K deficiency bleeding, polycythemia, hemangioma, and non-accidental injuries.
17. Human rights and their effects on health of individuals, including but not limited to: health disparities.
18. Principles of screening methods for cervical cancer, (e.g., acetic acid visualization of the cervix, Pap test, and colposcopy), interpretation of test results, and identification of the need for referral and treatment.
19. Principles of inserting and removing intrauterine contraceptive devices and implants.
20. Dispense, furnish, or administer (however authorized to do so in the jurisdiction of practice) emergency contraception medications, in accord with local policies, protocols, law or regulation.
21. Principles of commonly available methods of barrier, steroidal, mechanical, and chemical methods of family planning.
22. Principles of uterine evacuation via manual vacuum aspiration (MVA) of the uterine cavity to remove retained products of conception.

## PHYSICAL THERAPY

### **PHYT 1010 Aromatherapy, 1 cr.**

#### **Offered limited terms**

This course will support the learner primarily to understand risks and benefits of aromatherapy for childbearing clients, support clients who wish to use aromatherapy in childbearing, and support awareness of the safety and professional aspects as the basis in understanding the education needed should they choose to implement aromatherapy in their practice or collaborate with therapists wishing to work with pregnant clients

#### *Learning Objectives:*

1. Students will be able to define aromatherapy including recalling where essential oils come from, what essential oils are and the therapeutic actions of essential oils, identify Latin binomials for 20 key essential oils to be studied for application in childbearing, label aromatherapy blends for use by clients, recognize pure essential oils and list information needed to select high-quality essential oil suppliers.
2. Students will be able to compile a body of collected knowledge about each of the 20 selected essential oils for applications in childbearing, summarize the science of aromatherapy and safety precautions to be observed by childbearing families when using essential oils and instruct use of essential oil products.
3. Students will be able to demonstrate proper skin patch testing, calculate appropriate dilution ratios, report case-study findings, practice organoleptic analysis and perform essential oil selection.
4. Students will be able to differentiate between fragrance oils and therapeutic essential oils, categorize essential oils in perfumery notes for blending applications and compare and contrast essential oils from different sources.
5. Students will be able to develop client materials and generate standards for their midwifery practice with instructions for the safe use of essential oils, formulate a blend of essential oils to support conditions in childbearing and relate an in-depth exploration into the sense of smell.
6. Students will be able to critique prepared aromatherapy products available for use and safety, evaluate materials recommending aromatherapy applications and select appropriate essential oils and therapies for use in prenatal, birth, postpartum and lactating circumstances.

### **PHYT 2020 Functional Core and Pelvic Floor, 1 cr.**

#### **Offered limited terms**

#### **PREREQUISITE: BIOL 1050**

A comprehensive look at how functional core and pelvic floor strength impacts birthing parents' prenatal pain, fetal alignment, birthing coordination, and birth recovery. Students will receive practical tools to assess and address conditions like diastasis recti, poor fetal alignment, pelvic pain, low back pain, pelvic floor dysfunction and facilitate an appropriate 4th trimester healing plan.

#### *Learning Objectives*

1. Students will be able to instruct in neutral pelvis and optimal alignment to decrease pain and increase optimal fetal alignment and to promote optimal newborn parenting postures.
2. Students will be able to explain the functional anatomy of the core and pelvic floor, the influence of diastasis recti, and the importance of connection to the transverse abdominis in pregnancy
3. Students will be able to describe how the core muscles influence and affect pregnancy, labor, delivery and recovery after birth.
4. Students will be able to list the signs and symptoms of diastasis recti and/or a weak inactive core in prenatal and postnatal clients and be able to accurately assess for diastasis recti.
5. Students will be able to demonstrate how to check a prenatal and postpartum client for diastasis recti.
6. Students will be able to demonstrate how to assist prenatal patients in activating their core muscles safely.
7. Students will be able to identify the connection between the transverse abdominis and the pelvic floor in relation to functional strength and labor and delivery strategies.
8. Students will be able to explain to prenatal clients the coordination between the core, pelvic floor and the breath for an effective pushing phase without increasing the risk of tearing, pelvic organ prolapse or creating a diastasis.
9. Students will be able to list the benefits of abdominal splinting during labor, delivery and postnatal recovery.

**PHYT 2030 Complementary and Alternative Health Disciplines, 1 cr.****Offered limited terms**

This course will introduce the learner to alternative and complementary health therapies in the childbearing year. The concept of health paradigms is introduced as a foundation to understanding how to apply alternative and complementary therapies for midwives.

*Learning Objectives*

1. Define and understand alternative and complementary therapies.
2. Understand and explain the concept of health paradigms.
3. Define and understand the biomedical and / or technocratic model of healing.
4. Define and understand humanistic and holistic paradigms of healing.
5. Define and understand the mind-body duality and its application to Western paradigms of health.
6. Familiarize with a variety of alternative and complementary therapies.
7. Understand the conceptualization of pregnancy, birth and postpartum in chosen therapeutic modalities.
8. Explain the use of chosen therapeutic modalities by midwives during the childbearing year.
9. Become familiar with local practitioners of alternative and complementary therapies and how to refer to them

**PHYT 2050: Advanced Comfort Measures, 2 cr.****Offered limited terms**

A midwife's ability to provide support in labor is a clinical skill that is, in fact, no less important than auscultating heart tones or reliably evaluating cervical dilation. The scientific evidence is clear: respectful, sensitive, individualized support allows normal, physiologic birth to unfold safely. Using research and the student's own personal experiences, this course will examine practical, specific approaches and advanced techniques that promote safe and satisfying birth. The physiology of pain, research on the importance of relationship and storytelling, and research on mothers' experiences will be explored, as will practical skills such as the use of nitrous oxide, TENS, sterile water injections, water immersion.

*Learning Objectives:*

1. Describe the use of comfort measures to support pain-coping in labor from both a theoretical and a practical standpoint, for laboring persons and their families.
2. Describe the use of comfort measure to support emotional coping in labor from both a theoretical and a practical standpoint, for laboring persons and their families.
3. Describe the proper and effective use of several methods and/or approaches to advanced comfort measures.
4. Identify authors and activists who have influenced the normal birth movement.
5. Demonstrate basic research skills including finding appropriate resources and incorporating resources into a scholarly research paper.
6. Synthesize the information presented in this course through a variety of presentation platforms.
7. Communicate the depth of their understanding to clients and peers clearly, specifically, and with experience based in theory as well as skills.

**PROFESSIONAL DEVELOPMENT****PROD 1000 New Student Orientation, .5 cr.**

Students will be oriented for studies at Midwives College of Utah, providing them with the tools and skills they need to be successful. All students are required to complete PROD 100 during their first trimester.

*Learning Objectives*

1. Students will understand and internalize the mission of MCU.
2. Students will demonstrate proficiency in operating the Students Online system, Canvas, and G Suite including sending and receiving online messages, accessing classes, submitting assignments, taking tests, using the virtual classroom, and communication.
3. Students will be acquainted with MCU administrative staff and be able to distinguish and match staff members with their roles.
4. Students will start to develop and apply skills in research, using the online database and APA formatting.
5. Students will recognize and appreciate the importance of academic integrity.
6. Students will evaluate and analyze their own learning styles and strategies.
7. Students will learn about what to expect as a student midwife and formulate their own mission path and strategy
8. PROD 1000 introduces students to MCU's mission of social justice and anti-oppression. Students will understand identity, personal socialization, disparities, and allyship.

**PROD 5010 Professional Growth & Leadership, 1 cr.**

**Offered limited terms** (note: graduate course eligibility required)

The purpose of this course is to provide students a primer to professional growth and leadership in the midwifery and perinatal health fields. This course infuses best practices in leadership, learning, and self-actualization theory, and rests on the MCU Graduate Program's commitment to meaningful education, socially just leadership, and professional growth of midwives and the midwifery profession. This course is divided into four broad sections: 1) Learning Styles, Personality Type, & Leadership Capacity; 2) The Imposter Syndrome; 3) Writing & Work Efficiency; and 4) Developing Your Passion. The Social Change Model of Leadership (SCM) is infused throughout the course. By the end of the course, students will be equipped with the conceptual and practical tools necessary to develop as leaders in the midwifery field. In addition, this course provides current and aspiring graduate students the opportunity to explore graduate education and employ strategies for success in graduate school.

*Learning Objectives:*

1. Identify their personality type and learning styles that govern their professional self
2. Theorize the role personality types and learning styles play in professional growth and leadership in midwifery and perinatal health
3. Analyze the 7 core values of the Social Change Model of Leadership Development
4. Theorize how the framework of the Social Change Model can advance midwifery professionalization and perinatal health equity
5. Articulate how the Imposter Syndrome can interfere with professional and leadership goals, and strategies for overcoming identified obstacles
6. Develop and employ S.M.A.R.T. goals
7. Identify evidence-based strategies for professional and writing success
8. Articulate internal professional capacity and how graduate education can further the achievement of professional goals in midwifery

**PROD 5026 Midwives and Publishing, 2 cr.**

**Offered limited terms** (note: graduate course eligibility required; see section in the Course Catalog)

The purpose of this course is to introduce midwives to the process of publishing and the publication world. Through experiential learning and guided pedagogy, students will have the opportunity to explore the basics of publishing and learn how to prepare a practice manuscript for publication in an academic journal.

*Learning Objectives:*

1. Theorize the importance of publications for professional and disciplinary development
2. Identify the main differences, benefits and drawbacks between scholarly (peer-reviewed or refereed) and popular publication sources
3. Describe what "open source" journals are, their benefits and drawbacks
4. Critically analyze the differences and benefits between different types of publication formats
5. Compare and contrast different journal possibilities for publication and describe the core elements that inform journal selection
6. Describe and develop targeted writing for journal article publication
7. Develop refined writing skills, and theorize why critical reading of quality articles is essential for developing quality writing skills
8. Articulate strategies for writing and developing a writing plan
9. Summarize the main steps and requirements of the publication process
10. Articulate the importance of institutional or ethical review board approval for original research and publication of research
11. Develop a full-length manuscript for publication to a scholarly journal
12. Locate and critically read model published articles
13. Critically evaluate peer review feedback and incorporate suggested revisions
14. Develop a compelling argument for publication
15. Summarize the submission, review and revision process
16. Identify and describe common elements of author guidelines
17. Develop a convincing abstract for publication
18. Critically reflect on the writing and publishing process



**PROD 5027 Community Maternal & Child Health, 2 cr.**

**Offered limited terms** (note: graduate course eligibility required; see section in the Course Catalog)

This course will explore concepts of public health as they specifically apply to childbearing families and community health. The learner will research, investigate, and theorize specific areas of concern in the field of community maternal-child health (MCH). Course content includes theoretical foundations, issues in community maternal-child health, and practical programming considerations. Student will develop their writing, planning, and critical thinking skills in becoming midwives of technical expertise and personal greatness. Students will engage in a culminating project of direct relevance to the communities they serve in becoming midwives of professional excellence.

**NOTE:** There is a \$10.00 charge associated with this course to supplement fees associated with the multimedia materials provided.

*Learning Objectives:*

1. Theorize cultural humility and explore how they can incorporate this essential tenant of appropriate and effective health care into their personal and professional lives.
2. Evaluate theories of health behavior as appropriate frameworks for addressing health challenges through specific programming.
3. Synthesize theories and methods from the fields of public health and public policy.
4. Examine local and global stakeholders and initiatives influencing maternal and child health.
5. Critically discuss the Life Course perspective and its influence on maternal and child health.
6. Understand how inequities affect the health of women and children in both U.S. and global societies
7. Identify key factors during pre-conception and pregnancy that affect maternal and child health.
8. Summarize how regional particularities, cultural expectations and mores affect individual health.
9. Theorize how epigenetics may influence individual health.
10. Explain the impact of nutrition and access to healthy foods has on the health of women and children.
11. Identify key factors that affect the health of newborns and infants.
12. Critically discuss how breastfeeding impacts women and children on a population level.
13. Synthesize issues in maternal health such as reproductive risks, access to care, mental health, and intimate partner violence.
14. Critically discuss community-level strategies for improving maternal and child health.
15. Conduct specific planning activities in order to develop pragmatic and effective programs.
16. Effectively communicate health information to general and specialized audiences both in writing and oral presentation formats.

**PROD 5028 Policy & Advocacy in Midwifery, 2 cr.**

**Offered limited terms** (note: graduate course eligibility required; see section in the Course Catalog)

This course will examine policy and advocacy issues, strategies, and structures in midwifery on local and national scales. Students will analyze successful grassroots organizations and policy frameworks that advance midwifery and perinatal health. Students will have the opportunity to review and critique current midwifery legislation and work with various midwifery political and advocacy organizations on local and national levels.

*Learning Objectives*

1. Analyze how the history of midwifery has impacted the current political climate of midwifery
2. Explain governmental structures and processes
3. Summarize legislative structures and policies for midwifery policymaking
4. Identify major midwifery organizations and synthesize their position within midwifery policymaking.
5. Examine advocacy strategies and apply them to midwifery related policy change.
6. Theorize strategies for engaging stakeholders, community members, and allied health professionals in policymaking activities.
7. Discuss advocacy and policymaking strategies for improving perinatal health for marginalized communities
8. Analyze current issues in midwifery policy
9. Strategize approaches to improving midwifery policy in the US.
10. Synthesize policymaking and advocacy tenets to engage in the political system.

**PROD 5029 Field Instructor Preparation, 2 cr.**

**Offered limited terms** (note: graduate course eligibility required; see section in the Course Catalog)

This course will train the learner to become a quality preceptor and to understand the needs of midwifery students during clinical instruction, to know NARM's requirements for preceptors, and to confidently oversee the clinical instruction of midwifery students.

*Learning Objectives:*

1. Be able to clearly describe the midwifery model of education.
2. Clearly articulate the role the field instructor has in preparing students for midwifery practice.
3. Identify 5 characteristics of adult learners and how these affect strategies for instruction.
4. Be able to identify 5 common student needs that field instructors must take into account, and strategies for supporting them.

5. List NARM requirements for preceptors.
6. Develop a checklist for orienting students to their clinical placement.
7. Develop a Field Instructor-Student Agreement form that can be used to clearly articulate logistical details of a clinical placement, as well as expectations for the student.
8. Develop a Student Handbook that can be used to orient students and to guide them during their clinical placement.
9. Develop a written plan for evaluating a student's hands-on skills.
10. Be able to list the 5 stages of development according to Benner's model of skills acquisition.
11. Be able to develop clearly defined learning objectives, using either SEAM, ORPEP, or CFBE guidelines.
12. List the 5 steps of the One-Minute Preceptor model of clinical teaching.
13. Be able to articulate the difference between clinical reasoning and critical thinking.
14. State at least 5 techniques for fostering reflective practice.
15. Develop 3 case studies that can be used to help a student strengthen clinical reasoning skills.
16. Articulate the difference between informal feedback and formal evaluation.
17. Identify the characteristics of effective feedback, and 3 steps for giving effective feedback.
18. Develop a formal evaluation form that assesses competency as well as skills.
19. State at least 3 techniques for effective evaluation.
20. Describe the SOAP method for handling student issues.
21. Describe 8 steps to effective conflict resolution

### **PROD 5030 Global Maternal and Child Health, 2 cr.**

**Offered limited terms** (note: graduate course eligibility required; see section in the Course Catalog)

This course will critically examine trends, achievements, goals, policies, and challenges pertaining to maternal and child health on a global and cross-cultural level. Students will have the opportunity to research, investigate, and theorize specific areas of perinatal health through six broad sections. Upon completion of this course, students will be equipped with advanced theories, content expertise, tools, and approaches to integrate midwifery care in global settings and advance global health equity.

*Learning Objectives:*

1. Synthesize the state of maternal and child health on a global level, with an understanding of current trends and strategies for health equity.
2. Identify the predominant barriers that exist worldwide which prevent pregnant persons and children from accessing health care.
3. Integrate cross-cultural understandings of health, care and access into midwifery practice.
4. Analyze existing research that informs care practices and culturally safe care provision.
5. Analyze the historical roots and contemporary context of social determinants of health as they impact perinatal health care access, experiences, and outcomes.
6. Critically examine the role of politics and power systems in health care provision and access.
7. Theorize strategies to overcoming barriers to care and improving the state of maternal and child health.
8. Analyze current health equity strategies and partnerships that successfully promote perinatal health and long-term well-being; and
9. Research specific global perinatal health topics and priority areas for change.

### **PROD 5031 Holistic Midwifery, 2 cr.**

**Offered limited terms** (graduate course eligibility required; see section in the Course Catalog)

The purpose of this course is to explore holistic care modalities during midwifery care. Topics covered include brain functioning, stress, hormonal systems, natural medicine, and therapies as well as allopathic familiarity. Through a combination of readings, research, and discussion, this course encourages students to deepen their understanding of current trends in the holistic health fields. By the end of the course, students will have the knowledge and skills necessary to create holistic and comprehensive care plans during the childbearing year for varying ailments and health occurrences.

*Learning Objectives*

1. Explain current trends in holistic health fields.
2. Design and execute various healing modalities for childbearing.
3. Critically analyze current research on the brain, stress and the effects of embodied stress.
4. Articulate examples of current nutritional trends.
5. Describe alternative healing modalities.
6. Identify herbs and other treatments for health and vitality of the childbearing person.
7. Explain various natural treatments for physical and emotional ailments.
8. Formulate herbal treatment plans
9. Develop a holistic health treatment plan for a particular childbearing topic or problem.
10. Articulate research on a childbearing issue and a treatment plan to a midwifery group.

### **PROD 5032 Midwifery Education, 2 cr.**

**Offered limited terms** (note: graduate course eligibility required; see section in the Course Catalog)

This course examines current issues in midwifery education and introduces students to best pedagogical practices for midwifery education preparing them to advance their contributions and abilities as educators of excellence. The course culminates in completion of a teaching portfolio.

The purpose of this course is to survey the landscape of techniques, topics, trends, and approaches in higher education, broadly, and midwifery education, specifically. This course is divided into five sections: Section 1) Foundations of Midwifery Education in the United States; 2) Theories & Approaches to Midwifery Education; 3) Pedagogical Innovations; 4) Assessment; and 5) Teaching Portfolios (culminating project).

#### *Learning Objectives*

1. Compare and contrast educational pathways to the CPM credential
2. Describe MEAC accreditation processes in the United States
3. Explain the premises of competency-based education
4. Distinguish between main educational delivery methods, including distance learning, brick and mortar, and hybrid programs
5. Explain principles of adult learning theory
6. Analyze learning styles and impacts for midwifery education
7. Design innovative learning activities for diverse learners
8. Generate novel pedagogical techniques in midwifery education, including narrative pedagogy, flipped learning, and mind mapping
9. Identify MEAC, ICM, and MANA core competencies
10. Synthesize key issues around equity in midwifery education
11. Produce learning activities that infuse social justice principles
12. Examine ethical issues in midwifery education
13. Compose learning activities that infuse evidence-informed practice principles
14. Formulate direct and indirect assessment methods
15. Produce measurable learning objectives
16. Design a complete Teaching Portfolio

## **SOCIAL SCIENCES**

### **SOSC 100: Midwifery Student Success Course, .5 cr.**

This course provides tools and tips to ensure success throughout a student's midwifery education. It is a required course if the student is taking a timeout and does not count toward credits required for degree completion.

### **SOSC 1010: Equity and Anti-Oppression in Midwifery Care: Understanding Difference, Power, & Privilege, 2 cr.**

**COREQUISITE/PREREQUISITE:** COMM 1010

**Note: this class is a prerequisite for other classes. It is recommended you take this as soon as possible in your phase**

The purpose of this course is to introduce students to the foundational concepts of equity, anti-oppression, and cultural humility in midwifery care, and to engage critical learning of how difference, power, discrimination, and privilege intersect to produce documented disparities in perinatal health outcomes and practices in the United States. Students will have the opportunity to study and explore three broad areas of cultural humility, equity and (anti)oppression practices, and their impact on maternity care through historical and current sociopolitical frameworks: 1) Social identities, racism, and privilege; 2) Health disparities, inequities, and inequalities; and 3) Cultural humility and equity care models. Collectively, students will acquire foundational skills necessary for the provision of culturally safe care and the actualization of anti-oppression midwifery professional practices—in commitment to access and equity in perinatal health for all childbearing persons.

**NOTE:** There is a \$10.00 charge associated with this course to supplement fees associated with the multimedia materials provided.

#### *Learning Objectives:*

1. Analyze and differentiate between health inequities, equalities and disparities.
2. Theorize about difference, power, discrimination and privilege.
3. Describe the health and social effects of difference/discrimination and privilege/power.
4. Analyze social determinants of health during childbearing and across the life course.
5. Analyze microaggressions and how they unfold to impact health and social well-being.
6. Summarize historical and current sociocultural practices of institutional racism.
7. Theorize about systems of oppression, intersectionality and structural violence.
8. Critically evaluate the influence of social identities (including race/ethnicity, maternal age, socioeconomic status, sexual orientation, gender) on health and social outcomes, healthcare practices, and embodied experiences.
9. Analyze and differentiate between cultural humility and cultural competency frameworks.
10. Critically evaluate personal implicit biases and privileges associated with certain social identities, especially white privilege.
11. Summarize anti-oppression and anti-racism efforts within midwifery and perinatal health.

12. Describe the role of allies in advancing equity and social justice.
13. Research inequities in perinatal health.
14. Compare and contrast how sociocultural variations and structural constraints impact perinatal health and the childbearing experience.
15. Summarize major cultural humility and equity models for care practitioners, including: the explanatory model's approach and the structural competency approach.
16. Theorize the role of structural vulnerability in (re)producing health inequities.
17. Describe and implement cultural interviewing techniques in health care provision.
18. Locate and identify advocacy-oriented strategies for decreasing health inequities and increasing cultural humility in maternity care.
19. Summarize levels of racism, including individual, interpersonal, and institutional.
20. Theorize on action steps for advancing anti-oppression, diversity, and cultural humility practices in midwifery care/the midwifery profession.
21. Apply Racial Equity Impact Analysis (REIA) tools to midwifery practice.
22. Develop increased self-awareness for the ethical and culturally safe care of diverse clientele.
23. Theorize on identity development as a component of personal self-actualization and institutional (systems-level) practices

### **SOSC 2010 Culturally Safe Care, 2 cr.**

**PREREQUISITE:** Completion of all Phase One classes or currently a CPM/RM.

Building off a foundation of equity, anti-oppression, and culturally safe care from SOSC 1010, students will further explore difference, power, and privilege as it relates specifically to midwifery care provided in the childbearing year. Students will strengthen the skills necessary to provide non-discriminatory, equitable, and safe care to all clients. This course will do a deep dive into the impact to clients in the clinical setting associated with racism, homophobia, transphobia, ableism, classism, ageism, and discrimination associated with relationship status and immigration status. The course will explore systems of impact in midwifery and how to engage within those systems to facilitate change that increases safety. Throughout the course, BIPOC and LGBTQ+ midwives who are doing the work of serving clients on the ground, and the organizations serving these midwives will be highlighted to demonstrate the effectiveness of evidence based culturally concordant care.

*Learning Objectives:*

1. Have the foundational tools and skills necessary to enact culturally safe, respectful, client-centered care to all clients.
2. Critically evaluate systemic oppression and inequities within midwifery politics and policies.
3. Critically evaluate systemic oppression and inequities in perinatal care.
4. Analyze disparities in maternal and infant mortality rates for marginalized populations.
5. Summarize factors associated with marginalization and oppression that lead to disparities in healthcare.
6. Summarize the impact of intersecting cultural identities on the individual.
7. Recognize internal biases that may pose a risk to clients.
8. Recognize microaggressions and develop strategies for addressing them.
9. Demonstrate a commitment to self-evaluation.
10. Demonstrate a commitment to listening to the client.

### **SOSC 2020 Birth Justice, 2 cr.**

#### **Offered limited terms**

This course will introduce students to birth justice movements. Through an experiential and service-learning framework, this course aims to bridge theory with practice, bringing together MCU students with applied birth justice activists across the nation in a collective learning environment. The transformation that arises in and through our collective learning environment will lead students to further understand and engage in birth justice movements as Midwives of Excellence<sup>SM</sup>.

*Learning Objectives:*

1. Theorize how birth justice must be added to reproductive justice agendas.
2. Describe the foundational principles of birth justice movements.
3. Identify key activism organizations, individuals, and entities advancing birth justice.
4. Summarize specific birth justice priorities and efforts among Latinx communities; queer, gender non-binary, and transgender individuals; black communities; refugee communities; pregnant and parenting adolescents; Indigenous communities; and incarcerated childbearing persons.
5. Critically analyze the role of midwifery care in birth justice movements; and
6. Formulate service-learning approaches for birth justice activism

**SOSC 2030 Childbirth Education, 2 cr.****PREREQUISITE:** BIOL 1050 and CLCN 1010**Offered limited terms (may be required by some states for licensure)**

This course covers the information needed to teach childbirth classes. It includes the development of course outlines, handouts, and teaching materials. Basic teaching skills and theory are covered.

*Learning Objectives:*

1. Recognize the historical foundations of at least five different types of Childbirth Education organizations.
2. Develop a contact resource of local offerings, both hospital and community.
3. Compare and contrast different teaching styles and instructors and learn to evaluate excellence.
4. Encapsulate each of four different childbirth education organizational perspectives utilizing both 1-2 sentences as well as several paragraphs for each.
5. Develop a childbirth class outline (including handouts) incorporating adult learning theories and teaching from an evidence-based perspective with an emphasis on being original/creative.
6. Demonstrate teaching skills utilizing adult learning theories.
7. Prepare a business plan for teaching childbirth courses.
8. **OPTIONAL:** Prepared Childbirth Educator Certificate: Submit audio-visual of student providing instruction of 3 components of your curriculum (at least 2 hours and no more than 3 hours of instruction). After successfully completing this component, the student will be entitled to receive a certificate from Midwives College of Utah as a Prepared Childbirth Educator. The student will submit a request for the certificate under the Student Menu and pay the fee. The certificate will be mailed to the student.

**SOSC 2050 Ethics and the Law in Midwifery, 1 cr.****PREREQUISITE:** MDWF 2020 and 2030 or currently a CPM/RM

The purpose of this course is to introduce students to the myriad of ethical considerations that govern and influence the Midwives Model of Care™ and the practice of midwifery. Students will have the opportunity to learn and explore four broad areas of ethical considerations in midwifery care: 1) Professional ethics in midwifery; 2) Ethics in clientele selection and service; 3) The ethics of privacy and confidentiality; and 4) State/Province legislation, regulation, and the ethics of “choice.” Students will examine these issues through a combination of interactive discussion sessions, case studies, reflection papers, critical thought exercises, and advocacy projects in their community.

*Learning Objectives*

1. Compare and contrast the ethical codes and value statements of the leading professional midwifery organizations in the U.S. and/or Canada.
2. Summarize the four broad ethical principles and articulate the importance of ethics in midwifery.
3. Theorize about the ethical considerations involved in choosing and serving a diversity of clientele.
4. Theorize about the ethical obligations present in relationships other professionals.
5. Summarize the processes involved in addressing non-ethical practices by oneself or peers.
6. Critically evaluate personal values/biases, and how these influence clientele selection/service.
7. Develop a personal statement of ethics as part of a broader philosophy of care document for clients.
8. Identify HIPAA rules and describe the integration of HIPAA into midwifery practice.
9. Develop a HIPAA disclosure statement in compliance with HIPAA governing rules.
10. Summarize the difference between “privacy” and “confidentiality” in care provision.
11. Critically evaluate the ethical considerations involved in the intersection of social media sites and midwifery care.
12. Analyze and develop solutions for case study examples in ethical conflicts in midwifery.
13. Locate and identify state or province midwifery legislation and regulations.
14. Describe how regulatory or legislative standards influence informed choice and informed consent in the practice of midwifery.
15. Critically evaluate the ethical intersection of regulatory laws and an individual’s right to choose.
16. Summarize the ethics involved in scope of care, competency, and the provision of midwifery services.
17. Identify the ethical and legal considerations involved in termination of care and non-compliance scenarios.
18. Develop an “ethics consciousness” and apply newfound ethics knowledge to personal, community, state and/or national advocacy projects that improve the ethical treatment of pregnant persons and their families.
19. Identify and explain the MEMET (Midwives Ecosystemic Model of Ethical Thinking), and critically evaluate how it can be used to guide thinking in ethics.
20. Identify and explain the Thompson & Thompson’s Bioethical Decision-making Model, and critically evaluate how it can be used to guide decision-making processes in ethics.



### **SOSC 2060 Providing Safe & Respectful Care to LGBTQIA+ Families, 2 cr.**

#### **Offered limited terms**

This course is designed to prepare the student to have the foundational tools and skills necessary to enact culturally safe, respectful, client-centered care to lesbian, gay, bisexual, transgender, queer, intersex, and asexual clients (LGBTQIA+). This course addresses social, legal, and political issues commonly faced by queer clients while in care. Activities support developing the skills and knowledge to set up or redesign a midwifery practice to be inclusive, affirming, and welcoming.

#### *Learning Objectives*

1. Demonstrate verbally and in writing appropriate and respectful terminology for lesbian, gay, bisexual, transgender, queer, intersex, and asexual clients (LGBTQIA+).
2. Summarize practices to provide prenatal, intrapartum, and postpartum care to all family structures within the LGBTQIA+ population.
3. Demonstrate how to serve gay individuals, couples, and surrogates in clinics and out-of-hospital settings.
4. Plan to analyze, critique, and revise forms and electronic form systems to include the LGBTQIA+ population.
5. Discuss basic techniques for intracervical insemination (ICI) and intrauterine insemination (IUI) and how to obtain or purchase sperm (live and frozen donor sperm).
6. Demonstrate skills and knowledge to work with transgender clients in clinically and culturally safe ways, including care considerations for conception, prenatal and intrapartum care, and lactation support.
7. Summarize in writing the impact of intersecting cultural identities on the individual.
8. Demonstrate listening, centering, and responding to the LGBTQIA+ client's lived experience and care needs through case studies and role-play.
9. Self-evaluate through written reflection internal biases that may pose a risk to clients.
10. Develop plans to recognize and address microaggressions towards LGBTQIA+ clients.

### **SOSC 2080 - Culturally Safe Care for Disabled Clients, 1cr.**

#### **Offered Limited term**

This course will offer foundational knowledge to prepare students to provide quality midwifery care to disabled clients. Topics will include historical inequities and marginalization, an examination of ableism and disability stigma as it relates to midwifery care, and the development of just and equitable care structures that lever the strengths of the midwifery model of care to serve disabled clients. This course will be framed around lived experience, evidenced-informed practice, course-specific guiding principles, and reflexive practices to uncover biases and avoid othering.

#### *Learning Objective*

1. Discuss foundational tools and skills necessary to enact culturally safe, respectful, and client-centered midwifery care for disabled clients.
2. Identify and critique systemic oppression, inequities, and factors associated with marginalization associated with disparities in perinatal care for disabled birthing parents.
3. Demonstrate through case study respectful prenatal, intrapartum, and postpartum care to clients with various physical, developmental, intellectual/emotional/cognitive, and other disabilities and/or mood disorders.
4. Use vocabulary for discussing disability and ableism and demonstrate a working understanding of basic disability etiquette through role-playing.

### **SOSC 2090 – Prenatal and Postpartum Mental Health Adjustment & Perinatal Mood Disorders, 1 cr.**

#### **Offered Limited terms**

The Mental Health course will delve deeper into the signs, symptoms, diagnosis, and management of prenatal and postpartum mental health conditions. The course will explore issues of complex childhood trauma and attachment and the potential impact on parental mental health. Mental health conditions explored in depth will include underlying chronic mental health conditions such as PTSD, Bipolar Disorder, and personality disorders, major depressive disorder, and anxiety disorders. Prenatal and postpartum conditions addressed will include prenatal depression, prenatal anxiety, postpartum depression, postpartum anxiety, postpartum OCD, and postpartum psychosis. This course will implore students to identify inequities for marginalized populations and how systemic isms may impact mental health. The student will develop the skills to practice effectively with clients who present with mental health disorders and to identify when to refer and when to transfer care.

#### *Learning Objectives:*

1. Develop the skill to use evidence-based practices to screen for pregnancy and postpartum mood disorders including prenatal and postpartum depression, prenatal and postpartum anxiety, postpartum OCD, and postpartum psychosis.
2. Apply current standards of practice to support clients in promptly receiving evidence-based treatments.
3. Have a working knowledge of the risk factors for mood disorders affecting the populations most at risk including but not limited to being of low socioeconomic status, experiencing intimate partner violence, and the experience of marginalization and systemic oppression.



**SOSC 3010 Independent Midwifery Studies I, 1 cr.****Offered Limited terms**

**PREREQUISITE:** Completion of all Phase Two classes

Advanced Midwifery Studies (AMS) is a dynamic student-led independent course that provides MCU students the opportunity to pursue their unique interests while still receiving MCU credit. AMS allows a student to enroll in approved seminars, symposiums, trainings, and courses outside of MCU. Through a series of papers, students will summarize and critique their experiences and ultimately connect them to courses being taught at MCU. The student will make a final proposal for further action. Community action and service are vital aspects of a midwife's role, and the goal of the project is to support the individual's transition from student to midwife. The actualization of the project is the subject of Advanced Midwifery Studies II.

*Learning Objectives*

1. Pursuing individual interests as they relate to midwifery
2. Develop and complete a research project
3. Produce Literature review
4. Provide recommendations for update to practice

**SOSC 3010.1 Advanced Midwifery Studies I – Teaching Practicum****Offered Limited terms**

**PREREQUISITE:** Completion of all Phase Two classes

Teaching Practicum, 1 cr.

This section of Advanced Midwifery Studies is designed for students who plan to include teaching in their future. Students will serve as a teacher's assistant and support grading, peer to peer interaction and live section delivery.

*Learning Objectives*

1. Develop an understanding of midwifery education
2. Have experience working with submitted assignments and grading structures
3. Create and carry out classroom sessions, including preparing material, answering questions and supporting students
4. Develop awareness of student needs and diverse student experiences

**SOSC 3030 Independent Midwifery Studies II, 1 cr.****Offered Limited terms**

**PREREQUISITE:** Completion of all Phase Two classes and SOSC 3010

Advanced Midwifery Studies II is a student-led, independent course that provides an MCU student with the support to put the project proposed in AMS I into action. The only limits with this project are the student's imagination! The purpose of this course is to follow a project through to its fruition. Community service and interaction are vital roles in a midwife's job, and this course is designed to give the student real-life experience in activism of their choosing.

*Learning Objectives*

1. Pursuing individual interests as they relate to midwifery
2. Develop and complete a research project
3. Produce Literature review
4. Provide recommendations for update to practice

**SOSC 3030.1 Advanced Midwifery Studies II - Teaching Practicum, 1 cr.**

**PREREQUISITE:** Completion of all Phase Two classes and SOSC 3010.1

**Offered Limited terms**

This course is the second section of Advanced Midwifery Studies is designed for students who plan to include teaching in their future. Students will serve as a teacher's assistant and support grading, peer to peer interaction and live section delivery.

*Learning Objectives*

1. Develop an understanding of midwifery education
2. Have experience working with submitted assignments and grading structures
3. Create and carry out classroom sessions, including preparing material, answering questions, and supporting students
4. Develop awareness of student needs and diverse student experiences

**SOSC 3050 Self Care in Midwifery Practice, 1 cr.**

**PREREQUISITE:** CLCN 2010 (can be taken concurrently) or currently a CPM/RM

**Offered Limited terms**

Midwives are notoriously focused on others in their day-to-day lives and work. "Self-care" can become an annoying buzz word that we roll our eyes at. When we strip away the images of self-care as simply long vacations, pedicures, bubble baths, and massages (all valuable sources of self-care), what areas of self-care remain for the busy midwife who has a myriad of responsibilities that are unfathomable to the average person?

We will explore all forms of self-care for the average midwife and student in this course. Through this course, you will develop an individualized long-term plan that reduces the risk of burnout and focuses on specific needs.

*Learning Objectives:*

1. Develop a personalized, manageable and realistic plan for self-care
2. Learn strategies for the prevention of burnout
3. Learn strategies for developing resiliency
4. Identify symptoms of burnout
5. Develop a management plan for burnout
6. Identify symptoms of secondary trauma
7. Develop a management plan for secondary trauma

**SOSC 3080 Spanish for Midwives 2 cr.****Offered Limited terms**

**NOTE:** There is a charge associated with this course to supplement fees associated with the multimedia materials provided.

The purpose of this course is to help students and practicing midwives develop basic oral Spanish speaking skills. The activities of this class will focus on vocabulary, listening, and conversation practices related to midwifery care. Learners will also have the opportunity to get a glimpse of the Hispanic culture. Please note that this course will not teach English grammar, reading or writing skills.

*Learning Objectives:*

1. Alphabet and pronunciation
2. Cultural notes, salutations, and social conventions
3. Numbers, times, and dates
4. Colors
5. Positions
6. Anatomy
  - a. Body parts
  - b. Body regions/ body areas
  - c. General anatomy
  - d. Obstetrical anatomy
7. Common dialogues between a midwife and a client
  - a. Prenatal visit scenario
  - b. Labor scenario
  - c. Postpartum scenario
8. Emergencies
9. Surviving without knowing Spanish
10. Cultural awareness of the Spanish speaking people

**STATISTICS****STAT 2010: Principles of Evidence-informed Practice, 2 cr.**

**PREREQUISITE:** Completion of all Phase One classes or currently a CPM/RM

This course will introduce students to the fundamentals of research literacy and evidence-informed practice. An evidence-informed practice framework facilitates shared-decision making, advances informed choice, and improves client-centered midwifery care. Also called "evidence-based practice" or "evidence-based care or medicine", an evidence-informed practice (EIP) framework rests in the triad intersection between the best available research with your professional expertise as the midwife alongside the client's individual values, needs, and context. Upon completion of this course, students will be equipped with the basic conceptual and practical skills necessary to enact evidence-informed practice frameworks as Midwives of Excellence<sup>SM</sup>.

*Learning Objectives:*

1. Summarize steps of the evidence-informed practice cycle
2. Describe the history and foundational principles of evidence-informed practice
3. Analyze barriers to EIP integration in midwifery and other integrative health disciplines
4. Explain the importance of EIP for midwifery practice and clinical decision-making
5. Theorize the role of EIP in interprofessional relationships and best practice implementation

6. Summarize techniques for research knowledge translation with clients
7. Explain the role of EIP in shared decision-making and informed consent/choice frameworks
8. Describe common methodologies in qualitative and quantitative research
9. Critically appraise various types of research design in terms of methodological strengths and weaknesses.
10. Identify the strength of evidence pyramid and its use in clinical decision-making
11. Utilize effectively online and local sources for engaging research evidence during clinical care
12. Discuss basic statistical methods
13. Perform a primary search of the literature
14. Formulate a clinical question using a PICO framework
15. Apply research evidence in combination with client values/context and midwifery clinical expertise to create an informed care plan

**STAT 2050 Epidemiology, 1 cr.**

**PREREQUISITE:** STAT 2010

Students will study factors affecting the health and illness of populations. Using evidence-based research, students will identify risk factors for disease and determine optimal treatment approaches to clinical practice.

*Learning Objectives:*

1. Understand epidemiologic measurement of health and disease
2. Characterize patterns of disease occurrence
3. Understand the global burden of disease
4. Evaluate adverse outcomes using the near-miss/adverse event auditing approach
5. Identify and calculate risk, prevalence and incidence of a disease
6. Identify and describe four commonly used study designs: randomized controlled trial, cohort, case- control, and systematic review
7. Define and identify elements and challenges of research including: research question, validity, selection, bias, confounding, and ethical considerations
8. Define and calculate basic biostatistics measurements
9. Define and identify basic measures of association
10. Identify screening vs. diagnostic testing and understand the differences and implications of each within the context of clinical decision making.
11. Analyze data to evaluate screening and diagnostic test
12. Calculate sensitivity and specificity
13. Interpret epidemiologic literature and implement findings

# Graduate Classes

## ENGLISH

### **ENGL 5013 Scholarly Research & Writing, 3 cr.**

This course focuses on scholarly research and writing. You will learn how to prepare a plan for a scholarly journal article or a master's-level research-based thesis or applied project. You will gain expertise in analyzing evidence-based, peer-reviewed literature. You will practice writing different sections of a scholarly paper including a literature review, research problem, purpose statement, and research questions. You will also complete a CITI Program training course on the basic ethical principles of human subject research and explore ethical dilemmas in midwifery research.

*Learning Objectives:*

1. Articulate the major domains of inquiry and practice that guide the design of original research.
2. Implement APA publication style correctly.
3. Demonstrate advanced literature searching skills.
4. Demonstrate ability to identify and locate scholarly literature on a topic.
5. Demonstrate ability to analyze scholarly literature.
6. Write about midwifery topics in a scholarly fashion.
7. Identify potential research topics for qualitative, quantitative, and mixed-methods studies in the field of midwifery.
9. Develop a clearly identified research problem, purpose statement, and research questions.
10. Create a coherent written summary of work for both general and specialized audiences.
11. Identify basic ethical principles that must be considered when conducting midwifery research with human subjects.
12. Disaggregate, reformulate, and adapt principal ideas, techniques, or methods at the forefront of midwifery care and maternal-child health.

## FIELDWORK

### **FLDW 5071 to 5073 Fieldwork, 3 cr.**

Graduate fieldwork gives students an opportunity to gain real-life experience in an area of interest to them and pertinent to midwifery while working with an experienced mentor. Fieldwork is done through an advanced residency or internship. Graduate students are required to earn 3 fieldwork credits. One credit requires 50 hours of logged fieldwork. One of the three credits must be enrolled in the Graduate House Program (FLDW 574/5074).

*Learning Objectives:*

1. Located a work experience pertinent to midwifery
2. Selected a qualified mentor
3. Communicated with the mentor regarding expectations and desired outcomes of the work experience
4. Established a productive mentor/student relationship with their mentor
5. Documented work performed in a concise and organized manner
6. Developed new skills and knowledge pertinent to their fieldwork area
7. Engaged in a feedback session with the mentor discussing student strengths and weaknesses

### **FLDW 5074 – Graduate House Program**

The purpose of this course is to provide graduate students the opportunity for professional development and community-engaged support via the Graduate House Program. The Graduate House (GH) program is the "go to" place for support services and professional development for graduate students and graduate faculty. In this course, you will engage in three focused activities per trimester: 1) Mentoring sessions with the Graduate House Mentor; 2) Graduate Journal Club; 3) Professional development workshops.

*Learning Objectives:*

1. Located a work experience pertinent to midwifery
2. Selected a qualified mentor
3. Communicated with the mentor regarding expectations and desired outcomes of the work experience
4. Established a productive mentor/student relationship with their mentor
5. Documented work performed in a concise and organized manner
6. Developed new skills and knowledge pertinent to their fieldwork area
7. Engaged in a feedback session with the mentor discussing student strengths and weaknesses

## MIDWIFERY

### **MDWF 5053 Midwifery Issues in Prenatal Care, 4 cr.**

Students will have the opportunity to select an area of interest within the scope of prenatal care to research and examine in-depth. Evidence-informed practices, actual practice styles, care provider attitudes, client perceptions, and mass media discourses will be examined. Students will collect original data using a variety of methods and engage existing scholarly literature to inform recommendations for midwives and other care providers to improve service to families in their chosen communities. This class focuses on Semi Structured Interviews a research design and analysis techniques.

#### *Learning Objectives:*

1. Identify appropriate research question.
2. Construct an annotated bibliography.
3. Conduct a scholarly literature review.
4. Critically appraise research studies.
5. Assess media discourses on the research topic.
6. Perform original qualitative data collection and analysis.
7. Articulate the premises of interview methods
8. Synthesize results of scholarly literature, media discourses, and original data narratives.
9. Examine areas where more research is needed to advance midwifery models of care.
10. Theorize about the disparities and congruencies between evidence-informed practices, popular and scholarly discourses, and actual care practices; and
11. Communicate findings to audiences of significance

### **MDWF 5054 Midwifery Issues in Labor and Birth, 4 cr.**

Students will have the opportunity to select an area of interest within the scope of labor and birth care to research and examine in-depth. Evidence-informed practices, actual practice styles, care provider attitudes, client perceptions, and mass media discourses will be examined. Students will collect original data using a variety of methods and engage existing scholarly literature to inform recommendations for midwives and other care providers to improve service to families in their chosen communities. This class focuses on Focus group research design and analysis techniques.

#### *Learning Objectives:*

1. Identify appropriate research question.
2. Construct an annotated bibliography.
3. Conduct a scholarly literature review.
4. Critically appraise research studies.
5. Assess media discourses on the research topic.
6. Perform original qualitative data collection and analysis.
7. Articulate the premises of the focus group method.
8. Synthesize results of scholarly literature, media discourses, and original data narratives.
9. Examine areas where more research is needed to advance midwifery models of care.
10. Theorize about the disparities and congruencies between evidence-informed practices, popular and scholarly discourses, and actual care practices; and
11. Communicate findings to audiences of significance

### **MDWF 5055 Midwifery Issues in Postpartum Care, 4 cr.**

Students will have the opportunity to select an area of interest within the scope of postpartum care to research and examine in-depth. Evidence-informed practices, actual practice styles, care provider attitudes, client perceptions, and mass media discourses will be examined. Students will collect original data using a variety of methods and engage existing scholarly literature to inform recommendations for midwives and other care providers to improve service to families in in their chosen communities. This class focuses on Participation Observation research design and analysis.

#### *Learning Objectives:*

1. Identify appropriate research question.
2. Construct an annotated bibliography.
3. Conduct a scholarly literature review.
4. Critically appraise research studies.
5. Assess media discourses on the research topic.
6. Perform original qualitative data collection and analysis.
7. Articulate the premises of the participant-observation method.
8. Synthesize results of scholarly literature, media discourses, and original data narratives.
9. Examine areas where more research is needed to advance midwifery models of care.
10. Theorize about the disparities and congruencies between evidence-informed practices, popular and scholarly discourses, and actual care practices; and

## 11. Communicate findings to audiences of significance

### **MDWF 5056 Midwifery Issues in Newborn Period, 4 cr.**

Students will have the opportunity to select an area of interest within the scope of newborn care to research and examine in-depth. Evidence-informed practices, actual practice styles, care provider attitudes, client perceptions, and mass media discourses will be examined. Students will collect original data using a variety of methods and engage existing scholarly literature to inform recommendations for midwives and other care providers to improve service to families in their chosen communities. This class focuses on Online Source research design and analysis.

#### *Learning Objectives:*

1. Identify an appropriate research question.
2. Construct an annotated bibliography.
3. Conduct a scholarly literature review.
4. Critically appraise research studies.
5. Assess media discourses on the research topic.
6. Perform qualitative data collection and analysis.
7. Articulate the premises of textual and comparative analysis of online sources.
8. Synthesize results of scholarly literature, media discourses, and original data narratives.
9. Examine areas where more research is needed to advance midwifery models of care.
10. Theorize about the disparities and congruencies between evidence-informed practices, popular and scholarly discourses, and actual care practices; and
11. Communicate findings to audiences of significance

### **MDWF 5060 Research-based Thesis, 5 cr. total**

(Three course sections)

The purpose of this course is to guide you in the enactment of your research-based thesis study. The culminating hallmark of graduate education is an original scholarly or creative contribution of significance. In the MSM program, there are two options to enact this goal: a non-thesis applied project or a research-based thesis. This course is for those choosing the research-based thesis. Your thesis will be based on an original research study that integrates leading theories, methodologies, and techniques in midwifery and maternal-child health, as well as make a significant, original contribution to the scholarly literature. Your primary advisor will guide you in this work, and your entire committee will provide substantive, critical feedback on the thesis development, as well as final approval. The successful passing of the final oral defense and submission of the final, approved thesis is the last step in your graduate studies journey! This course is delivered over three trimesters.

#### *Learning Objectives:*

1. Execute an original research study of significance that integrates leading theories, methods, and techniques from the fields of midwifery, maternal-child health, and integrative health
2. Articulate and defend the role of ethical conduct in scholarly and applied research
3. Sustain coherent written and oral arguments for both generalized and specialized audiences
4. Defend a research-based thesis

### **MDWF 5084 Applied Project, 5 cr. total**

(Three course sections)

The purpose of this course is to guide you in the enactment of your applied project of significance. The culminating hallmark of graduate education is an original scholarly or creative contribution of significance. In the MSM program, there are two options to enact this goal: a non-thesis applied project or a research-based thesis. This course is for those choosing an applied project. Your applied project will integrate leading theories, methods, and techniques in midwifery and maternal-child health, as well as make a significant, original contribution to the field. Your primary advisor will guide you in this work, and your entire committee will provide substantive, critical feedback on the project development, as well as final approval. The successful passing of the final oral defense and submission of the final, approved project is the last step in your graduate studies journey! This course is delivered over three trimesters.

#### *Learning Objectives:*

1. Execute a non-thesis applied (creative) project of significance that integrates leading theories, methods, and techniques from the fields of midwifery, maternal-child health, and integrative health
2. Articulate and defend the role of ethical conduct in scholarly and professional engagements
3. Sustain coherent written and oral arguments for both generalized and specialized audiences
4. Defend an applied (creative) project



## PROFESSIONAL DEVELOPMENT

### **PROD 1000 New Student Orientation, .5 cr.**

Students will be oriented for studies at Midwives College of Utah, providing them with the tools and skills they need to be successful. All students are required to complete PROD 100 during their first trimester.

#### *Learning Objectives*

1. Students will understand and internalize the mission of MCU.
2. Students will demonstrate proficiency in operating the Students Online system, Canvas, and G Suite including sending and receiving online messages, accessing classes, submitting assignments, taking tests, using the virtual classroom, and communication.
3. Students will be acquainted with MCU administrative staff and be able to distinguish and match staff members with their roles.
4. Students will start to develop and apply skills in research, using the online database and APA formatting.
5. Students will recognize and appreciate the importance of academic integrity.
6. Students will evaluate and analyze their own learning styles and strategies.
7. Students will learn about what to expect as a student midwife and formulate their own mission path and strategy
8. PROD 1000 introduces students to MCU's mission of social justice and anti-oppression. Students will understand identity, personal socialization, disparities, and allyship.

### **PROD 5010 Professional Growth & Leadership, 1 cr.**

The purpose of this course is to provide students a primer to professional growth and leadership in the midwifery and perinatal health fields. This course infuses best practices in leadership, learning, and self-actualization theory, and rests on the MCU Graduate Program's commitment to meaningful education, socially just leadership, and professional growth of midwives and the midwifery profession. This course is divided into four broad sections: 1) Learning Styles, Personality Type, & Leadership Capacity; 2) The Imposter Syndrome; 3) Writing & Work Efficiency; and 4) Developing Your Passion. The Social Change Model of Leadership (SCM) is infused throughout the course. By the end of the course, students will be equipped with the conceptual and practical tools necessary to develop as leaders in the midwifery field. In addition, this course provides current and aspiring graduate students the opportunity to explore graduate education and employ strategies for success in graduate school.

#### *Learning Objectives:*

1. Identify their personality type and learning styles that govern their professional self
2. Theorize the role personality types and learning styles play in professional growth and leadership in midwifery and perinatal health
3. Analyze the 7 core values of the Social Change Model of Leadership Development
4. Theorize how the framework of the Social Change Model can advance midwifery professionalization and perinatal health equity
5. Articulate how the Imposter Syndrome can interfere with professional and leadership goals, and strategies for overcoming identified obstacles
6. Develop and employ S.M.A.R.T. goals
7. Identify evidence-based strategies for professional and writing success
8. Articulate internal professional capacity and how graduate education can further the achievement of professional goals in midwifery

### **PROD 5011 Prospectus, 3 cr. total**

(Three course sections)

The purpose of this course is to guide you in the development of a prospectus for your thesis or project work. The prospectus is a hallmark of the graduate education process and is intended to communicate your applied project or research-based thesis proposal to selected audiences. The primary audience, here, is your MSM advisory committee. The prospectus allows you the opportunity to think through, in detail, your proposed topic, design, and deliverables. Your committee will provide substantive, critical feedback on the development of this prospectus, as well as final approval. Upon successfully passing your prospectus oral defense and making any revisions required by the committee, you will be ready to commence your original thesis research or project work. Your thesis or project work will be conducted, written, and defended in MDWF 560/5060 (for research-based theses) or MDWF 584/5084 (for non-thesis projects).

#### *Learning Objectives:*

1. Summarize the differences between a non-thesis project and a research-based thesis
2. Develop an original research or applied project proposal of significance that integrates leading theories, methods, and techniques from the fields of midwifery, maternal-child health, and integrative health
3. Defend a prospectus of significance
4. Sustain coherent written and oral arguments for both generalized and specialized audiences
5. Articulate Ethical Review Board (ERB) processes at MCU (for research-based theses) or ethical professional engagements in project deliverables (for non-thesis projects)

**PROD 5026 Midwives and Publishing, 2 cr.\***

The purpose of this course is to introduce midwives to the process of publishing and the publication world. Through experiential learning and guided pedagogy, students will have the opportunity to explore the basics of publishing and learn how to prepare a practice manuscript for publication in an academic journal.

*Learning Objectives*

1. Theorize the importance of publications for professional and disciplinary development
2. Identify the main differences, benefits, and drawbacks between scholarly (peer-reviewed or refereed) and popular publication sources
3. Describe what “open source” journals are, their benefits and drawbacks
4. Critically analyze the differences and benefits between different types of publication formats
5. Compare and contrast different journal possibilities for publication and describe the core elements that inform journal selection
6. Describe and develop targeted writing for journal article publication
7. Develop refined writing skills, and theorize why critical reading of quality articles is essential for developing quality writing skills
8. Articulate strategies for writing and developing a writing plan
9. Summarize the main steps and requirements of the publication process
10. Articulate the importance of institutional or ethical review board approval for original research and publication of research
11. Develop a full-length manuscript for publication to a scholarly journal
12. Locate and critically read model published articles
13. Critically evaluate peer review feedback and incorporate suggested revisions
14. Develop a compelling argument for publication
15. Summarize the submission, review and revision process
16. Identify and describe common elements of author guidelines
17. Develop a convincing abstract for publication
18. Critically reflect on the writing and publishing process

**PROD 5027 Community Maternal & Child Health, 2 cr.**

This course will explore concepts of public health as they specifically apply to childbearing families and community health. The learner will research, investigate, and theorize specific areas of concern in the field of community maternal-child health (MCH). Course content includes theoretical foundations, issues in community maternal-child health, and practical programming considerations. Student will develop their writing, planning, and critical thinking skills in becoming midwives of technical expertise and personal greatness. Students will engage in a culminating project of direct relevance to the communities they serve in becoming midwives of professional excellence.

*Learning Objectives*

1. Theorize cultural humility and explore how they can incorporate this essential tenant of appropriate and effective health care into their personal and professional lives.
2. Evaluate theories of health behavior as appropriate frameworks for addressing health challenges through specific programming.
3. Synthesize theories and methods from the fields of public health and public policy.
4. Examine local and global stakeholders and initiatives influencing maternal and child health.
5. Critically discuss the Life Course perspective and its influence on maternal and child health.
6. Understand how inequities affect the health of women and children in both U.S. and global societies
7. Identify key factors during pre-conception and pregnancy that affect maternal and child health.
8. Summarize how regional particularities, cultural expectations and mores affect individual health.
9. Theorize how epigenetics may influence individual health.
10. Explain the impact of nutrition and access to healthy foods has on the health of women and children.
11. Identify key factors that affect the health of newborns and infants.
12. Critically discuss how breastfeeding impacts women and children on a population level.
13. Synthesize issues in maternal health such as reproductive risks, access to care, mental health, and intimate partner violence.
14. Critically discuss community-level strategies for improving maternal and child health.
15. Conduct specific planning activities in order to develop pragmatic and effective programs.
16. Effectively communicate health information to general and specialized audiences both in writing and oral presentation formats.

**PROD 5028 Policy & Advocacy in Midwifery, 2 cr.**

This course will examine policy and advocacy issues, strategies, and structures in midwifery on local and national scales. Students will analyze successful grassroots organizations and policy frameworks that advance midwifery and perinatal health. Students will have the opportunity to review and critique current midwifery legislation and work with various midwifery political and advocacy organizations on local and national levels.

*Learning Objectives*

1. Analyze how the history of midwifery has impacted the current political climate of midwifery
2. Explain governmental structures and processes
3. Summarize legislative structures and policies for midwifery policymaking
4. Identify major midwifery organizations and synthesize their position within midwifery policymaking.
5. Examine advocacy strategies and apply them to midwifery related policy change.
6. Theorize strategies for engaging stakeholders, community members, and allied health professionals in policymaking activities.
7. Discuss advocacy and policymaking strategies for improving perinatal health for marginalized communities
8. Analyze current issues in midwifery policy
9. Strategize approaches to improving midwifery policy in the US.
10. Synthesize policymaking and advocacy tenets to engage in the political system.

**PROD 5029 Field Instructor Preparation, 2 cr.**

This course will train the learner to become a quality preceptor and to understand the needs of midwifery students during clinical instruction, to know NARM's requirements for preceptors, and to confidently oversee the clinical instruction of midwifery students.

*Learning Objectives:*

1. Be able to clearly describe the midwifery model of education.
2. Clearly articulate the role the field instructor has in preparing students for midwifery practice.
3. Identify 5 characteristics of adult learners and how these affect strategies for instruction.
4. Be able to identify 5 common student needs that field instructors must consider, and strategies for supporting them.
5. List NARM requirements for preceptors.
6. Develop a checklist for orienting students to their clinical placement.
7. Develop a Field Instructor-Student Agreement form that can be used to clearly articulate logistical details of a clinical placement, as well as expectations for the student.
8. Develop a Student Handbook that can be used to orient students and to guide them during their clinical placement.
9. Develop a written plan for evaluating a student's hands-on skills.
10. Be able to list the 5 stages of development according to Benner's model of skills acquisition.
11. Be able to develop clearly defined learning objectives, using either SEAM, ORPEP, or CFBE guidelines.
12. List the 5 steps of the One-Minute Preceptor model of clinical teaching.
13. Be able to articulate the difference between clinical reasoning and critical thinking.
14. State at least 5 techniques for fostering reflective practice.
15. Develop 3 case studies that can be used to help a student strengthen clinical reasoning skills.
16. Articulate the difference between informal feedback and formal evaluation.
17. Identify the characteristics of effective feedback, and 3 steps for giving effective feedback.
18. Develop a formal evaluation form that assesses competency as well as skills.
19. State at least 3 techniques for effective evaluation.
20. Describe the SOAP method for handling student issues.
21. Describe 8 steps to effective conflict resolution

**PROD 5030 Global Maternal and Child Health, 2 cr.**

This course will critically examine trends, achievements, goals, policies, and challenges pertaining to maternal and child health on a global and cross-cultural level. Students will have the opportunity to research, investigate, and theorize specific areas of perinatal health through six broad sections. Upon completion of this course, students will be equipped with advanced theories, content expertise, tools, and approaches to integrate midwifery care in global settings and advance global health equity.

*Learning Objectives:*

1. Synthesize the state of maternal and child health on a global level, with an understanding of current trends and strategies for health equity.
2. Identify the predominant barriers that exist worldwide which prevent pregnant persons and children from accessing health care.
3. Integrate cross-cultural understandings of health, care and access into midwifery practice.
4. Analyze existing research that informs care practices and culturally safe care provision.
5. Analyze the historical roots and contemporary context of social determinants of health as they impact perinatal health care access, experiences, and outcomes.
6. Critically examine the role of politics and power systems in health care provision and access.

7. Theorize strategies to overcoming barriers to care and improving the state of maternal and child health.
8. Analyze current health equity strategies and partnerships that successfully promote perinatal health and long-term well-being; and
9. Research specific global perinatal health topics and priority areas for change.

### **PROD 5031 Holistic Midwifery, 2 cr.**

The purpose of this course is to explore holistic care modalities during midwifery care. Topics covered include brain functioning, stress, hormonal systems, natural medicine, and therapies as well as allopathic familiarity. Through a combination of readings, research, and discussion, this course encourages students to deepen their understanding of current trends in the holistic health fields. By the end of the course, students will have the knowledge and skills necessary to create holistic and comprehensive care plans during the childbearing year for varying ailments and health occurrences.

#### *Learning Objectives*

1. Explain current trends in holistic health fields.
2. Design and execute various healing modalities for childbearing.
3. Critically analyze current research on the brain, stress and the effects of embodied stress.
4. Articulate examples of current nutritional trends.
5. Describe alternative healing modalities.
6. Identify herbs and other treatments for health and vitality of the childbearing person.
7. Explain various natural treatments for physical and emotional ailments.
8. Formulate herbal treatment plans
9. Develop a holistic health treatment plan for a particular childbearing topic or problem.
10. Articulate research on a childbearing issue and a treatment plan to a midwifery group.

### **PROD 5032 Midwifery Education, 2 cr.**

This course examines current issues in midwifery education and introduces students to best pedagogical practices for midwifery education preparing them to advance their contributions and abilities as educators of excellence. The course culminates in completion of a teaching portfolio.

The purpose of this course is to survey the landscape of techniques, topics, trends and approaches in higher education, broadly, and midwifery education, specifically. This course is divided into five sections: Section 1) Foundations of Midwifery Education in the United States; 2) Theories & Approaches to Midwifery Education; 3) Pedagogical Innovations; 4) Assessment; and 5) Teaching Portfolios (culminating project).

#### *Learning Objectives*

1. Compare and contrast educational pathways to the CPM credential
2. Describe MEAC accreditation processes in the United States
3. Explain the premises of competency-based education
4. Distinguish between main educational delivery methods, including distance learning, brick and mortar, and hybrid programs
5. Explain principles of adult learning theory
6. Analyze learning styles and impacts for midwifery education
7. Design innovative learning activities for diverse learners
8. Generate novel pedagogical techniques in midwifery education, including narrative pedagogy, flipped learning, and mind mapping
9. Identify MEAC, ICM, and MANA core competencies
10. Synthesize key issues around equity in midwifery education
11. Produce learning activities that infuse social justice principles
12. Examine ethical issues in midwifery education
13. Compose learning activities that infuse evidence-informed practice principles
14. Formulate direct and indirect assessment methods
15. Produce measurable learning objectives
16. Design a complete Teaching Portfolio

## STATISTICS

### **STAT 5050 Qualitative Methodology, 3 cr.**

This course will introduce participants to the various approaches and components of qualitative health research inquiries. Students will learn the key principles of qualitative research design, including data collection, analysis, and write-up. The course will survey common approaches to qualitative research and will provide students the opportunity to gain hands-on experience in qualitative research methods through a research project related to their area of interest. Specifically, the hands-on project will utilize the grounded theory approach for qualitative inquiries – a mainstay qualitative methodology that guides students from project conception through data collection, analysis, interpretation, and conclusive results writing. Students will learn to identify the kinds of research problems for which qualitative methods are appropriate, and to critique qualitative research in terms of design, technique, analysis, and interpretation. The course will also emphasize concept development and theory building as related to qualitative research inquiries. Course material and related activities focus heavily on qualitative research methods as applied to community health and midwifery models of care. The goal of this course is to provide students the foundational knowledge, skills, and tools necessary to develop high-quality qualitative health research projects, and evaluate published qualitative research in terms of validity, reliability, and methodology.

#### *Learning Objectives:*

1. Utilize appropriate and expanded qualitative research terminology.
2. Critically discuss the ethical and methodological issues integral to qualitative research.
3. Compare and contrast commonly used methods, techniques and approaches from a variety of traditions in qualitative health research.
4. Demonstrate the application of qualitative methods and approaches to community health research and midwifery models of care.
5. Theorize about research questions and designs appropriate for developing strong, qualitatively based inquiries into maternal-child health.
6. Develop practical research design skills in terms of data collection, analysis, write-up and interpretation.
7. Describe the role of qualitative research methodologies in the development of research knowledge for practice and application; and
8. Critically assess the reliability, validity, rigor and quality of qualitative research.

# Faculty

**Aisha Al Hajjar**, Adjunct Faculty  
BSM, MSM, CPM

**Arden Kindred**, Adjunct Faculty  
ASM, CPM, LM, Certified Herbalist

**Aubrey Ridd**, Adjunct Faculty  
BA, BSN/RN, CLE

**Audra Post**, Core Faculty  
BSM, CPM

**Cassandra Aho**, Teaching Assistant  
ASM, CPM

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