



Midwest Maternal Child Institute

Maternal Child Health Specialist Education Catalog
Diploma Program

Volume V, 2020



Midwest Maternal Child Institute

Web site: www.mmcinst.com

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Mission Statement

The Midwest Maternal Child Institute's (MMCI) mission is to train Maternal Child Health Specialists who are engaged in the larger context in which midwifery care and general health care are provided, and who will act with integrity in providing quality care to women and their families.

MMCI honors its mission by offering a high-quality, cost-effective maternal child health education program that includes didactics, clinical practicum, self-study and group discussion. MMCI offers structured learning sessions and clinical experience, focusing on teaching the core competencies of maternal-child healthcare and fostering a learning environment that honors the strengths of each student.

Our Goals

1. Provide quality maternal child health education
2. Provide quality, compassionate care to women and their families
3. Promote the philosophy of life-long education for maternal child health workers

Our Commitment to Students

- Assist learning by making learning accessible
- Continually improve the curriculum to meet evolving health care education needs

Our Commitment to the Community

- Promote the benefits of having MC Health Specialists in our communities as birth assistants, doulas, breastfeeding counselors and maternal child case managers



Our Philosophy

Maternal Child Health Specialists (MC Health Specialist) must:

- Be prepared to provide informed guidance to individuals during the childbearing year
- Be proficient in birth assistance techniques, labor support and postpartum doula support, childbirth education, breastfeeding education and early infant development
- Act with integrity and purpose
- Understand that it is a great honor and responsibility to serve women, their families and our communities

Contact Information & Location

General Information & School Location:

General Information | Laura Ehmann
MidwestMaternalChild@gmail.com
920.350.5856

Academic Program-specific Information | Mary Sommers
masmmrsmidwife@gmail.com

MMCI Web Site | www.mmciinst.com

MMCI Mailing Address:

Midwest Maternal Child Institute
422 W. Madison St, Waterloo WI 53594

Main School Location:

Birthways
3717 N. Ravenswood Ave. #140, Chicag, IL 60613

Introduction

The Midwest Maternal Child Institute offers a Diploma Program that prepares students to become Maternal Child Health Specialists. This profession is ideal for those seeking advanced knowledge in labor support, postpartum support, breastfeeding education and maternal child case management. Maternal Child Health Specialists work as part of a team of professional staff that includes midwives and other health professionals, social workers and others.

Graduates of the MC Health Specialist Program will be qualified to work as:

- Birth Assistants
- Professional Doulas with high level skills
- Breastfeeding Counselors
- Maternal Child Case Managers

This program also will provide professionals with a greater understanding of maternal child health that will enhance their careers in the areas of:

- Public Health
- Social Work
- Women/Gender Studies

Because we recognize that many areas are underserved in maternal child health, MMCI especially seeks students who desire to work with populations that have few options for maternity care. Choosing an education program is a personal decision that takes many things into consideration. MMCI's MC Health Specialist Program is specifically designed to meet the needs of adult learners. The student in the Diploma Program will meet each month over a period of 14 months, completing 24 modules comprising 31 credits at MMCI, in addition to 250 hours of approved clinical work.

The 24 learning modules, taught by experienced educators and providers who specialize in the module's content, provide an immersion experience in the fundamental theories, science, ethical considerations, and wisdom students need to practice professionally. MMCI's curriculum is designed to promote leadership and independence so students can acquire the skills and confidence needed to advance to the next phase in their personal journey as birth professionals.

School location: Most classes are held at Birthways in Chicago. Additional class sites may be utilized at MMCI's discretion.

Administration and Faculty



Administration

Mary Sommers, CPM, MPS. Mary is the Academic Affairs Director of the Midwest Maternal Child Institute. She is a Certified Professional Midwife licensed in Wisconsin, and holds a Master's Degree in Public Service from DePaul University. She is currently Director of Birth Center Operations and Maternal Child Health Programs at PCC Community Wellness Center in Berwyn, Illinois. Mary has

many years of experience and the wisdom that comes from participating in more than 1,700 deliveries over the past three decades. Early in her career, she co-founded Chicago Community Midwives, a not-for-profit homebirth service. Mary has since worked as a midwife, doula and lactation consultant for various private practices in the Chicago area, and has been a director of several nurse-midwifery practices and birth centers. Mary was a World Health Organization Fellow, studying maternal health and breastfeeding programs in the Netherlands and Great Britain. She has worked for more than twenty-five years in community health as an administrator and director of maternal child health programs. Through MMCI and her various administrative roles in community health, Mary has educated and supervised numerous midwifery students and doulas. She has worked in Wisconsin, Illinois, Texas, and has international experience working with midwives in Mexico and Malawi. Mary is the author of *More Than a Midwife: Stories of Grace, Glory, and Motherhood* and *The Doula Handbook*. She is featured in the book, *Bright Lights of the Second City: 50 Prominent Chicagoans on Living with Passion and Purpose* by Betsy Storm.



Laura Ehmann, MA. Laura is the Chief Executive Officer and Student Affairs Director of the Midwest Maternal Child Institute. She holds a Master's Degree in Business Communication and has completed all the coursework in the Transformative Studies Doctoral Program at the California Institute of Integral Studies. Laura has vast experience in both

the public and private sectors, including positions as Online Student Success Coach at a community college, Development Director at a public radio station, Program Director of an arts and cultural center and Research Specialist for a market research firm. Her experience in the health care field includes working as a Clinic Liaison with a mobile medical team serving homeless persons on the streets of Chicago, Mental Health Worker at a large psychiatric hospital, and Community Liaison with the Barbados Cancer Society as a Peace Corps volunteer.

Admission Information

Faculty

Mary Sommers, CPM, MPS. Academic Affairs Director of the Midwest Maternal Child Institute, Certified Professional Midwife licensed in Wisconsin, holds a Master's Degree in Public Service from DePaul University, currently Director of Birth Center Operations and Maternal Child Health Programs at PCC Community Wellness Center in Berwyn, Illinois, World Health Organization Fellow, studying maternal health and breastfeeding programs in the Netherlands and Great Britain, author of *More Than a Midwife: Stories of Grace, Glory, and Motherhood* and *The Doula Handbook* featured in the book, *Bright Lights of the Second City: 50 Prominent Chicagoans on Living with Passion and Purpose* by Betsy Storm.

Associate Faculty

Susan Greene, RN, MSN. Experienced labor and delivery nurse, IV infusion nurse, and NRP instructor.

Andrea Lee, MD, Practice in Obstetrics & Gynecology in the Chicago area.

Gertrude Lyons, MA, EdD. Wright Graduate Institute for Realization of Human Potential

Bonnie Sommers-Olsen, FNP. Nurse Practitioner in Madison, Wisconsin, Hospitalist with the Veteran's Administration, and an Associate Professor and Preceptor of Graduate Students. Experience in neonatal intensive care and pediatrics, high risk antepartum care, labor and delivery, post-partum care, breastfeeding, women's health.

Audrey Stillerman, MD, ABFM, ABIHM. Board-certified in both Family Medicine and Integrative Medicine, Associate Director of Medical Affairs for the University of Illinois Office of Community Engagement, Medical Director for the School Health Center Program at UI Health, trained in Mind/Body Medicine, Mindfulness and Transcendental Meditation and Trauma-Informed Care.



Application Requirements and Process

Maternal Child Health Specialist Diploma Program

Successful submission of an admission application for the MC Health Specialist Diploma Program comprises the following:

- Completion of the MMCI MC Health Specialist Program admission application, which includes thoughtful, in-depth responses to narrative questions
- Submission of transcripts from institutions of higher learning—unofficial transcript copies are accepted—OR high school/GED transcripts if applicant has not completed higher education classes**
- Two professional references mailed directly to MMCI by those giving the references
- A current resume/CV
- Be physically and otherwise able to perform the duties required for labor support and birth assistance*

*MMCI does not have “ability to benefit” students.

**MMCI does not have a process to accept students who do not have a high school diploma or secondary equivalency diploma.

Interview

Once the application process is complete, the application will be reviewed, and qualified applicants may be invited to participate in a phone interview to discuss academic background, experience in birth-related areas, motivation for applying to the MC Health Specialist Program and plans for time management and financing program costs.

NOTE: Completion of the admission process does not guarantee acceptance into the MC Health Specialist Program.

NOTE: Classes are held one weekend day each month over a period of 14 months.

NOTE: Please keep MMCI informed of any changes in your name, mailing address, phone number and/or email address.

Certification

This program offers classes that fulfill requirements for a diploma in the Maternal Child Health Specialist Diploma Program. NOTE: At their discretion, MC Health Specialist classes may be accepted for continuing education credit or as transfer credits by institutions of higher learning, including midwifery programs.

Tuition and Fees

Tuition: \$2,700

Fees and Expenses

Books, media & materials: up to \$500*

Malpractice for doula insurance (if applicable): \$100 annually

Housing: Students must make their own housing arrangements while attending monthly classes.

Incidental administration charges

NSF check return \$ 30

Total cost of Maternal Child Health Specialist Program: \$3,200

*This expense may change due to increased prices of materials, which are beyond MMCI’s control.

NOTE: MMCI will only refund fees and expenses paid directly to MMCI. MMCI will not refund those fees and expenses paid to other parties.

Payment and Terms Students are expected to be present for each monthly class. Students are expected to pay tuition on a quarterly basis, and payment must be received prior to the first day of the month the payment is due. As an alternative, students may pay the total tuition fee in one payment.

Tuition is paid in four quarterly payments (no deposit). All fees must be paid by personal check, cashier’s check or money order. MMCI does not accept credit or debit cards.

Payment deadlines will be determined according to the class calendar.

SCHOLARSHIPS: Scholarships may be offered depending on availability of funds.

Students are required to pay for each class even if they are unable to attend, and must arrange to make up any portion of the class missed. If a student is absent for more than two classes during the academic year, the student must repeat the year or adhere to an academic completion plan determined by the Academic Affairs Director. The student will be required to pay the full tuition cost for each class missed.

Transcripts and fees

Students may request an official copy of their transcript from MMCI. Requests must be submitted in writing. Transcripts will not be processed for students who have unmet obligations or “HOLDS” on their account for financial and/or other reasons.

Student Request for Transcripts must include the following:

- Complete name, including former/maiden name
- Current mailing address
- Phone number
- Social Security number
- Date of birth
- Signature and date
- Indicate where the transcript is to be sent
- Indicate the number of copies requested.

Cancellation and Refund Policies

Cancellation The enrollment agreement is a legally binding contract unless the student cancels within the allowed timeframe. The student has the right to cancel the enrollment agreement until midnight of the third business day after the student receives written final notice of acceptance from MMCI (this does not apply if the program fee is less than \$150 and offered for less than six class days). The student receives a copy of a notice of cancellation privilege at the time of acceptance.

Refunds The student will receive a full refund of all money paid if the student cancels within a three-business-day cancellation period. A student who withdraws or is dismissed after attending at least one class, but before completing 60% of the instruction in the current enrollment period, is entitled to a pro rata refund as follows:

After completion of at least;	but prior to completion of:	the refund will be:
----	the first day of class	100%
1 unit/class	10% of the program	90%
10%	20% of the program	80%
20%	30% of the program	70%
30%	40% of the program	60%
40%	50% of the program	50%
50%	60% of the program	40%
60%		no refund

Students who are dismissed from the program will not be responsible for any further payments.

Maternal Child Health Specialist Competency Based Goals

Childbirth knowledge

- Organize and present birth-related materials for case reviews.
- Organize and present birth assistance and postpartum doula -related materials at case reviews and in written assignments.
- Earn 80% or higher on examinations.

Practice-based learning

- Complete didactic portion of coursework.
- Appropriately prioritize assignments and role as an assistant on a birth.
- Develop appropriate understanding of labor process and patterns.
- Present a provisional report of cases.
- Recognize psychosocial issues that can arise during clinicals.
- Engage in substantive discussion with faculty regarding specific academic issues focusing on the role of a MC Health Specialist.
- Convey an attitude of teamwork, respect, and ethical behavior when working with faculty, staff, and fellow students.
- Incorporate the principles and practices from didactics modules into clinical practice.

Clinicals

- Gain experience with a preceptor as birth assistant to primary midwife or as an advanced doula with hospital practice oversight.
- Gain sufficient practice-based experience by completing a minimum of 250 clinical hours.
- Routinely apply appropriate clinical guidelines for patients: observe newborn postpartum lactation visits
- Engage in activities that foster personal and professional growth as a birth assistant or doula.
- Convey an attitude of teamwork and respect, and practice ethical behavior while working with faculty, staff, and students.

Credits Course title

2	Advanced Labor Support Skills
2	Antepartum Care and Risk Screening
1	Antepartum Discomfort & Remedies
1	Case Studies in Maternal Child Health
1	Counseling Issues in the Childbearing Year: Trauma, Informed Care & Identifying Health Needs
1	Cultural Competency for Birth Workers
1	Genetics & Fetal Development
1	Health Disparities and Community, Public and Global Health
1	History and Ethics of Childbirth, Midwifery and Healers
2	Intrapartum Basics
2	Lactation Education, Risk Assessment & Counseling
2	Maternal Diseases in Pregnancy
1	Medical Terminology
2	Newborn Basic Skills & Risk Screening
2	Perinatal Education
2	Perinatal Nutrition
1	Postpartum Physical Assessment
1	Postpartum Support and Risk Screening
1	Reproductive Anatomy & Physiology
1	Understanding Maternal Child Health Research
1	Topics in Infant Development
1	Topics in Mothering, Family and Intergenerational Relationships
1	Wellness Care and Human Sexuality

31 TOTAL CREDITS: Diploma Program students

250 hrs. Practicum/Clinicals on site



Student Conduct Policies



Students are required to follow all school rules and procedures, and are expected to behave in a professional manner at all times. Standards of conduct policies include, but are not limited to:

- Sexual or physical harassment of any type or form is strictly prohibited.
- Email/Facebook and other social media harassment of students or faculty is strictly prohibited.
- Breach of confidentiality is strictly prohibited.

Failure to comply with these standards of conduct will result in progressive discipline: verbal warning, probation, and dismissal. Depending on the seriousness of the offense, MMCI has the right to dismiss a student immediately.

MMCI does not offer an appeal process for students dismissed for violating conduct policies. Students dismissed for reasons having to do with leave of absence or other attendance issues may appeal their dismissal as follows:

- The student will write a letter to the Executive President detailing the grievance pertaining to the dismissal.
- If the president deems it appropriate, a meeting will be arranged with appropriate parties to discuss the merits of the appeal.
- If the appeal is granted, an Attendance Improvement Plan will be made with the student, Academic Director, and the President.
- Failure to comply with the Attendance Improvement Plan will result in dismissal with no possibility of further appeals.

Liability insurance policy

Students are required to show proof of doula insurance for labor support for community programs. Students entering the program with more than 20 doula births may not need to carry doula insurance.

Non-discrimination policy

In accordance with state and federal regulations, MMCI admits students of any race, national or ethnic origin, gender, or sexual orientation to all the rights, privileges, programs, and activities generally accorded and made available to students at the school. MMCI does not discriminate on the basis of race, national or ethnic origin, gender, or sexual orientation in the administration of education policies and admission policies.

Complaint procedure

Students can email suggestions and complaints to the MMCI administration. If the suggestion or complaint specifically concerns a faculty member, the matter should be taken directly to the faculty member first. If the matter cannot be resolved, it should be brought to the attention of the school administrator.

Written complaints

Incidents of inappropriate conduct, discrimination, and/or harassment should be promptly reported to MMCI school officials. Students who are unable to resolve complaints with the school administration may contact Wisconsin Educational Approval Program at 431 Charmany Dr. #102, Madison WI 53719. Phone Number: 608.266.1996.

Drug policy

No alcohol is permitted on the premises during school sessions. Students may not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance.

Absence

I. PURPOSE: The purpose of MMCI's Leave of Absence is to offer eligible students the opportunity to take a leave of absence for reasons such as: childbirth and to care for the child; adoption or placement of a foster child; to care for a child, spouse, or parent with a serious health condition; or when the student is unable to meet the requirements of the program due to his or her own serious health condition.

II. SCOPE: This policy applies to all eligible students.

III. POLICY: It is the policy of the MMCI to provide family and medical leave.

IV. ELIGIBILITY: Students are eligible for leave of absence if they have been enrolled in the program for more than three months.

V. GENERAL PROVISIONS AND DEFINITIONS:

- A. Basic provisions: Leave of Absence requires that covered students be offered up to three months of time off. MMCI requires that the time be made up in order to complete the program.
- B. The conditions under which eligible students may take Leave are:
- The birth of a child and caring for the newborn child.*
 - The placement of a child for adoption or foster care.*
 - To care for an immediate family member (spouse, child, or parent) with a serious health condition.
 - When the employee is unable to perform the functions of his or her position because of a serious health condition.

*Leave for birth or placement for adoption or foster care must conclude within three months of the birth or placement.

C. Serious health condition: A serious health condition is defined as an illness.

Policies Regarding Harassment (Including Sexual Harassment)

- I. **PURPOSE:** The purpose of these policies is to establish MMCI's position on the subject of harassment, to set forth guidelines for handling violations of the policy, and to specify the related complaint-handling procedure.
- II. **SCOPE:** This policy applies to students at all clinical locations. Furthermore, senior management will establish appropriate procedures to ensure that all faculty are made aware of these policies and their intent.
- III. **POLICY:** Harassment, including sexual harassment, is contrary to basic standards of conduct between individuals and is prohibited. If any of the acts or behavior defined below are committed, such misconduct will subject a student to corrective action up to, and including, immediate dismissal from the program. Students who feel that they have been harassed should immediately report such incidents following the procedure described below without fear of reprisal. Confidentiality will be maintained to the extent permitted by the circumstances.
- IV. **DEFINITIONS:**
- A. **HARASSMENT.** This includes unwelcome verbal, physical, or visual conduct of a racial, ethnic, religious, or gender nature, which is based upon a person's legally-protected group status that affects tangible program benefits; interferes with the individual's academic performance; or creates an intimidating, hostile, or offensive learning environment.
- B. **SEXUAL HARASSMENT.** This includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
- submission to such conduct is made explicitly or implicitly a term or condition of remaining a student in the school, or
 - submission to, or rejection of, the conduct is used as a basis for academic decisions, or
 - the conduct has the purpose or effect of unreasonably interfering with performance or creating an otherwise offensive learning environment.
- C. **PROHIBITED CONDUCT:**
1. **SEXUAL HARASSMENT.** Prohibited acts of sexual harassment can take a variety of forms. Examples of such conduct include:
- Unwelcome requests for, or suggestions of, sexual contact; sexual flirtations, advances or propositions; or unnecessary touching of an individual.
 - Graphic or verbal comments of a sexual nature including commentaries about a person's body;

sexually explicit or offensive jokes; sexually suggestive objects or pictures placed in the work area that may be embarrassing or offensive; or using sexually degrading words to refer to or describe an individual.

2. **OTHER FORMS OF HARASSMENT.** These include, but are not limited to:
- Epithets, slurs, negative stereotyping, or intimidating acts based on a person's protected status.
 - Written or graphic material circulated or posted online that shows hostility toward a person or persons because of their protected status.
 - Any action or willful failure to act that tends to harm, frighten, or endanger the safety of a patient, faculty member, or fellow student.
 - Threatening, intimidating, or coercing anyone associated with MMCI, which includes the use of abusive or provocative language, fighting, agitating a fight, or attempting bodily injury on any MMCI premises.
 - Destroying or defacing the property of a fellow student or faculty.
 - Malicious gossip.

V. PROCEDURE:

A. COMPLAINT PROCESS FOR ALL FORMS OF

HARASSMENT: If the student believes that he or she has been the victim of, or witnessed, harassment, the following steps should be taken promptly:

The student or faculty member should immediately report the harassment to a school official.

MMCI will investigate any harassment complaint. To the extent possible, the nature of the complaint, the identity of the complaining person, and the investigation will be kept confidential. Retaliation for good faith reports of harassment or for providing information in the course of an investigation of a harassment complaint is strictly prohibited.

MMCI will take appropriate corrective actions, including discipline for violations of this policy based upon the results of its investigation.

Cancellation of Enrollment Agreement Policy

The enrollment agreement is a legally binding contract unless the student cancels. The student has the right to cancel the enrollment agreement until midnight of the third business day after the student receives written and final notice of acceptance.

Employment Assistance Services

MMCI does not offer employment assistance to students or graduates of the program.

Student Separation Policy

- I. **PURPOSE:** This policy ensures timely, accurate processing of students who are asked to leave the program.
- II. **SCOPE:** This policy applies to students in the program participating in the academic setting and at clinical sites.
- III. **POLICY:** The categories of dismissal and their definitions are:
 - A. **RESIGNATION.** This is defined as a voluntary separation. We recommend that students choosing voluntary separation give written notice one month prior to their date of departure. This is recommended, but not required. Voluntary separation also occurs upon a student's failure to return from a leave of absence as arranged with MMCI.
 - B. **DISMISSAL.** This is defined as a separation in which the student is removed at the request of MMCI.
 - C. **CONSTRUCTIVE WITHDRAWAL.** This is defined as a dismissal due to a student's absence for three scheduled modules. Students will be notified by email after first absence without notification; after three "no shows," students will be sent a letter informing them that they are no longer in the program.
 - D. **TERMINATION GRIEVANCE.** In the case of a grievance arising from a determination, a written statement must be filed within five (5) days of the dismissal.
- IV. **PROCEDURE:**
 - A. **VOLUNTARY SEPARATION.** The procedure is as follows: 1) the student notifies the school administration of intention to resign; 2) the student is asked to submit the intention in writing to the school administrator at least two weeks prior to the next learning module (we recommend, but do not require written notification); 3) the school administrator confirms with the student the last module the student plans on attending; 4) upon receipt of notice, the school administrator instructs the student regarding proper clearance procedures; 5) final grades will be issued and a copy given to the student upon request; 6) an exit interview form will be sent to the student asking for the reason for separation, exiting procedures, eligibility for tuition reimbursement, replacement for student

clinical site, notification of clinical preceptor, and other applicable issues; 7) the school administrator will file all notes and recommended letter of withdrawal in the student's file and update the school roster.

Dress and Appearance Policy

- I. **PURPOSE:** This policy establishes guidelines for dress and appearance during normal school and clinical site hours.
- II. **SCOPE:** This policy applies to all students.
- III. **POLICY:**
 - A. **GENERAL:** The school firmly believes that neat dress and good grooming habits contribute much to the student's morale and a positive image of birth professions. Students are expected to exercise good judgment in choosing their apparel for work at a clinical site. The primary criteria for proper school dress are that it must be neat and modest. Acceptable standards for dress and appearance include, but are not limited, to the following:
 - Jeans are only permitted during academic sessions.
 - Clothing must be neat, clean, and in good repair.
 - Clothing may fit into the "casual wear" or "sportswear" categories, but should also be neat in its appearance (for example, this clothing should be significantly different from, and more formal than, that which is worn during a typical weekend cleaning the garage).
 - Good personal grooming and hygiene habits (regular bathing and use of deodorant, clean nails, clean teeth, and neat hairstyles) must be maintained.
 - Jewelry must be kept to a minimum at clinical sites.
 - Shoes are to be worn at all times.
 - B. **EXAMPLES OF INNAPROPRIATE DRESS:**
 - Worn, torn, dirty, ill-fitting, or "cut-off" jeans
 - T-shirts that would normally be worn as underwear
 - Sweatpants
 - Shorts and excessively short skirts
 - Tank tops
 - Any clothing that reveals bare backs, midriffs, or shoulders
 - Thong sandals (flip flops)
 - House slippers

This list does not include every inappropriate clothing item and will be amended as determined necessary by school officials.

- C. **HAIR:** Hair should be clean, combed, and neatly trimmed or arranged. This also pertains to sideburns, moustaches and beards. Shaggy, unkempt hair is not permissible.

D. **PERSONAL HYGIENE:** Good personal hygiene habits must be maintained.

IV. **PROCEDURE:** The supervisor is responsible for evaluating the dress and appearance of students under his or her supervision. If a student is not dressed appropriately, the following steps should be taken by the supervisor:

- A. On the first occasion, counseling will be given to the student by the supervisor and a decision made on whether to send the student home to change clothes immediately.
- B. On the second occasion, a verbal warning will be given to the student, and the student will be sent home to change clothes.
- C. On the third occasion, the student should be sent home to change clothes immediately and given a written warning.
- D. Any further violations will result in continued disciplinary action per MMCI's Discipline and Dismissal policy..

Class Dates and Class Location Policy

Class is in session monthly generally on a Saturday. If New Year's Day, Easter, Memorial Day, July 4th, Labor Day, or Christmas fall on a scheduled class weekend, the class will meet on an alternate weekend to be determined. Most classes are held at Birthways, 3717 N. Ravenswood Ave #140, Chicago IL 60613. .

Class Hours, Attendance and Tardiness Policy

MMCI requires 100% attendance at classes and clinicals. Classes meet for one weekend day every month, generally 10am–6pm (annual schedule will be provided).

Any missed work (assignments, quizzes, exams, and labs) must be completed before graduation. All clinical hours must be documented accurately. If students are unable to attend classes due to an emergency or illness, they must contact the Academic Affairs Director to report their situation. Students may miss didactics due to illness. They must contact the Academic Affairs Director and clinical preceptor as soon as they know they will be absent from class or clinicals. A plan

will then need to be made to make up work prior to the next learning module. If a student misses more than two modules due to sickness or Leave of Absence, the student is required to repeat the program.

Tardiness

If a student is going to be late for class or a clinical, the academic advisor and/or the clinical preceptor, if appropriate, must be notified. Both punctuality and tardiness are noted and kept as part of our permanent record. Repeated occurrences of tardiness and disregard for scheduled hours are indicated on any future recommendations made by MMCI. Excessive tardiness is defined as more than 15 minutes late for a lecture or lab. If student tardiness becomes an issue, it will result in creating a performance improvement plan. Failure to comply with the performance improvement plan may result in dismissal from the program.

Vacation policy

Vacation should be taken between scheduled classes.

Children in the classroom

Students are expected to have childcare arrangements. Breastfeeding babies, up to six months of age, are allowed in class. Crawling children are not appropriate in a classroom setting. Sick infants are to remain at home. Crying and fussy babies are the responsibility of the student/parent who is expected to leave the classroom with the infant until the child is calm as a courtesy to fellow students and faculty.

Didactic and Clinical Training Policies and Requirements

Documentation of Clinicals

MMCI will assist students with proper documentation for coursework and clinical work, but it is the student's responsibility to ensure that documentation from clinical preceptors is filed with the Academic Affairs Director before graduating.

Required Materials for Students

Students are required to locate and read all of the material listed under the Readings section of each class. Additional journal articles and other reading materials may be assigned by the instructor of each module.

NOTE: Readings/Resources/Materials requirements are subject to change at the discretion of the Academic Affairs Director.

Technology:

Students are expected to have access to a computer, the Internet and email.

Program Orientation

MMCI's program orientation takes place in the first Perinatal Educator class. The concerns and interests of incoming students are addressed, and guidance is provided regarding both the academic and clinical aspects of the program.

Clinical Student Hours

Although it is ultimately the responsibility of students to arrange for their own clinical sites and hours, MMCI will work with students to find opportunities for clinical observation and participation.

Evaluation Meetings

MMCI faculty and staff meet with students regularly. This ensures that all students are systematically evaluated on their knowledge, skills, performance, professional growth, and self-care on an ongoing basis throughout their program. MMCI collects and assesses the same information for each student. Faculty and clinical personnel meet regularly to review student performance, so that feedback to students occurs in a timely manner. This information, along with grades and other relevant recommendations are kept in each student's file.

Testing

Students participate in skills testing and take written exams throughout the program. The results of these tests are used to assess students' knowledge base and to inform Self-Improvement Reviews. Grades and reviews are given in 1:1 meetings between the student and Academic Affairs Director. All grades are placed in students' permanent files.

Grading policy for testing

Grade of 'A': 92-100
Grade of 'B': 84-92
Grade of 'C': 76-84
Grade of 'D': 68-76
Grade of 'F': 67 and below

Appeal process

Students can request to retake tests one month after developing a study plan for mastering the required skills and increasing their knowledge. Students are allowed three attempts to take the test. Students who fail the test after three attempts must repeat the course. Students can appeal this process in a written request sent to the Academic Affairs Director. Appeals are reviewed by faculty and staff.

Student Records

Student files are kept in a locked cabinet in a secure location, and, upon request to the Student Affairs Director, students may review their file. Student files are not shared with fellow students. Student files include:

- Application materials
- Any written evaluations
- Documentation of clinicals
- Formal written communication between student and representatives of MMCI
- Transcripts

NOTE: Transcripts are confidential and are only released upon a student's written request. Transcripts will be kept permanently, and all other paper records will be kept in a locked, secure location for six years.

Graduation Requirements

Students have up to four months from the completion of the program's final class to complete all didactic and clinical hours. Students must pass a final exam with a grade of 80% or higher and a skills test with a positive rating in order to complete the program. A student who fails the final exam may schedule a meeting with the Academic Affairs Director to arrange to retake the exam one time only.

MMCI does not have an Employment Assistance Service.

Course Curriculum*

Advanced Labor Support

Learning objectives

- Gain understanding of childbirth basics.
- Know types of interventions during labor and delivery.
- Understand the importance of providing the woman comfort and support utilizing non-pharmacologic pain relief.
- Know how to increase the woman's comfort and reduce the risk of infection.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *The Labor Progress Handbook(3e)*, Simkin and Ancheta
- *Doula Guide Book*, Sommers (will be emailed at no cost to student)
- Additional readings as assigned

Teaching aids, multimedia

View videos by Injoy demonstrating labor support.

Practical skills

Discussion of births witnessed by students with input and guidance from instructor.

Assignments and testing

Students are evaluated on advanced labor support skills.

Antepartum Care & Risk Screening

Learning objectives

- Describe the definitions of pregnancy.
- Describe how to determine the length of gestation and how to determine a due date.
- Identify the signs and symptoms of pregnancy.
- Describe the physiological changes during pregnancy.
- State the usual timing of various signs and symptoms of pregnancy.
- Demonstrate basic antepartum skills.
- Identify female reproductive anatomy.

Screening:

- Understand Standards for Prenatal Care and Screening.
- Explain the benefits of prenatal care.
- Describe what HIPAA is and how it applies to midwifery practice.
- Describe what the first prenatal visit involves.
- Demonstrate prenatal exam skills including, o measuring fundal height, taking vital signs & normal ranges, listening to fetal heart tones, and palpation using the steps of Leopold's maneuver
- Describe the rationale for pelvic assessment and how to perform it.
- Describe how RH and other blood incompatibilities can affect pregnancy outcomes.
- List purposes for antenatal tests and procedures.

No fewer than 30 hours devoted to reading, research and assignments is expected.

Readings

- *Birthsong Midwifery Workbook*, Singingtree
- *Heart and Hands*, Davis
- *Myles Midwifery 15 ed.*, Fraser and Cooper (ed)
- *Skills for Midwifery Practice*, Johnson and Taylor
- *Varney's Midwifery*, Varney
- *Obstetric Myths vs. Research Realities*, Goer
- *When to Screen in Obstetrics and Gynecology*, Wildschut, et al

Teaching aids, multimedia

View PowerPoint class and videos of cases involving risk.

Assignments and testing

- Participate in role playing and clinical interactions concerning antepartum care and risk screening.
- Give a presentation on antepartum skills based on assigned case studies.
- Complete skills evaluation with a grade of 80% or higher.
- Complete written quizzes and exam with a grade of 80% or higher.



Antepartum Discomfort and Remedies

Learning objectives

- State the usual timing of various signs and symptoms of pregnancy.
- Explain the causes of, and describe treatment for, common discomforts during pregnancy, and understand differential diagnosis.
- Identify when each symptom typically occurs.
- Know the physical changes that predispose pregnant women to various common discomforts.
- Know the difference between common discomforts of pregnancy and possible complications.
- Explain strategies for preventing, alleviating, or minimizing these conditions.

No fewer than 30 hours devoted to reading, research and assignments is expected.

Readings

- *Birthsong Midwifery Workbook*, Singingtree
- *Heart and Hands*, Davis
- *Myles Midwifery*
- *Varney's Midwifery*, Varney

Teaching aids, multimedia

Become familiar with bony pelvis model, dilation charts, fetal models, lab equipment, fetoscope, Doppler, and basic medical equipment.

Speakers/Demonstrations

Preceptors demonstrate in labs and on clients.

Assignments and testing

- Participate in role playing and clinical interactions concerning antepartum discomfort and remedies.
- Give a presentation on antepartum skills based on assigned case studies.
- Complete skills evaluation based on PSGM standards with a grade of 80% or higher.
- Complete written quizzes and exam with a grade of 80% or higher.

Case Studies in Maternal Child Health

Learning Objectives

- Understand how to prepare for peer reviews.
- Understand chart reviews.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *Best Practices in Midwifery: Using the Evidence to Implement Change*, Anderson and Stone
- Additional reading as assigned

Assignments and testing

- Review and be prepared to discuss selected cases.
- Develop a complete set of OB guidelines.

Counseling for the Childbearing Year: Trauma, Informed Care & Identifying Health Needs

Learning objectives

- Identify and understand appropriate topics and action plans related to counseling pregnant women, including smoking cessation, eating disorders, domestic violence, and sexual abuse.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *On Becoming a Counselor: A Basic Guide for Nonprofessional Counselors and Other Helpers* by Kennedy and Charles
- *Counseling the Culturally Diverse: Theory and Practice*, Sue
- *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma* by Bessel van der Kolk M.D.
- *Waking the Tiger: Healing Trauma* by Peter A. Levine
- Additional reading as assigned

Teaching aids, multimedia

- View DVDs on relevant topics.

Speakers/Demonstrations

A counselor on women's issues presents on relevant topics.

Assignments and testing

- Assignments to be determined.
- Complete exam with a grade of 80% or higher.



Cultural Competency for Birth Workers

Learning objectives

- Identify and employ strategies to develop and encourage cultural competence.
- Understand how to create environments that reflect the lives of families and their culture.
- Recognize aspects and variations in attitudes and values of different cultures.
- Become aware of and practice different forms of communication which consider cultural differences.
- Become proficient in Cultural Competence Awareness, including
 - 1) examining our own attitude, beliefs, and behavior;
 - 2) our attitudes, beliefs, and behavior towards others;
 - 3) communication and other skills which promote effective interaction with people across cultures.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *Undivided Rights: Women of Color Organizing for Reproductive Justice*, Silliman, et al
- *Addressing Cultural Complexities in Practice*, Hay
- *Reproductive Justice: An Introduction* by Loretta Ross, Solinger
- *Birthing Justice: Black Women, Pregnancy, and Childbirth*, Oparah, Bonaparte
- *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, Roberts
- Additional assigned reading

Assignments and testing

- Write paper on assigned topic.

Genetics and Fetal Development

Learning objectives

- Identify parts of the cell.
- Describe the functions of the parts of the cell.
- Define terms relevant to genetics.
- Describe the steps involved in mitosis.
- State the sequence and functions of meiosis.
- Explain the entire process of conception including where, how and when fertilization takes place.
- Explain how a fertilized ovum develops from conception to the 14th day of life.
- Define the decidua and locate its areas.
- Describe how the fetus derives its nutrition.
- Identify the factors that influence fetal lung maturity.
- Understand how the fetal circulation differs from an infant's circulation.
- Describe fetal development week to week.
- Describe test for fetal well-being.
- Describe the tissues that the endoderm, mesoderm and ectoderm each give rise to in the fetus.
- Describe spontaneous abortion and bleeding in pregnancy.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *A Child is Born*, Nilsson
- *Assessment and Care of the Fetus*, Eden
- *Birthsong Midwifery Workbook*, Singingtree
- *Conscious Conception: Elemental Journey through the Labyrinth of Sexuality*, Baker and Baker
- *Myles Midwifery*
- *Varney's Midwifery*, Varney

Teaching aids, multimedia

View DVDs on fetal development.

Speakers/Demonstrations

A specialist presents Billings' Method for understanding conception.

Skills evaluation

Describe fetal development to client at any point of gestation.

Assignments and testing

- Give a group presentation on the module material.
- Complete a visual fetal development project.
- Complete all tests and quizzes with a grade of 80% or higher.



Health Disparities and Community, Public, and Global Health

Learning objectives

- Understand issues surrounding risk screening, preterm labor, and low birth rates as they pertain to community and public health.
- Become familiar with vital statistics on module topics.
- Become familiar with websites on module topics.
- Understand current issues in community, public, and global health.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *A Midwife's Guide* by Mary Sommers
- *Staying Alive: Women, Ecology, and Development* by Vandana Shiva
- Related articles in local, state, national newspapers
- Materials from World Health Organization

Teaching aids, multimedia

View videos and slides from County, City, and State organizations and NGOs.

Speakers/Demonstrations

A public health expert, maternal child health specialist, and midwives with international health expertise lecture on module topics.

Skills evaluation

Demonstrate ability to access relevant county and state statistics.

Assignments and testing

- Choose a topic on health in community or global health and research health outcomes and write a written needs-assessment for midwifery care using relevant health statistics.
- Submit a written project plan for doing international work based on an area's health statistics.
- Participate in role-playing exercises on: 1) interviewing a City Council member with the goal of improving an aspect of community health, and 2) inquiring about community health accessibility during an intake interview
- Complete poster project illustrating midwifery contribution to local health statistics and to global health improvements.

History and Ethics of Childbirth, Midwifery and Healers

Learning objectives

- Able to create a framework for understanding ethical issues involved in midwifery/health care.
- Can articulate a process of discernment and identify issues of integrity.
- Know historical contributions of midwives and others to practices in labor and delivery.
- Able to describe birth in various cultures and identify similarities and patterns among diverse cultures.
- Can describe how midwives have been viewed during different periods in history.
- Know organizations that have influenced the public's view of midwives and healers.
- Able to identify key events and people in midwifery history that affect how we practice today.
- Understand and articulate the Midwives Model of Care.
- Know the history of MANA, NACPM, and other midwifery groups and their role in midwifery practice in the US.

No fewer than 30 hours devoted to reading, research and assignments is expected.

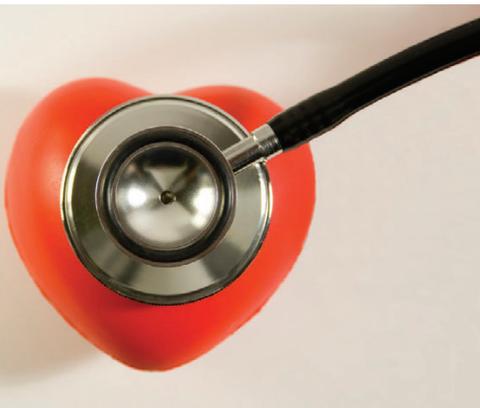
Readings

Students will choose five books to read from the following list.

- *Midwives*, Bohjalian
- *More Than a Midwife: Stories of Grace, Glory, and Motherhood*, Sommers below:
- *Community Midwifery: A Practical Guide*, Flint and Cronk
- *Into these Hands: Wisdom from Midwives*, Simkins (ed)
- *Wide Neighborhoods*, Breckenridge
- *History of Midwifery*, Rooks
- *La Partera: Story of a Midwife*, Leeper Buss
- *Nurse-Midwives*, Ettinger
- *The Story of Jane: The Legendary Underground Feminist Abortion Service*, Kaplan
- *Why Not Me*, Milton
- *Undivided Rights: Women of Color Organizing for Reproductive Justice*, Silliman, et al
- *Reproductive Justice: An Introduction*, Ross and Solinger
- *Birthing Justice: Black Women, Pregnancy, and Childbirth*, Cinyere Oparah and Bonaparte
- *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, Roberts

Teaching aids, multimedia

- View films movies about midwives, including *Vera Drake*, *Bring in Da Spirit*, *All My Babies*, *The Timeless Way: A History of Birth from Ancient to Modern Times*, *A Midwife's Tale* and films about The Chicago Maternity Center and Chicago Community Midwives.
- View videos presenting an ethical conflict.



Assignments and testing

- Write essays on assigned readings and films exploring the issues of integrity and the process of discernment used by the main characters, as well as their values and how they act on them.
- Write a paper that clarifies an understanding of ethics.
- Submit book summaries on midwives' biographies.
- Present stories of midwives.
- Skills evaluations: 1) Identify an ethical conflict and identify steps to resolve the conflict. 2) Be able to orally present the history of midwives in the US.
- Complete exam with a grade of 80% or higher.

Intrapartum Basics

Learning objectives

- List the "4 P's of labor" and explain how they influence the outcome of labor.
- Identify and describe the four main pelvic types and their relevance.
- Define the fetopelvic relationship, including the bones of the fetal skull, station, engagement, synclitism-posterior and anterior.
- Describe the stages of labor and mechanism of labor.
- Describe the maternal and fetal physiological changes that occur during labor, including onset of labor and ways to distinguish true from false labor.
- Identify the types of fetal heart rate patterns and their significance.
- Know how to manage a normal delivery and third stage.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *Birthsong Midwifery Workbook*, Singingtree
- *Heart and Hands*, Davis
- *Myles Midwifery*
- *Varney's Midwifery*, Varney

Teaching aids, multimedia

View Stages of Labor and additional DVDs demonstrating relevant topics in intrapartum care.

Assignments and testing

- Research model cervical dilation and fetal pelvic models.
- Additional assignments to be determined.
- Complete exam with a grade of 80% or higher.

Lactation Education, Risk Assessment and Counseling

Learning objectives

- Identify complications in lactation, such as sore nipples, poor latch and sucking problems.
- Identify associated remedies for lactation complications.
- Be able to describe the birth worker's role in promoting breastfeeding.
- Know the names and location of the functional anatomy of the breast.
- Understand and explain how hormones affect milk production.
- Understand and explain the physiological process of how milk is produced.
- Be able to describe techniques used to prevent problems in breastfeeding, including positioning, latch on, removing baby from breast, and engorgement.
- Know the methods of pumping and storing breast milk.

No fewer than 30 hours devoted to reading, research and assignments is expected.

Readings

- *Breastfeeding and Human Lactation, Enhanced Fifth Edition*, Wambach and Riordan
- *Breastfeeding Atlas* (5th ed.), Wilson-Clay
- *Breastfeeding A-Z* (2nd ed.), Cadwell and Turner-Maffei
- *Dr. Jack Newman's Guide to Breastfeeding: Revised Edition* by Newman and Pitman
- *The Womanly Art of Breastfeeding*, Wiesinger, et al
- *Free to Breastfeed: Voices of Black Mothers*, Valrie Logan and Sangodele-Ayoka
- *The Breastfeeding Mother's Guide to Making More Milk*, West and Marasco

Teaching aids, videos, slides

View *Problems of the First Week*.

- View DVDs and videos on various breastfeeding topics,
- View slides from the Breastfeeding Atlas.

Assignments and testing

- Assignments to be determined
- Complete exam with a grade of 80% or higher



Maternal Diseases in Pregnancy

Learning objectives

- Understand screening and risk for various maternal diseases such as gestational diabetes and pre-eclampsia.
- Understand issues relating to IUGR, postdates, and GBS.
- Know protocols for risking patients out of care and transferring care to appropriate providers.
- Understand monitoring of fetal status such as chronic villi sampling, amniotic fluid analysis, biophysical profiles, and non-stress tests.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *Myles Midwifery*
- *Varney's Midwifery*, Varney
- *Williams Obstetrics (24e)*, Cunningham, et al

Teaching aids, multimedia

- View videos and PowerPoint presentations on birth complications.
- View Injoy video and DVD from Obstetrics Education Packet-Brookfield Co.

Speakers/Demonstrations

Speakers with experience in maternal child complications demonstrate with models.

Assignments and testing

- Review articles on relevant topics and submit papers demonstrating understanding of articles as applied to specific cases.
- Participate in management discussion based on chart reviews.
- Participate in role playing problem-based clinical interactions followed by real-life clinical interactions.
- Skills evaluations: Handling specific complications.
- Complete exam with a grade of 80% or higher

Medical Terminology

Learning objectives

- Articulate why understanding of medical terminology is useful for birth workers.
- Know the meaning of common prefixes, suffixes and roots used in medical terminology.
- Be able to read and comprehend medical language.
- Translate medical prescriptions into ordinary language.
- Demonstrate an ability to use a medical dictionary to clarify the meaning of a medical term.
- Be able to translate common medical/midwifery abbreviations into ordinary language.
- Be able to Identify the terms in GTPAL and demonstrate their use in medical charting.
- Be able to demonstrate the 'anatomical position.'
- Know the anatomical planes of the body.
- Correctly use directional terms used in anatomy.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- Birthsong Midwifery Workbook

Assignments and testing

- Assignments to be determined
- Complete quiz with a grade of 80% or higher.

Newborn Basic Skills and Risk Screening

Learning objectives

- Understand the birth worker's role and responsibilities in the care of the neonate.
- Be able to describe the four factors that are thought to stimulate the newborn to take the first breath.
- Be able to describe the four steps in immediate care of the newborn including:
 - o preventing heat loss, including cold stress and its implications
 - o clearing the airway, suction methods and pros & cons of each
 - o how to perform APGAR assessment: values, timing
 - o clamping and cutting the umbilical cord
- Know how to assess neonatal respirations and heart rate, and the normal values of both.
- Be able to define bonding, its importance, and ways to encourage it.
- Demonstrate how to give a physical exam on a newborn, including identifying the normal newborn reflexes.
- Know how to determine an infant's gestational age using the Ballard Score.
- Explain common procedures for the newborn including indications, rationale, and reasons for vitamin K, newborn screening, circumcision, and eye prophylaxis.
- Identify physiological jaundice of the newborn and differentiate it from pathological jaundice.

No fewer than 40 hours devoted to reading, research and assignments is expected.

Readings

- *Heart and Hands*, Davis
- *Myles Midwifery*
- *Varney's Midwifery*, Varney
- *Obstetrics and the Newborn*, Mackay
- *The Breastfeeding Mother's Guide to Making More Milk*, West and Marasco

Demonstrations

A provider presents on this topic.

Teaching aids, multimedia

View videos and PowerPoint presentations on newborn care.

Assignments and testing

- Perform role-playing and clinical interactions
- Perform skills on mannequins, then on newborns
- Complete skills evaluation with a grade of 80% or higher.
- Complete exam with a grade of 80% or higher.

Perinatal Education

Learning objectives

- Gain understanding of unique birth processes, ethical issues, scope of practice and professional standards as childbirth educators, labor support doulas and peer breastfeeding educators
- Be able to teach effective, high-quality childbirth classes
- Be able to guide women in labor
- Be able to offer basic guidance to postpartum breastfeeding mothers

Readings

No fewer than 30 hours of reading, research and 20 hours devoted to assignments is expected.

- *Birthsong Midwifery Workbook Basic Level Study Guide and Coloring Book* (6th Edition) by Daphne Singingtree
- *Doula Handbook* by Mary Sommers
- *More than a Midwife* by Mary Sommers
- *Free to Breastfeed: Voices of Black Mothers* by Jeanine Valrie Logan, Anayah Sangodele-Ayoka
- *The Breastfeeding Mother's Guide to Making More Milk* by Diana West IBCLC and Lisa Marasco, MA IBCLC
- *The Birth Conspiracy Natural Birth, Hospitals, and Doulas: Guide* by Rivka Cymbalist
- *Undivided Rights: Women of Color Organizing for Reproductive Justice* by Jael Silliman, et al

Assignments and testing

- Assignments to be determined
- Complete exam with a grade of 80% or higher.

Perinatal Nutrition

Learning objectives

- Understand the birth worker's role in prenatal nutrition, education, and counseling.
- Understand the role nutrition plays in the outcome of pregnancy.
- Know basic concepts of 6 essential nutrients
- Understand nutritional counting aids and food preparation and tasting.
- Know how to review a history for nutritional risk factors.
- Identify nutritional risk factors in pregnancy.
- Understand the nutritional requirements during pregnancy.
- List the necessary nutrients needed during pregnancy.
- Be able to make a case for how health coaches can improve global health.
- Understand how to assist mothers to make healthy lifestyle choices for themselves, their family and others.

No fewer than 30 hours devoted to reading, research and assignments is expected.

Readings

No fewer than 30 hours of reading and 20 hours devoted to assignments are expected.

- *Heart and Hands*, Davis • *Healing with Whole Foods*, Pritchford
- *Myles Midwifery*
- *Wise Woman Herbal for the Childbearing Year*, Weed
- *Staying Alive: Women, Ecology, and Development*, Shiva
- *A Bun in the Oven: How the Food Movement Resist Industrialization*, Katz Rothman
- *Full Circle Health: Integrated health charting for women*, Pearce
- *Wise Woman Herbal for the Childbearing Year*, Weed

Teaching aids, multimedia

View videos on nutrition.

Assignments and testing

- Research and be prepared to discuss WIC, March of Dimes Prenatal Guidelines, and the Brewer Diet for Pregnancy.
- Practice case management skills
- Participate in role playing and clinical interactions.
- Develop health plan for yourself from the My Pyramid website
- Share experiences on self-healing and healing others through nutrition.
- Write case study evaluations.
- Create an integrated health chart for women.
- Complete skills evaluation with a grade of 80% or higher
- Complete exam with a grade of 80% or higher.

Postpartum Physical Assessment

Learning objectives

- Demonstrate ability to perform postpartum assessment skills, such as massaging the fundus and evaluating vital signs.
- Understand and explain newborn procedures.
- Be able to explain the birth worker's role in infection control.
- List techniques to prevent the spread of infection.
- Be able to demonstrate proper hand washing techniques.
- Know Standard and Transmission-Based Precautions.
- Know how to put on and remove sterile gloves correctly.
- Be able to identify ways to prevent infections spread through body fluids.
- Know how to prevent infection spread through other methods.
- Know uses of protective barriers in midwifery practice.
- Know local regulations and agencies affecting midwives regarding infection control.
- Demonstrate ability to assess perineum for tears.
- Be able to identify the degree of perineal laceration.
- Know how to suture tears proficiently.

No fewer than 30 hours devoted to reading, research and assignments is expected.

Readings

- *Varney's Midwifery*, Varney
- *Heart and Hands*, Davis
- *Myles Midwifery*
- *Birthsong Midwifery Workbook*, Singingtree
- *Sacred Passage*, Frye
- *Holistic Midwifery*, Frye
- *Midwifery Guidebook*, Sommers

Teaching aids, multimedia

- View ACOG: Fourth degree tears-discussion on risking patient out
- View DVDs on repairing 1st & 2nd degree tears; read OB-Ed. packet.

Assignments and testing

- Complete protocol/clinical guidelines for postpartum care.
- Observe and practice skills tests on models.
- Demonstrate IV Therapy and Skills.
- Successfully complete CPR course and present a current card demonstrating a passing score.
- Complete course with CPR Associates on IV Therapy and Skills.
- Complete skills evaluations with a grade of 80% or higher.

Postpartum Support and Risk Screening

Learning objectives

Understand immediate support and physiological process of the immediate postpartum phase, understand immediate support for initiating feeding and bonding for the mother/infant dyad.

- Be able to define postpartum vocabulary.
- Be able to identify normal third and fourth stage of labor.
- Be able to describe active management of the third stage.
- Understand and explain postpartum physiology.
- Demonstrate skill for assessing involution and blood loss.
- Be able to evaluate postpartum hemorrhage and sepsis.
- Demonstrate understanding of maternal postpartum assessment and care.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *Varney's Midwifery*, Varney
- *Heart and Hands*, Davis
- *Safe Motherhood Modules on Hemorrhage and Sepsis*
- *CME Review Articles on Massive Blood Loss and Transfusion in Obstetrics and Gynecology*

Teaching aids, multimedia

- View PowerPoint on postpartum risk assessment and DVD on postpartum issues.

Assignments and testing

- Complete skills evaluation with a grade of 80% or higher: Demonstrate proper risk assessment techniques re: blood loss, and identify a normal placenta.
- Complete written exam and quizzes with a grade of 80% or higher.

Reproductive Anatomy & Physiology

Learning objectives

- Be able to identify all the parts of the pelvic girdle.
- Be able to locate all the ligaments of the pelvis.
- Be able to describe the four classic pelvic types.
- Know the structures of, and explain the functions of, the parts of the female and male reproductive systems, including: organs, musculature, ligaments, nerves, and blood supply.
- Be able to define and explain the functions of ovarian hormones.
- Understand how ovulation and menstruation work.
- Be able to list the sources of all the hormones involved in the menstrual cycle.
- Be able to describe the four phases of the menstrual cycle.
- Understand and explain changes that occur in the uterus during the four phases of the menstrual cycle.
- Be able to trace the path of sperm from the testes to the vagina.
- Be able to list each of the glands that add secretion to the semen along the way.
- Explain how the ovum is moved down the uterine tube toward the uterus.
- Explain how culture can affect feelings and practices around menstruation.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *Varney's Midwifery*, Varney
- *Birthsong Midwifery Workbook*, Singingtree
- *Myles Midwifery*
- *Anatomy and Physiology for Midwives*, Coad and Dunstall

Understanding Maternal Child Health Research

Learning objectives

- Define research
- Identify major elements of signed informed consent
- Know at least one way, for each of the following points, how researcher error can be minimized: time frame, study group selection, validity and reliability, analytical methods and conclusions.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- Selected readings

Demonstrations/Speakers

A Public Health Specialist speaks on the relevant topics

Assignments and testing

- Read two research reports and identify ways in which errors were minimized and the sources of the potential errors that may still be in the report.
- Write and present a research paper to the class on selected topics in midwifery care.

Topics in Infant Development

Learning objectives

- Be able explain basic principles of children’s development.
- Be able to describe how young children develop in each developmental domain.
- Be able to explain the importance of nutrition in children’s development.
- Understand the importance of opportunity in children’s development.
- Be able to identify strategies for recognizing and reporting developmental delays and disabilities.
- Be able to explain typical developmental characteristics—behaviors and skill development—of infants.
- Know the needs of infants.
- Be able to identify techniques for meeting the needs of infants.
- Be able to explain typical developmental characteristics—behaviors and skill development—of toddlers.
- Know the needs of toddlers.
- Be able to identify techniques for meeting the needs of toddlers.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *You Are Your Child’s First Teacher: Encouraging Your Child’s Natural Development from Birth to Age Six -3rd edition*, Dancy
- *Natural Family Living: The Mothering Magazine Guide to Parenting*, McConnell and O’Mara
- Additional readings as assigned.

Assignments and testing

- Assignments to be determined
- Complete exam with a grade of 80% or higher.

Topics in Mothering, Family and intergenerational Relationships & Motherhood and Ecology

Learning objectives

- Understand and articulate the role of a mentor.
- Be able to identify practical tools and practices for retrieving intergenerational knowledge and wisdom.
- Be able to demonstrate capacity for mentoring others.
- Understand cultural traditions that utilize intergenerational wisdom to support new families.
- Understand the connection nature and human survival drawing on of ecofeminist and Native American and African American experience and theory.
- Understand how parenting and respect for nature in general supports the future of our planet in terms of ecological justice and supporting mothers and families.
- Understand various agrarian paradigms based on both respect for the land and natural health, including birthing, breastfeeding and parenting.
- Understand the significance of the role of maternal child specialist in promoting healing, natural conscience and living.

No fewer than 30 hours devoted to reading, research and assignments is expected.

Readings

- Selected readings on mothering, family and intergenerational relationships
- *Staying Alive: Women, Ecology and Development*, Shiva
- *Beeing: Life, Motherhood, and 180,000 Honeybees*, Thomas
- *The Law of the Mother Protecting Indigenous Peoples in Protected Areas*, Kemf
- *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*, Wall Kimmerer

Assignments and testing

- Verbally reflect on experience of being mentored/mentoring others.
- Write short essays on module topic.
- Write paper on module topics.
- Group activity



Well Woman Care and Human Sexuality

Learning objectives

- Know basic screening techniques and treatment pertaining to well woman care, including history taking, charting and physical exams.
- Be familiar with the range of human sexual beliefs and behaviors.
- Be able to distinguish between biological universals and cultural variation in human sexuality.
- Understand culture's impact on shaping and defining human sexuality.
- Be able to explicate and compare the cultural assumptions underlying sexual behavior in both western and non-western societies.
- Understand your own cultural assumptions about sex, sexuality and gender.
- Demonstrate the usefulness of anthropological theory and concepts in the study of human sexuality.
- Be able to utilize research methods/modes of inquiry unique to anthropology.

No fewer than 20 hours devoted to reading, research and assignments is expected.

Readings

- *A New View of a Women's Body (1991 ed)*, Gage
- *Varney's Midwifery*, Varney
- OB-Gyn Education Packet: section on wet mounts, STI, SBE, and pap smears.
- *Our Bodies, Ourselves*, Norsigian
- Selected readings on human sexuality

Teaching aids, multimedia

View Breast Exam videos; read on.

Speakers/Demonstrations

A women's health and human sexuality specialist lectures on relevant topics.

Assignments and testing

- Participate in role playing and clinical interactions concerning well woman care.
- Additional assignments to be determined.
- Skills evaluation: Identifying risk.
- Complete exam with a grade of 80% or higher.

Clinicals on site

Students will develop an individualized clinical plan with the Academic Affairs Director. NOTE: While MMCI will work with students to find clinical sites and preceptors, it is ultimately the responsibility of students to arrange for their clinical hours.

Required documented clinical hours for Diploma

Program: 250

NOTE: Assignments, readings and class structure may be changed at the discretion of the Academic Affairs Director and instructor.

