

Course Syllabus

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Course Code: MW 460

Course Title: Introduction to Evidence-Based Practice in Midwifery Care

Credits: 4.0

Course Description: This course builds on the concepts covered in the course Introduction to midwifery research methodologies. Students learn to analyze and understand research and medical literature through the development of critical appraisal skills. In this course, the area between research and practice is bridged giving students practical tools for problem-solving clinical questions and converting research into practice.

Course Objectives: In addition to the [BSM Degree Learning Objectives](#) upon completing this course the student will:

- Understand how to effectively read scientific literature
- Understand how to use available tools to analyze the efficacy of a study design
- Be able to evaluate a study for its rigor and quality
- Be familiar with the peer review process required for publication
- Understand the significance of a systematic research review
- Understand how to turn clinical problems into research questions
- Be able to critically appraise systematic reviews
- Be able to present research on a research question so that it can be understood by the wider clinical community

Learning Activities

Read, listen to, watch assigned lesson materials.

Complete oral and/or written formative didactic assessments with final summative submission.

Identify and cite high-quality sources.

Analyze clinical case studies.

Analyze and complete critical research reviews.

Create an infographic, handout, and/or community resource.

Advocate and/or interact through the performance of a final presentation through the development of a conference poster and charts.

Submit a portfolio.









Portfolio requirement:

In order to complete the BSM program, the student must upload select assignments that have been completed and graded by the Online Learning Coordinator into the course called "BSM Portfolio" for final review by College staff.


The required assignments for this course that will need to be uploaded to the "BSM Portfolio" course once they have been graded are as follows:

1. Lesson 6-2 **Clinical scenarios**,
2. Lesson 6-3 **PICO question chart**,
3. Lesson 7-2 **Critical appraisal**,
4. Lesson 8 **Mini-review and poster**.

Learning Materials / Resources:

1. (Textbook) Jirojwong, S et al. Research Methods in Nursing and Midwifery: Pathways to evidence-based practice. Oxford University Press. 2014
2. (Online Resource) **CASP: Critical Appraisal Skills Programme checklists** [\(http://www.casp-uk.net/\)](http://www.casp-uk.net/). [\(http://www.casp-uk.net/\)](http://www.casp-uk.net/)
3. (Online Resource) **BioMed Central Pregnancy and Childbirth.**
[\(http://www.biomedcentral.com/bmcpregnancychildbirth/\)](http://www.biomedcentral.com/bmcpregnancychildbirth/)
[\(http://www.biomedcentral.com/bmcpregnancychildbirth/\)](http://www.biomedcentral.com/bmcpregnancychildbirth/)
4. Cluett, Elizabeth. "**Chapter 2: Evidence-Based Practice** ". Principles and Practice of Research in Midwifery.
2nd edition. Churchill Livingstone Elsevier. 2006
5. Redshaw M, Henderson J. **Learning the hard way: expectations and experiences of infant feeding support** . Birth. 2012 Mar;39(1):21-9. doi: 10.1111/j.1523-536X.2011.00509.x. Epub 2012 Jan 9. PubMed PMID: 22369602.
6. (File Downloadable from NCM website) Saastad E, Winje BA, Israel P, Frøen JF. **Fetal movement counting--maternal concern and experiences: a multicenter, randomized, controlled trial** . Birth. 2012 Mar;39(1):10-20. doi:10.1111/j.1523-536X.2011.00508.x. Epub 2012 Jan 9. PubMed PMID:22369601.
7. (Online Resource) **SUNY DOWNSTATE MEDICAL CENTER EVIDENCE-BASED MEDICINE TUTORIAL.** [_ \(https://guides.downstate.edu/c.php?g=856794&p=6137636\)](https://guides.downstate.edu/c.php?g=856794&p=6137636) Suny Downstate Medical Center. 2004.
8. **Tutorial: How to Form an Answerable Clinical Question. Cincinnati Children's Hospital Clinical effectiveness specialist**  . 2004.
9. Abalos E, Carroli G, Mackey ME, Bergel E. **Critical appraisal of systematic reviews: The WHO Reproductive Health Library**  , No 4, Geneva, The World Health Organization, 2001 (WHO/RHR/01.6).
10. Wax JR, Lucas FL, Lamont M, et al. **Maternal and newborn outcomes in planned home birth vs. planned hospital births: a meta-analysis.**  Am J Obstet Gynecol 2010; 203:243.e1-8. Wax JR,

Lucas FL, Lamont M, et al. Maternal and newborn outcomes in planned home birth vs. planned hospital births: a meta-analysis. Am J Obstet Gynecol 2010;203:243.e1-8.

11. Buckman, et al. Evidence-Based [Medicine: A Mini-manual](#)  University of Alberta. 2008
12. [MEAC Abbreviated NARM Skills Form](#)
13. [Midwives Model of Care](https://www.citizensformidwifery.org/mmoc) [_\(https://www.citizensformidwifery.org/mmoc\)_](https://www.citizensformidwifery.org/mmoc)

A note about the textbook:

As is made obvious by the title of the main text used for this course, it is based on the perspective of hospital-based midwifery and references the field of nursing extensively. Unfortunately, the field of direct-entry midwifery research in the US is still in the early stages of development, therefore we have no academic texts that reflect the principles and values of our own profession within the field of research. This text was chosen because it is accessible and written for teachers and learners. Please bear in mind that although it may not always speak directly to midwifery practice the concepts provided can, in most cases, be applied to research in the field of midwifery. Please also note that the resources numbered 7,8, and 11 are accessory resources. These resources go beyond the scope of the primary text and are meant to supplement learning for those students who are interested. These resources are more in-depth than the basic concepts that are required for this course. Please use them with the understanding that they may go beyond the scope of this course in detail and complexity.

Evaluation Tools / Methods

The minimum passing grade for all courses is a cumulative 80% / B-. Grades are not recorded until both the student and preceptor submit end of trimester evaluations and in the case of general education courses supervision is completed

All assignments for this course are evaluated using the following criteria:

1. Responses to each didactic assessment are evaluated utilizing the NCM rubrics and degree level profile.
2. Answers should reflect a thorough review of the current literature regarding best current practices in midwifery care.
3. Non-plagiarized paraphrased answers from the text which demonstrate appropriate comprehension of the learning objective. (Formative Assessment) Students and preceptors are encouraged to work together until the student masters the information. (Summative Assessment)
4. Random evaluation of cited sources and page numbers for each written assignment.

Course credit: One Academic credit equals approximately 15 hours of formal time plus 30 hours of additional study or homework. Formal time is defined as the amount of time taken to answer the Learning Objectives to the level of 80% for midwifery courses and 70% for general education courses and to complete any learning activities to the preceptor's satisfaction, including any time spent face to face with the preceptor. Informal time includes any time spent actively reading relevant sources and textbook/s, researching Learning Objectives, and studying for examinations.