

Course Syllabus

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Course Code: HON 202G

Course Title: Business and Professional Communications

Credits: 3.0

Course Description: Communication is a huge part of what midwives do in their role as educators and as mid-level health care providers. Professionalism, accuracy, and efficacy in communication are crucial in the provision of care and professional coordination of care. This course aims to provide students with an understanding of both the need for and steps to achieve effective communication in professional interactions. Learning activities include: practicing business writing skills with the help of a step-by-step study guide; practicing the SBAR communication technique during transport situations; creating an outline for a business plan; development of clear, informational materials on midwifery services; and development of a presentation on a plan for the reduction of maternal/parental and infant risk in the student's community that could be presented to any party.

Learning Objectives

Learning objectives  (https://ncm.instructure.com/courses/622/files/14916/download?download_frd=1) are identified through the linking of MEAC Essential Competencies and the NCM Degree Qualification Profile.

Learning Activities

Read, listen to, watch assigned lesson materials.

Submit a written summary of current research.

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

Identify and cite high-quality sources.

Use articulated reasoning while participating in an oral presentation, facilitated discussions, and skills demonstrations.

Submit a portfolio.

Conduct an interview and/or develop a survey.

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

Advocate and/or interact through the performance of a final presentation.

Complete a final exam.

Note: The clinical requirement of NARM /Clinical Skills is completed at any time throughout the ASM apprenticeship during actual clinical practice and is NOT a requirement to complete this academic course. Typical clinical manifestations of knowledge learned in this course are identified in the learning objective document above.

Learning Materials / Resources:

1. Business Communication for Success. M Libraries Publishing. 2010. Click here for free access to the textbook provided under Creative Commons license.

<http://open.lib.umn.edu/businesscommunication/>

(<http://open.lib.umn.edu/businesscommunication/>)

2. Dekker, R. (2017, September 21). The Evidence on: Due Dates. Retrieved December 16, 2020, from <https://evidencebasedbirth.com/evidence-on-inducing-labor-for-going-past-your-due-date/> (<https://evidencebasedbirth.com/evidence-on-inducing-labor-for-going-past-your-due-date/>)

3. Louis, C. S. (2017, July 13). A Tide of Opioid-Dependent Newborns Forces Doctors to Rethink Treatment. New York Times. Retrieved December 16, 2020, from <https://www.nytimes.com/2017/07/13/health/opioid-addiction-babies.html> (<https://www.nytimes.com/2017/07/13/health/opioid-addiction-babies.html>)

4. Matsumoto, D., & Hwang, H. S. (2011, May). Reading facial expressions of emotions. Retrieved December 16, 2020, from <http://www.apa.org/science/about/psa/2011/05/facial-expressions.aspx> (<http://www.apa.org/science/about/psa/2011/05/facial-expressions.aspx>)

5. Fadel, L., & Garcia-Navarro, L. (2013, May 05). How Different Cultures Handle Personal Space. Retrieved December 15, 2020, from <http://www.npr.org/sections/codeswitch/2013/05/05/181126380/how-different-cultures-handlepersonal-space> (<http://www.npr.org/sections/codeswitch/2013/05/05/181126380/how-different-cultures-handlepersonal-space>)

6. Click here to access: Kaiser Permanente [SBARTechniqueforCommunication.pdf](#)  (https://ncm.instructure.com/courses/622/files/14915/download?download_frd=1) and

[SBAR Worksheet Kaiser Permanente.pdf](#)  (https://ncm.instructure.com/courses/622/files/14908/download?download_frd=1) documents.

7. Anti-Defamation League. "Toward Communication Free of Gender Bias." Last updated July 2019. Retrieved December 16, 2020. [Toward Communication Free of Gender Bias - ADL-1.pdf](#)  (https://ncm.instructure.com/courses/622/files/16535/download?download_frd=1)

8. TED. "[The Art of Meaningful Conversation](#)" (https://www.ted.com/playlists/211/the_art_of_meaningful_conversa)" video collection. Retrieved

December 16, 2020.

9. CNN. "[Study shows how children view race bias](https://www.youtube.com/watch?v=EQACkg5i4AY&feature=youtu.be) [\(https://www.youtube.com/watch?v=EQACkg5i4AY&feature=youtu.be\)](https://www.youtube.com/watch?v=EQACkg5i4AY&feature=youtu.be)." May 18, 2020. Retrieved December 16, 2020.
10. Midwives Alliance of North America (MANA), National Association to Advance Black Birth (NAABB), et al. "[Hormonal Impacts of Health Disparities on Birth Outcomes](https://mana.org/blog/Hormonal-Impacts-Health-Disparities-Birth-Outcomes), [\(https://mana.org/blog/Hormonal-Impacts-Health-Disparities-Birth-Outcomes\)](https://mana.org/blog/Hormonal-Impacts-Health-Disparities-Birth-Outcomes)" includes "infographics depicting key findings" and solutions released by this [Executive Summary of Existing Research on Racial Disparities in Birth Outcomes and Racial Discrimination as an Independent Risk Factor Affecting Maternal, Infant, and Child Health](http://mana.org/pdfs/ExecutiveSummary-Race-2015.pdf) (<http://mana.org/pdfs/ExecutiveSummary-Race-2015.pdf>). 2015. Retrieved December 16, 2020.
11. National Domestic Violence Hotline. [From "Broken" Condoms to Pill Tampering_ The Realities of Reproductive Coercion - The National Domestic Violence Hotline.pdf](https://ncm.instructure.com/courses/622/files/14903/download?download_frd=1)  [\(https://ncm.instructure.com/courses/622/files/14903/download?download_frd=1\)](https://ncm.instructure.com/courses/622/files/14903/download?download_frd=1). Retrieved December 16, 2020.
12. Ted Frick, Indiana University. "[Quiz: What is Plagiarism at Indiana University](https://tedfrick.sitehost.iu.edu/plagiarism/index2.html) [\(https://tedfrick.sitehost.iu.edu/plagiarism/index2.html\)](https://tedfrick.sitehost.iu.edu/plagiarism/index2.html)?" Retrieved December 16, 2020.
13. Readable. "[Measure the Readability of Text](https://readable.com/text/) [\(https://readable.com/text/\)](https://readable.com/text/)." Retrieved December 16, 2020.
14. National Center for Educational Statistics. "[Fast Facts: Adult Literacy](https://nces.ed.gov/fastfacts/display.asp?id=69). [\(https://nces.ed.gov/fastfacts/display.asp?id=69\)](https://nces.ed.gov/fastfacts/display.asp?id=69)" Retrieved December 16, 2020.
15. CDC. "Simply Put: A guide for creating easy-to-understand materials." April 2009. 3rd Edition. [Simply Put- A guide for creating easy-to-understand materials - CDC.pdf](https://ncm.instructure.com/courses/622/files/16538/download?download_frd=1)  [\(https://ncm.instructure.com/courses/622/files/16538/download?download_frd=1\)](https://ncm.instructure.com/courses/622/files/16538/download?download_frd=1)
16. Canva.com
17. Surveymonkey.com and Google Forms
18. US Small Business Administration, "[Write Your Business Plan](https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan) [\(https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan\)](https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan)." Retrieved December 16, 2020.
19. Susan Ward. The Balance Small Business, "[One Page Business Plan Templates](https://www.thebalancesmb.com/one-page-business-plan-templates-4135972) [\(https://www.thebalancesmb.com/one-page-business-plan-templates-4135972\)](https://www.thebalancesmb.com/one-page-business-plan-templates-4135972)." Updated October 26, 2020. Retrieved December 16, 2020.
20. US Small Business Administration, "[Choose a Business Structure](https://www.sba.gov/business-guide/launch-your-business/choose-business-structure) [\(https://www.sba.gov/business-guide/launch-your-business/choose-business-structure\)](https://www.sba.gov/business-guide/launch-your-business/choose-business-structure)." Retrieved December 16, 2020.

21. Clifford Chi. Hubspot, "[The Ultimate List of Types of Marketing.](https://blog.hubspot.com/marketing/marketing-types)" (<https://blog.hubspot.com/marketing/marketing-types>) Retrieved December 16, 2020.
22. MindTools. "[SWOT Analysis: How to Develop a Strategy For Success](https://www.mindtools.com/pages/article/newTMC_05.htm)" (https://www.mindtools.com/pages/article/newTMC_05.htm). Retrieved December 16, 2020.
24. The DO Staff. "How to deliver bad news to ob-gyn patients." December 16, 2016. Retrieved on December 16, 2020 from [this link](https://thedo.osteopathic.org/2016/12/how-to-deliver-bad-news-to-ob-gyn-patients-tips-for-dos/) (<https://thedo.osteopathic.org/2016/12/how-to-deliver-bad-news-to-ob-gyn-patients-tips-for-dos/>).
25. Wilson, Kathi. "Assessing 'Breaking Bad News' Communication Competency in Midwifery Students." Revue Canadienne de la recherche et de la pratique sage-femme. 2015. Retrieved on December 16, 2016 from [this link](https://www.cjmrp.com/files/v14n1_wilson_breakingbadnews.pdf) (https://www.cjmrp.com/files/v14n1_wilson_breakingbadnews.pdf).
26. Rosenzweig, Margaret. "[Breaking bad news: A guide for effective and empathetic communication](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5578619/)" (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5578619/>). Nurse Pract. 2012 Feb 12; 37(2): 1–4.
27. Rypkema, T. (2020). Effective Communication. Hutton, E, et al, editors. [Comprehensive Midwifery: The Role of the Midwife in Health Care Practice, Education, and Research](https://ecampusontario.pressbooks.pub/cmroleofmidwifery/chapter/effective-communication/) (<https://ecampusontario.pressbooks.pub/cmroleofmidwifery/chapter/effective-communication/>) (Chapter 6). The e-Book Foundry @ McMaster University. 2020.
28. Vandekieft, G (2001). [Breaking](https://www.aafp.org/afp/2001/1215/p1975.html) (<https://www.aafp.org/afp/2001/1215/p1975.html>) [Bad](https://www.aafp.org/afp/2001/1215/p1975.html) (<https://www.aafp.org/afp/2001/1215/p1975.html>) [News](https://www.aafp.org/afp/2001/1215/p1975.html) (<https://www.aafp.org/afp/2001/1215/p1975.html>) . American Family Physician. 2001 Dec 15; 64(12).
29. Indeed (2020). [Top Interview Tips: Common Questions, Body Language & More](https://www.youtube.com/watch?v=HG68Ymazo18) (<https://www.youtube.com/watch?v=HG68Ymazo18>) video.
30. Ashley Rizzotto (2019). [Mastering the Art of the Interview](https://www.youtube.com/watch?v=ppf9j8x0LA8) (<https://www.youtube.com/watch?v=ppf9j8x0LA8>) video. TED.
31. [MEAC Abbreviated NARM Skills Form](#)
32. [MEAC Core Competencies for Midwives](http://meacschools.org/wp-content/uploads/2014/12/Curriculum-Checklist-of-Essential-Competencies-rev-2014.pdf) (<http://meacschools.org/wp-content/uploads/2014/12/Curriculum-Checklist-of-Essential-Competencies-rev-2014.pdf>)
33. [Midwives Model of Care®](https://www.citizensformidwifery.org/mmoc) (<https://www.citizensformidwifery.org/mmoc>)
34. Help Evaluating Articles (visit the digital library)
35. Citation Guidance (visit the digital library)
36. Places to Find Research Articles (visit the digital library)

<http://www.who.int/en/>)



Evaluation Tools / Methods:

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 text which demonstrate appropriate comprehension of the learning objective. (Formative Assessment) *Students and Online Learning Coordinators work together until the student masters the information. (Summative Assessment)*
4. Group sharing within NCM is acceptable and encouraged. Students are allowed to use each other's answers by indicated "Group Share" and submission of the answer on all group identified assignments.
5. NCM's [Integrity Code](https://docs.google.com/document/d/14PvgjDU4MJEKRZZiUQRFhNBEDL_KFqZzATPkDvuQYzA/edit?usp=sharing) [is the basis for a "completed" score earned on all assignments which are allowed to be completed in community with the student's active preceptor\(s\).](https://docs.google.com/document/d/14PvgjDU4MJEKRZZiUQRFhNBEDL_KFqZzATPkDvuQYzA/edit?usp=sharing)
6. 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.

Course Summary:

Date	Details	Due
	 "The Art of Meaningful Conversation" (https://ncm.instructure.com/courses/622/assignments/23751)	
	 8 Types of Nonverbal Communication (080)	