

# Course Syllabus

[Jump to Today](#)

 [Edit](#)


**Course Title:** History of Midwifery

**Credits:** 3.0

**Course Description:** A broad exploration of the history, culture, and politics of midwifery in the United States throughout the 19th and 20th centuries. In this course, students look at the changes that took place in early medicine and dominant American culture that created a severe decline in midwifery care and the subsequent effects on childbearing women. Special attention to political topics such as the rise of obstetrics and decline of midwives, issues of licensing and education, the medicalization of childbirth, the natural childbirth movement, and the rise of homebirth midwifery help students understand the world they are preparing to practice in today.

## Learning Objectives

Introduction to the [Midwives Model of Care. \(https://www.citizensformidwifery.org/mission-index-impact\)](https://www.citizensformidwifery.org/mission-index-impact)





[Learning objectives](https://ncm.instructure.com/courses/150/files/3771/download?download_frd=1)  [\(https://ncm.instructure.com/courses/150/files/3771/download?download\\_frd=1\)](https://ncm.instructure.com/courses/150/files/3771/download?download_frd=1) are identified through the linking of MEAC Essential Competencies and the NCM Degree Qualification Profile.

## **Learning Materials / Resources:**

*Please use textbooks less than 5 years old or most recent edition.*

1. Wertz, Dorothy C. Lying-In: A History of Childbirth in America, Expanded Edition. Yale University Press. 1989.



Do Not Purchase

1. Davis-Floyd, Robbie and Johnson, Christine Barbara. Mainstreaming Midwives: The Politics of Change. Routledge, Taylor and Francis Group. 2006. [[EXCERPT PROVIDED](https://ncm.instructure.com/courses/150/files/4629/download?download_frd=1)]  [\(https://ncm.instructure.com/courses/150/files/4629/download?download\\_frd=1\)](https://ncm.instructure.com/courses/150/files/4629/download?download_frd=1) 
2. Lee, Valerie. Granny Midwives and Black Women Writers. Routledge Press. 1996. [[EXCERPT PROVIDED](https://ncm.instructure.com/courses/150/files/4634/download?download_frd=1)]  [\(https://ncm.instructure.com/courses/150/files/4634/download?download\\_frd=1\)](https://ncm.instructure.com/courses/150/files/4634/download?download_frd=1) 

Uploaded Files

1. Ortiz, Felina Mychelle. History of Midwifery in New Mexico: Partnership Between Curandera-parteras and the New Mexico Department of Health. J Midwifery Womens Health 2005;50:411–417 © 2005 by the American College of Nurse-Midwives.
2. The History of Midwifery and Childbirth in America: A TimeLine. Prepared by Adrian E. Feldhusen, Traditional Midwife. © 2000 Midwifery Today, Inc. All rights reserved. [View Here.](#)  
(<https://midwiferytoday.com/web-article/history-midwifery-childbirth-america-time-line/>)
3. [Jesucita Aragon](#) from Mothering Magazine 1998.

#### Online Resources

1. The American College of Nurse-Midwives Website. 2020. [www.midwife.org](http://www.midwife.org)  
(<http://www.midwives.org>)
2. The Midwives Alliance of North America Website. 2020. [www.mana.org](http://www.mana.org) (<http://www.mana.org>)
3. The North American Registry of Midwives Website. 2020. [www.narm.org](http://www.narm.org) (<http://www.narm.org>)
4. The National Association of Certified Professional Midwives Website. 2020. [www.nacpm.org](http://www.nacpm.org)  
(<http://www.nacpm.org>)
5. [MEAC Abbreviated NARM Skills Form](#)   
([https://ncm.instructure.com/api/v1/canvado\\_session/download?blob=%7B%22moderated\\_grading\\_whitelist%22%3Anull%2C%22enable\\_annotations%22%3Anull%2C%22](https://ncm.instructure.com/api/v1/canvado_session/download?blob=%7B%22moderated_grading_whitelist%22%3Anull%2C%22enable_annotations%22%3Anull%2C%22)  

6. [MEAC Core Competencies for Midwives](#) (<http://meacschools.org/wp-content/uploads/2014/12/Curriculum-Checklist-of-Essential-Competencies-rev-2014.pdf>)
7. [Midwives Model of Care®](#) (<http://cfmidwifery.org/mmoc/define.aspx>)
  - [The Cochrane Collaboration](#) (<http://www.cochrane.org/>)
  - [EBSCO](#) (<http://ejournals.ebsco.com/login.asp?bCookiesEnabled=TRUE>)
  - [National Library of Medicine](#) (<https://www.nlm.nih.gov/>)
  - [PubMed](#) (<https://www.ncbi.nlm.nih.gov/pubmed/>)
  - [ScienceDirect](#) (<http://www.sciencedirect.com/>)
  - [Medscape](#) (<http://www.medscape.com/womenshealth>)
  - [World Health Organization](#) (<http://www.who.int/en/>)

#### Evaluation Tools / Methods:







*The minimum passing grade for all courses is a cumulative 70% / C-. 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.

## Course Summary:

Date	Details	Due
Mon Feb 1, 2021	 <a href="https://ncm.instructure.com/courses/628/assignments/27807">Email Policy</a> ( <a href="https://ncm.instructure.com/courses/628/assignments/27807">https://ncm.instructure.com/courses/628/assignments/27807</a> )	due by 12:59am
	 <a href="https://ncm.instructure.com/courses/628/assignments/27802">Grading Policy</a> ( <a href="https://ncm.instructure.com/courses/628/assignments/27802">https://ncm.instructure.com/courses/628/assignments/27802</a> )	due by 12:59am
	 <a href="https://ncm.instructure.com/courses/628/assignments/24331">HON222G - Home vs. Hospital in terms of germs in the 1920's.</a> ( <a href="https://ncm.instructure.com/courses/628/assignments/24331">https://ncm.instructure.com/courses/628/assignments/24331</a> )	
	 <a href="https://ncm.instructure.com/courses/628/assignments/24424">Jesusita Aragon: Curandera-Partera</a> ( <a href="https://ncm.instructure.com/courses/628/assignments/24424">https://ncm.instructure.com/courses/628/assignments/24424</a> )	
	 <a href="https://ncm.instructure.com/courses/628/assignments/24302">Current Issues and Learning from History</a> ( <a href="https://ncm.instructure.com/courses/628/assignments/24302">https://ncm.instructure.com/courses/628/assignments/24302</a> )	
	 <a href="#">Describe the contribution of Carla Hartley to midwifery.</a>	