

# Course Syllabus



## MW301

### Antepartum Risk Screening

**Credits:** 0.5

**Course Description:** This course provides an academic framework for obtaining and using specific information about the client and the client's environment to make a clear assessment of the level of risk the client may encounter over the course of their pregnancy, as well as discerning the appropriate time to refer to other professionals. Diagnostic tests and bio-technical screening methods are included as elements to understanding risk status. The course focuses on the areas of history taking that are used for obtaining information that is vital in risk assessment.

This course uses current research in midwifery and obstetrics to broaden the student's understanding of the NARM skills and MEAC essential competencies learned under clinical supervision.

### **Learning Objectives**

**Learning objectives** (<https://docs.google.com/spreadsheets/d/1nISjOk0u1Nvz84n8Q1jxq780xjeAfxElam-ISFJngQ0/edit?usp=sharing>) 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.

Analyze a case study.

Participate in a skills demonstration and/or role-playing activity

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Develop a study aid.

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:**

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

### **DO NOT PURCHASE EXCERPTS PROVIDED**

Varney, Helen. Varney's Midwifery. Jones and Bartlett Publishers.

(<http://www.worldcat.org/title/varneys-midwifery/oclc/44957675/editions?editionsView=true&referer=br>)

### **ARTICLES PROVIDED**

Centers for Disease Control and Prevention. (2020, November 25). *Family health history during pregnancy*. Centers for Disease Control and Prevention. Retrieved February 11, 2022, from

[https://www.cdc.gov/genomics/famhistory/famhist\\_during\\_pregnancy.htm](https://www.cdc.gov/genomics/famhistory/famhist_during_pregnancy.htm)

([https://www.cdc.gov/genomics/famhistory/famhist\\_during\\_pregnancy.htm](https://www.cdc.gov/genomics/famhistory/famhist_during_pregnancy.htm))

Centers for Disease Control and Prevention. (2020, November 25). *Family health history: The basics*.

Centers for Disease Control and Prevention. Retrieved February 11, 2022, from

[https://www.cdc.gov/genomics/famhistory/famhist\\_basics.htm](https://www.cdc.gov/genomics/famhistory/famhist_basics.htm)

([https://www.cdc.gov/genomics/famhistory/famhist\\_basics.htm](https://www.cdc.gov/genomics/famhistory/famhist_basics.htm))

*Drug allergies*. ACAAI Public Website. (n.d.). Retrieved February 11, 2022, from

<https://acaai.org/allergies/allergic-conditions/drug-allergies/> (<https://acaai.org/allergies/allergic-conditions/drug-allergies/>)

Hawley, E. (2020, July 8). *Mom check 7: After losing a child to prematurity, mother finds healing in healing others*. KATV. Retrieved February 11, 2022, from <https://katv.com/community/mom-check-7/mom-check-7-after-losing-a-child-to-prematurity-mother-finds-healing-in-healing-others>

(<https://katv.com/community/mom-check-7/mom-check-7-after-losing-a-child-to-prematurity-mother-finds-healing-in-healing-others>)

Lapp, T. (2000, December 15). *ACOG addresses psychosocial screening in pregnant women*.

American Family Physician. Retrieved February 11, 2022, from

<https://www.aafp.org/afp/2000/1215/p2701.html> (<https://www.aafp.org/afp/2000/1215/p2701.html>)

*Pregnancy 101 • genetic support foundation*. Genetic Support Foundation. (2021, September 22).

Retrieved February 11, 2022, from <https://geneticsupportfoundation.org/pregnancy-101/>

(<https://geneticsupportfoundation.org/pregnancy-101/>)

Timothy, R. K. (2019, May 12). *9 ways racism impacts maternal health*. PBS. Retrieved February 11,

2022, from <https://www.pbs.org/newshour/science/9-ways-racism-impacts-maternal-health>

(<https://www.pbs.org/newshour/science/9-ways-racism-impacts-maternal-health>)

*What is the best screening tool for Antenatal Depression*. MGH Center for Women's Mental Health.

(2015, March 3). Retrieved February 11, 2022, from [https://womensmentalhealth.org/posts/what-is-](https://womensmentalhealth.org/posts/what-is-the-best-screening-tool-for-antenatal-depression/)

[the-best-screening-tool-for-antenatal-depression/](https://womensmentalhealth.org/posts/what-is-the-best-screening-tool-for-antenatal-depression/) (<https://womensmentalhealth.org/posts/what-is-the-best-screening-tool-for-antenatal-depression/>)

## DO NOT PURCHASE OPTIONAL RESOURCES

Lynn S. Bickley (Editor), Peter G., M.D. Szilagyi (Editor), Fiona R. Prabhu (Contributor). Bates'

Guide to Physical Examination and History Taking. ([http://www.worldcat.org/title/bates-guide-to-](http://www.worldcat.org/title/bates-guide-to-physical-examination-and-history-taking/oclc/61334476/editions?editionsView=true&referer=br)

[physical-examination-and-history-taking/oclc/61334476/editions?editionsView=true&referer=br](http://www.worldcat.org/title/bates-guide-to-physical-examination-and-history-taking/oclc/61334476/editions?editionsView=true&referer=br))

Davis, Elizabeth. Heart and Hands: A midwife's guide to pregnancy and birth. Celestial Arts

Press. ([http://www.worldcat.org/title/heart-hands-a-midwives-guide-to-pregnancy-and-](http://www.worldcat.org/title/heart-hands-a-midwives-guide-to-pregnancy-and-birth/oclc/754714041/editions?editionsView=true&referer=br)

[birth/oclc/754714041/editions?editionsView=true&referer=br](http://www.worldcat.org/title/heart-hands-a-midwives-guide-to-pregnancy-and-birth/oclc/754714041/editions?editionsView=true&referer=br))

Frye, Anne. Holistic Midwifery: A comprehensive Textbook for Midwives and Home Birth

Practice, Vol I, Care During Pregnancy. Labrys Press. ([http://www.worldcat.org/title/holistic-](http://www.worldcat.org/title/holistic-midwifery-a-comprehensive-textbook-for-midwives-in-homebirth-practice/oclc/50199830/editions?editionsView=true&referer=br)

[midwifery-a-comprehensive-textbook-for-midwives-in-homebirth-practice/oclc/50199830/editions?](http://www.worldcat.org/title/holistic-midwifery-a-comprehensive-textbook-for-midwives-in-homebirth-practice/oclc/50199830/editions?editionsView=true&referer=br)

[editionsView=true&referer=br](http://www.worldcat.org/title/holistic-midwifery-a-comprehensive-textbook-for-midwives-in-homebirth-practice/oclc/50199830/editions?editionsView=true&referer=br))

## MEAC Abbreviated NARM Skills Form

MEAC Core Competencies for Midwives ([http://meacschools.org/wp-](http://meacschools.org/wp-content/uploads/2014/12/Curriculum-Checklist-of-Essential-Competencies-rev-2014.pdf)

[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))

Midwives Model of Care® (<https://www.citizensformidwifery.org/mmoc>)

*Help Evaluating Articles (visit the digital library)*

*Citation Guidance (visit the digital library)*

### *Places to Find Research Articles (visit the digital library)*

[\(http://www.who.int/en/\)](http://www.who.int/en/)

### **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 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/14PvgiDU4MJEKRZZiUQRFhNBEDL_KFqZzATPkDvuQYzA/edit?usp=sharing) ([https://docs.google.com/document/d/14PvgiDU4MJEKRZZiUQRFhNBEDL\\_KFqZzATPkDvuQYzA/edit?usp=sharing](https://docs.google.com/document/d/14PvgiDU4MJEKRZZiUQRFhNBEDL_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).
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.*