

# Course Syllabus

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**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. \(http://cfmidwifery.org/mmoc/define.aspx\)](http://cfmidwifery.org/mmoc/define.aspx)

**Learning objectives** are identified through the linking of MEAC Essential Competencies and the NCM Degree Qualification Profile.

## **Learning Activities**

1. Student reads appropriate sections from the Learning Materials/Resources.
2. Student answers the questions listed in the didactic assessments by researching the learning materials/resources for the course and correctly citing the sources and page numbers for each of their answers.
3. Student presents the answers to the questions listed in the didactic assessments for review by preceptor.
4. Student participates in preceptor elaboration/discussion of didactic assessments.
5. Student participates in recommended role-playing and/or clinical interactions

*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.*

1. Wertz, Dorothy C. Lying-In: A History of Childbirth in America, Expanded Edition. Yale University Press. 1989.
2. Davis-Floyd, Robbie and Johnson, Christine Barbara. Mainstreaming Midwives: The Politics of Change.

Routledge, Taylor and Francis Group. 2006. [EXCERPT PROVIDED]

3. Lee, Valerie. Granny Midwives and Black Women Writers. Routledge Press. 1996. [EXCERPT PROVIDED]
4. The American College of Nurse Midwives Website. 2011. [www.midwives.org](http://www.midwives.org) (<http://www.midwives.org>)
5. The Midwives Alliance of North America Website. 2011. [www.mana.org](http://www.mana.org) (<http://www.mana.org>)
6. The North American Registry of Midwives Website. 2011. [www.narm.org](http://www.narm.org) (<http://www.narm.org>)
7. The National Association of Certified Professional Midwives Website. 2011. [www.nacpm.org](http://www.nacpm.org) (<http://www.nacpm.org>)
8. 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. [History of midwifery in NM.pdf](#) 
9. The History of Midwifery and Childbirth in America: A Time Line. Prepared by Adrian E. Feldhusen, Traditional Midwife. © 2000 Midwifery Today, Inc. All rights reserved [History of Midwifery - Midwifery TodayPdf.pdf](#) 
10. Jesucita Aragon from Mothering Magazine 1998. [Jesucita AragonPdf.pdf](#) 
11. [MEAC Abbreviated NARM Skills Form \(Links to an external site.\)](#) (<http://www.midwiferycollege.org/AcademicProgram/Downloads/ASM/Clinical/Form-NARMSkills.pdf>)
2. [MEAC Core Competencies for Midwives \(Links to an external site.\)](#) (<http://meacschools.org/wp-content/uploads/2014/12/Curriculum-Checklist-of-Essential-Competencies-rev-2014.pdf>)
3. [Midwives Model of Care® \(Links to an external site.\)](#) (<http://cfmidwifery.org/mmoc/define.aspx>)

Students must find 1 article/study less than 5 years old. Recommended internet links as needed for latest developments in midwifery care:

- [The Cochrane Collaboration \(Links to an external site.\)](http://www.cochrane.org/) (<http://www.cochrane.org/>)
- [EBSCO \(Links to an external site.\)](http://ejournals.ebsco.com/login.asp?bCookiesEnabled=TRUE) (<http://ejournals.ebsco.com/login.asp?bCookiesEnabled=TRUE>)
- [National Library of Medicine \(Links to an external site.\)](https://www.nlm.nih.gov/) (<https://www.nlm.nih.gov/>)
- [PubMed \(Links to an external site.\)](https://www.ncbi.nlm.nih.gov/pubmed/) (<https://www.ncbi.nlm.nih.gov/pubmed/>)
- [ScienceDirect \(Links to an external site.\)](http://www.sciencedirect.com/) (<http://www.sciencedirect.com/>)
- [Medscape \(Links to an external site.\)](http://www.medscape.com/womenshealth) (<http://www.medscape.com/womenshealth>)
- [World Health Organization \(Links to an external site.\)](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-. Students and preceptors are encouraged to work together until the student masters the information.

Grades are not recorded until both the student and preceptor submit end of trimester evaluations and in the case of a general education course supervision, if required, is completed.

The student's final grade for the course is based on preceptor evaluation of the following:

1. The preceptor evaluates each answer based on NCM rubrics and NCM's degree level profile.
2. Student's answers should reflect a thorough review of the current literature regarding best current

practices in midwifery care.

3. Each answer should be formed in the student's own words or paraphrased from the text. The answer should be minimal, not a rewrite of the entire text, but enough to show appropriate comprehension of the learning objective.
4. Student identification of sources and page numbers for each of the didactic assessments. (Preceptor should do a random check to determine that sources cited are correctly identified.)

*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 assignments to the level of 80% 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.*