

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 help of 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 reduction of maternal and infant risk in the student's community that could be presented to any party.

Learning Objectives

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. 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 October 02, 2017, 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. Robinson, K. (2013, July 18). From “Broken” Condoms to Pill Tampering: The Realities of Reproductive Coercion. Retrieved October 02, 2017, from <http://www.thehotline.org/2013/07/from-broken-condoms-to-pill-tampering-the-realities-ofreproductive-coercion/> (<http://www.thehotline.org/2013/07/from-broken-condoms-to-pill-tampering-the-realities-ofreproductive-coercion/>)
4. Louis, C. S. (2017, July 13). A Tide of Opioid-Dependent Newborns Forces Doctors to Rethink Treatment. Retrieved October 02, 2017, from <https://www.nytimes.com/2017/07/13/health/opioid-addictionbabies.html?hp&action=click&pgtype=Homepage&clickSource=storyheading&module=second-column-region@ion=top-news&WT.nav=top-news> (<https://www.nytimes.com/2017/07/13/health/opioid-addictionbabies.html?hp&action=click&pgtype=Homepage&clickSource=storyheading&module=second-column-region%2%AEion=top-news&WT.nav=top-news>)
5. Matsumoto, D., & Hwang, H. S. (n.d.). Reading facial expressions of emotions. Retrieved October 02, 2017, 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>)
6. Fadel, L., & Garcia-Navarro, L. (2013, May 05). How Different Cultures Handle Personal Space. Retrieved October 02, 2017, 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>)
7. Click here to access: Kaiser Permanente [SBAR guidelines and worksheet documents](#). 
8. [MEAC Abbreviated NARM Skills Form \(Links to an external site.\)](#) (<http://www.midwiferycollege.org/AcademicProgram/Downloads/ASM/Clinical/Form-NARMSkills.pdf>)
9. [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>)
10. [Midwives Model of Care® \(Links to an external site.\)](#) (<http://cfmidwifery.org/mmoc/define.aspx>).
11. 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/>)

- [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:

Minimum passing grade for all courses is a cumulative 70% / C-. 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.

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 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 70% 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	
Tue Jul 25, 2017	 Office Hours (https://ncm.instructure.com/calendar?event_id=111&include_contexts=course_129)	8am to 9am
	 "The Art of Meaningful Conversation" (https://ncm.instructure.com/courses/129/assignments/5394)	
	 A Note on Community Building Activities (https://ncm.instructure.com/courses/129/assignments/5384)	
	Critical Thinking about Midwifery Supplies	