

Course Syllabus

[Jump to Today](#)



SOC 102

Course Title: Human Genetics/Genetic Screening

Credits: 1.0

Course Description: This course provides an introduction to the principles of genetics. Students are expected to master a basic understanding of how genetic traits are passed on and how the internal and external environment of the cell can affect this process. Emphasis is placed on understanding the effects of teratogens and the unique vulnerability of the fetus to maternal exposure during key periods in development.

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 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. [Moore, K., Persaud, T.V.N. and Torchia, M.G. Before we are born: Essentials of embryology and birth defects. 7th edition. Elsevier Health Sciences. 2011. \(http://www.worldcat.org/title/before-we-are-born-essentials-of-embryology-and-birth-defects/oclc/972002013&referer=brief_results\)](http://www.worldcat.org/title/before-we-are-born-essentials-of-embryology-and-birth-defects/oclc/972002013&referer=brief_results)

2. **Coad, Jane. Anatomy and Physiology for Midwives. 3rd edition. Elsevier Churchill Livingston Press. 2012. (<http://www.worldcat.org/title/anatomy-and-physiology-for-midwives/oclc/956654359/editions?editionsView=true&referer=br>)**
3. **MEAC Abbreviated NARM Skills Form**
(<http://www.midwiferycollege.org/AcademicProgram/Downloads/ASM/Clinical/Form-NARMSkills.pdf>)
4. **MEAC Core Competencies for Midwives** (<http://meacschools.org/wp-content/uploads/2014/12/Curriculum-Checklist-of-Essential-Competencies-rev-2014.pdf>)
5. **Midwives Model of Care®** (<http://cfmidwifery.org/mmoc/define.aspx>).
6. 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** (<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:

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.