

# Course Syllabus

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## Course Title: Orientation and Training for Preceptor

Credits: 0.25

### Course Description:

This course provides enrollees with three main areas of instruction:

1. an overview of NCM's model of education including faculty descriptions, rights and responsibilities, how students move through the curriculum, how documentation of clinical and academics is completed and how to navigate general education supervision as well as institutional policies and procedures, FERPA, understanding plagiarism, copyright law, HIPAA training, and practicing nonviolent communication.
2. Cultural Awareness and Humility including a deeper look into the following specific questions and information: Why is it hard to talk about bias? What does bias look like? What is unconscious bias? The science of bias. What about following your instincts? How bias shapes our sense of normal? What types of bias exist? How does unaddressed bias impact you, your work, and the world? Impact of bias on decision making. How does bias feel? What does it mean to address bias? Can I change? How do I do identify my biases? How do I examine my own bias? What does it take to change our brain? What does it take to change our actions? Avoid the pitfalls of diversity efforts. Key triggers to search for unconscious bias. How do I keep bias from influencing my work? Take the next step.
3. Establishing a healthy student-preceptor relationship by reflecting on nine considerations before engaging as a preceptor, how to create clear ground rules, responsibilities and expectations by having a well-written contract, preparing and nurturing healthy preceptor-student relationships by defining and supporting the student's role within a practice. Instructional planning and teaching, clinical skills lesson planning, setting goals for learning, developing strategies to match varying learning styles, communicating clear expectations before each clinical encounter, setting roles in emergency situations, signing off on clinical experiences, students as teachers, identifying and addressing resistance or obstacles learning and maximizing special talents and understanding the five design principles of Competency-Based Education.

### Learning Activities:

1. Student reads appropriate sections from the Learning Materials/Resources.
2. Student completes self-reflection assignments.

### Learning Materials / Resources:

1. NCM's Handbook
2. NCM Orientation Videos

3. Justin Ford's TEDx talk Pedagogy of Privilege
4. An Individual's Right to Access and Obtain Their Health Information Under HIPAA  
[https://www.medscape.org/viewarticle/876110?src=acdm part\\_ocr-hhs\\_876110](https://www.medscape.org/viewarticle/876110?src=acdm part_ocr-hhs_876110)  
[\\_ \(https://www.medscape.org/viewarticle/876110?src=acdm part\\_ocr-hhs\\_876110\)](https://www.medscape.org/viewarticle/876110?src=acdm part_ocr-hhs_876110)  
[\\_ \(https://www.medscape.org/viewarticle/876110?src=acdm part\\_ocr-hhs\\_876110\)](https://www.medscape.org/viewarticle/876110?src=acdm part_ocr-hhs_876110)
5. [\\_ \(https://www.medscape.org/viewarticle/876110?src=acdm part\\_ocr-hhs\\_876110\)](https://www.medscape.org/viewarticle/876110?src=acdm part_ocr-hhs_876110) Center for Nonviolent Communication's website <http://www.cnvc.org/online-learning/nvc-instruction-guide/nvc-instruction-guide> [\\_ \(http://www.cnvc.org/online-learning/nvc-instruction-guide/nvc-instruction-guide\)](http://www.cnvc.org/online-learning/nvc-instruction-guide/nvc-instruction-guide)
6. [\\_ \(http://www.cnvc.org/online-learning/nvc-instruction-guide/nvc-instruction-guide\)](http://www.cnvc.org/online-learning/nvc-instruction-guide/nvc-instruction-guide) **Preceptor Guides to using NCM Academic Course Syllabi**
7. Midwife to Midwife Instructor: Academic and Clinical Instructional Techniques that Work for Midwives.  
**Midwife To Midwifery Instructor** [\\_ \(https://youtu.be/wZZICxTXfA8\)](https://youtu.be/wZZICxTXfA8)



[\\_ \(https://youtu.be/wZZICxTXfA8\)](https://youtu.be/wZZICxTXfA8)

#### Web Resources

1. <https://www.educase.edu> [\\_ \(https://www.educase.edu\)](https://www.educase.edu)
2. <https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>  
[\\_ \(https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning\)](https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning)
3. [\\_ \(https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning\)](https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning)  
<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm>  
[\\_ \(https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm\)](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm)
4. [\\_ \(https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm\)](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm)  
<https://www.indiana.edu/~tedfrick/plagiarism/> [\\_ \(https://www.indiana.edu/~tedfrick/plagiarism/\)](https://www.indiana.edu/~tedfrick/plagiarism/)
5. [\\_ \(https://www.indiana.edu/~tedfrick/plagiarism/\)](https://www.indiana.edu/~tedfrick/plagiarism/) <https://www.copyright.gov/fair-use/more-info.html>  
[\\_ \(https://www.copyright.gov/fair-use/more-info.html\)](https://www.copyright.gov/fair-use/more-info.html)
6. [\\_ \(https://www.copyright.gov/fair-use/more-info.html\)](https://www.copyright.gov/fair-use/more-info.html) [www.m2mi.org](http://www.m2mi.org) [\\_ \(http://www.m2mi.org\)](http://www.m2mi.org)
7. [\\_ \(http://www.m2mi.org\)](http://www.m2mi.org) **"This interactive, module-based course** [\\_ \(http://reprolineplus.org/learning-opportunities/course/modcal-training-skills\)](http://reprolineplus.org/learning-opportunities/course/modcal-training-skills) developed by Jhpiego will enhance the skills of clinical (preceptors) and course faculty in competency-based education. The modules include **Principles of Training** [\\_ \(http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course\)](http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course), **Effective Facilitation Skills** [\\_ \(http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course\)](http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course), **Developing Competency** [\\_ \(http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course\)](http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course), **Facilitating in the Classroom**

<http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course>), **Facilitating in the Clinical Setting** <http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course>), **Assessing Competency** <http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course>), **Supporting the Learner** <http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course>), and **Managing Training** <http://reprolineplus.org/learning-opportunities/course/modcal-training-skills/take-the-course>)."

8. **California** Emergency Transport Form
9. NARM Sample Emergency Transport Form
0. NARM Sample Informed Consent Form
11. NARM Requirements for Informed Consent Forms
2. California Disclosure Form
3. **Laws and Statutes Governing Midwifery** <https://mana.org/blog/25/what-does-the-law-say-about-midwifery-in-your-state>)
4. <https://mana.org/blog/25/what-does-the-law-say-about-midwifery-in-your-state>) **California Practice Guidelines** [http://www.mbc.ca.gov/Licensees/Midwives/midwives\\_practice\\_guidelines.pdf](http://www.mbc.ca.gov/Licensees/Midwives/midwives_practice_guidelines.pdf))
5. [http://www.mbc.ca.gov/Licensees/Midwives/midwives\\_practice\\_guidelines.pdf](http://www.mbc.ca.gov/Licensees/Midwives/midwives_practice_guidelines.pdf)) **New Mexico Practice Guidelines** <https://nmhealth.org/publication/view/guide/1725/>)

### **Learning Objectives:**











1. Know NCM's Mission, Goals and Values
2. Learn to identify various types of faculty and their rights and responsibilities
3. Understand the role of a Supervisor and the relationship between preceptor and their supervisors
4. Know how to document clinical and academic experiences
5. Define and identify unconscious bias
6. Understand why is it hard to talk about bias
7. Learn basics of the science of bias
8. Identify how biases shape one's sense of normal
9. Identify different types of bias
0. Identify how unaddressed bias impact you, your work, and the world
11. Know some impacts of bias on decision making, how bias feels and what it means to address bias
2. Identify one's personal bias
3. Explore the 5 design principles of Competency-Based Education
4. Identify nine considerations before contracting with a student as a preceptor
5. Explore ground rules and clear contracting language
6. Understand how to define and support the student's role within a practice.
7. Understand the principles of instructional planning and teaching, clinical skills lesson planning, and setting goals for learning
8. Know how to develop strategies to match varying learning styles, communicating clear expectations before each clinical encounter, setting roles in emergency situations
9. Identify the steps for signing off on clinical experiences, identifying and addressing resistance or

obstacles learning and maximizing special talents

- !0. Learn the five design principles of Competency-Based Education
- !1. Understand the following laws and how they apply to the preceptor-student relationship FERPA, understanding plagiarism, copyright law, HIPAA training
- !2. Introduction to practicing nonviolent communication
- !3. Become familiar with the NCM policies and procedures specifically our [Equity Statement](#), [Non Discrimination Statement and Policy](#), [Americans with Disabilities Policy](#), [Online Discussion Policy](#) and the [Incivility, Bullying and Workplace Violence Position Statement](#).

\*Note this course is not part of NCM's MEAC approved programs. Course credit is provided as a way to calculate the number of hours a Preceptor spends finishing the course. The standard higher education equation is a 1 credit course is equivalent to 45 hours of study time (spent in and out of the course) therefore, this 0.25 credit course is worth ~11.25 hours. While this course is not a cultural competency course a significant portion of the course is spent on cultural awareness, humility and bias. NCM does not claim that the course credit will be accepted by state or national organizations for the use of recertification.

## Course Summary:

Date	Details
	 <a href="https://ncm.instructure.com/courses/212/assignments/11699">Before Entering into a Student/Preceptor Commitment</a> (https://ncm.instructure.com/courses/212/assignments/11699)
	 <a href="https://ncm.instructure.com/courses/212/assignments/11701">Competency Based Education</a> (https://ncm.instructure.com/courses/212/assignments/11701)
	 <a href="https://ncm.instructure.com/courses/212/assignments/11703">Cultural Awareness and Humility Part 1</a> (https://ncm.instructure.com/courses/212/assignments/11703)
	 <a href="https://ncm.instructure.com/courses/212/assignments/11704">Cultural Awareness and Humility Part 3</a> (https://ncm.instructure.com/courses/212/assignments/11704)
	 <a href="https://ncm.instructure.com/courses/212/assignments/11705">Cultural Awareness and Humility Part 4</a> (https://ncm.instructure.com/courses/212/assignments/11705)
	 <a href="https://ncm.instructure.com/courses/212/assignments/11706">Cultural Awareness and Humility Part 5</a> (https://ncm.instructure.com/courses/212/assignments/11706)
	 <a href="https://ncm.instructure.com/courses/212/assignments/11707">Cultural Awareness and Humility Part 6</a> (https://ncm.instructure.com/courses/212/assignments/11707)
	 <a href="https://ncm.instructure.com/courses/212/assignments/11708">Cultural Awareness and Humility Part 2</a> (https://ncm.instructure.com/courses/212/assignments/11708)
	 <a href="https://ncm.instructure.com/courses/212/assignments/11719">End of Trimester Evaluations</a> (https://ncm.instructure.com/courses/212/assignments/11719)
	 <a href="https://ncm.instructure.com/courses/212/assignments/11709">Establishing Ground Rules and Signing Contracts</a> (https://ncm.instructure.com/courses/212/assignments/11709)



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**Evaluations, Mediation, Grievance and Termination of Contracts**  
(<https://ncm.instructure.com/courses/212/assignments/11710>)

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**Incivility, Bullying and Workplace Violence**  
(<https://ncm.instructure.com/courses/212/assignments/11711>)

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**License or Certificate**  
(<https://ncm.instructure.com/courses/212/assignments/13038>)

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**NCM's Mission, Goals and Values**  
(<https://ncm.instructure.com/courses/212/assignments/11712>)

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**NCM's Scholarship Program**  
(<https://ncm.instructure.com/courses/212/assignments/11713>)

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**Practicing Nonviolent Communication**  
(<https://ncm.instructure.com/courses/212/assignments/11714>)

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**Preparing and Nurturing Healthy Preceptor/Student Relationships**  
(<https://ncm.instructure.com/courses/212/assignments/11715>)

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**Understanding Plagiarism**  
(<https://ncm.instructure.com/courses/212/assignments/11716>)

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**Welcome** (<https://ncm.instructure.com/courses/212/assignments/11717>)

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