

Course Syllabus

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MW381

Course Title: Well Woman Risk Screening

Credits: 0.5

Course Description: This course is designed to introduce students to risk screening as it relates well-woman care. Students will use a wide variety of web-based sources to understand risk assessment as it relates to screening for sexual transmitted infections (STIs), cancer, and other health issues. Students are introduced to current guidelines in sexual and reproductive healthcare by reviewing the most recent, evidence-based publications released by national health agencies such as the Centers for Disease Control and the National Cancer Institute. 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:

1. **Tharpeet al. Clinical Practice Guidelines for midwifery and women's health. 3rd edition. Jones and Bartlett Publishing. 2017. <http://www.worldcat.org/title/clinical-practice-guidelines-for-midwifery-womens-health/oclc/178110847/editions?editionsView=true&referer=br>**

2. **Bickley, L.S. et al. Bates' Guide to Physical Examination and History Taking. 9th edition. Lippincott Williams & Wilkins. 2007.** [_ \(http://www.worldcat.org/title/bates-guide-to-physical-examination-and-history-taking/oclc/61334476&referer=brief_results\)](http://www.worldcat.org/title/bates-guide-to-physical-examination-and-history-taking/oclc/61334476&referer=brief_results)
3. National Cancer Institute Website. 2017. <http://www.cancer.gov/bcrisktool/>
[\(http://www.cancer.gov/bcrisktool/\)](http://www.cancer.gov/bcrisktool/)
4. National Guidelines for Breast Cancer Screening. www.guidelines.gov [_\(http://www.guidelines.gov\)](http://www.guidelines.gov)
5. Canadian Breast Cancer Foundation Self-Breast Exam Site. 2017. <http://www.breastselfexam.ca/>
[\(http://www.breastselfexam.ca/\)](http://www.breastselfexam.ca/)
6. American Association of Obstetricians and Gynecologists. 2017. www.acog.org [_\(http://www.acog.org\)](http://www.acog.org)
7. *Revised recommendations for HIV testing of adults, adolescents and pregnant women in Healthcare settings.* 2006. Center for Disease Control and Prevention. www.cdc.gov [_\(http://www.cdc.gov\)](http://www.cdc.gov)
8. **MEAC Abbreviated NARM Skills Form**
[_\(http://www.midwiferycollege.org/AcademicProgram/Downloads/ASM/Clinical/Form-NARMSkills.pdf\)](http://www.midwiferycollege.org/AcademicProgram/Downloads/ASM/Clinical/Form-NARMSkills.pdf)
9. **MEAC Core Competencies for Midwives** [_\(http://meacschools.org/wp-content/uploads/2014/12/Curriculum-Checklist-of-Essential-Competencies-rev-2014.pdf\)](http://meacschools.org/wp-content/uploads/2014/12/Curriculum-Checklist-of-Essential-Competencies-rev-2014.pdf)
10. **Midwives Model of Care®** [_\(http://cfmidwifery.org/mmoc/define.aspx\)](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** [\(http://www.cochrane.org/\)](http://www.cochrane.org/)
 - **EBSCO** [_\(http://ejournals.ebsco.com/login.asp?bCookiesEnabled=TRUE\)](http://ejournals.ebsco.com/login.asp?bCookiesEnabled=TRUE)
 - **National Library of Medicine** [\(https://www.nlm.nih.gov/\)](https://www.nlm.nih.gov/)
 - **PubMed** [\(https://www.ncbi.nlm.nih.gov/pubmed/\)](https://www.ncbi.nlm.nih.gov/pubmed/)
 - **ScienceDirect** [\(http://www.sciencedirect.com/\)](http://www.sciencedirect.com/)
 - **Medscape** [_\(http://www.medscape.com/womenshealth\)](http://www.medscape.com/womenshealth)
 - **World Health Organization** [\(http://www.who.int/en/\)](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.

- 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.
- 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.

Course Summary:

Date	Details
Tue Jul 25, 2017	 Office Hours (https://ncm.instructure.com/calendar?event_id=164&include_contexts=course_194) 8am to 9am
	 A Note on Community Building Activities (https://ncm.instructure.com/courses/194/assignments/11104)
	 Breast Cancer Screen Video (https://ncm.instructure.com/courses/194/assignments/11334)
	 Exams and Quizzes (https://ncm.instructure.com/courses/194/assignments/11105)
	 Highly Recommended Optional Enrichment Activities (https://ncm.instructure.com/courses/194/assignments/13472)
	 Journal Article Summary (https://ncm.instructure.com/courses/194/assignments/11106)
	 MW381-001 - Briefly discuss how medical history is used in risk screening during a well-woman appointment. (https://ncm.instructure.com/courses/194/assignments/11068)
	 MW381-002 - Briefly discuss how obstetrical history is used in risk screening during a well-woman appointment. (https://ncm.instructure.com/courses/194/assignments/11069)
	 MW381-003 - Briefly discuss how gynecological history is used in risk screening during a well-woman appointment. (https://ncm.instructure.com/courses/194/assignments/11070)
	 MW381-004 - Briefly discuss how family history is used in risk screening during a well-woman appointment.