

Course Syllabus

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Course Title: Orientation and Training for Preceptor

Credits: 0.25

NARM accepts this course for the cultural awareness component of the application process for PEP and state process candidates.

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=acdmultipart_ocr-hhs_876110
https://www.medscape.org/viewarticle/876110?src=acdmultipart_ocr-hhs_876110
https://www.medscape.org/viewarticle/876110?src=acdmultipart_ocr-hhs_876110
5. https://www.medscape.org/viewarticle/876110?src=acdmultipart_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>
6. <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>

Web Resources

1. <https://www.educause.edu> <https://www.educause.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>
3. <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>
4. <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm>
<https://www.indiana.edu/~tedfrick/plagiarism/> <https://www.indiana.edu/~tedfrick/plagiarism/>
5. <https://www.indiana.edu/~tedfrick/plagiarism/> <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> www.m2mi.org <http://www.m2mi.org>
7. <http://www.m2mi.org> "This interactive, module-based course" <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>, **Effective Facilitation Skills** <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>, **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>

[skills/take-the-course](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
10. NARM Sample Informed Consent Form
11. NARM Requirements for Informed Consent Forms
12. California Disclosure Form
13. **Laws and Statutes Governing Midwifery** (<https://mana.org/blog/25/what-does-the-law-say-about-midwifery-in-your-state>)
14. (<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)
15. (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
10. 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
12. Identify one's personal bias
13. Explore the 5 design principles of Competency-Based Education
14. Identify nine considerations before contracting with a student as a preceptor
15. Explore ground rules and clear contracting language
16. Understand how to define and support the student's role within a practice.
17. Understand the principles of instructional planning and teaching, clinical skills lesson planning, and setting goals for learning
18. Know how to develop strategies to match varying learning styles, communicating clear expectations before each clinical encounter, setting roles in emergency situations
19. Identify the steps for signing off on clinical experiences, identifying and addressing resistance or obstacles learning and maximizing special talents
20. Learn the five design principles of Competency-Based Education

21. Understand the following laws and how they apply to the preceptor-student relationship FERPA, understanding plagiarism, copyright law, HIPAA training
22. Introduction to practicing nonviolent communication
23. 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.](#)

Evaluation




















All assignments are graded as completion grades. The minimum passing grade is 100%.

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 Learning Objectives to the level of 100%. Informal time includes any time spent actively reading relevant sources and textbook/s, researching Learning Objectives, and studying for examinations.

*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.

Course Summary:

Date	Details
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Date	Details
	 <u>Before Entering into a Student/Preceptor Commitment</u> (https://ncm.instructure.com/courses/212/assignments/11699)
	 <u>Competency Based Education</u> (https://ncm.instructure.com/courses/212/assignments/11701)
	 <u>Cultural Awareness and Humility Part 1</u> (https://ncm.instructure.com/courses/212/assignments/11703)
	 <u>Cultural Awareness and Humility Part 3</u> (https://ncm.instructure.com/courses/212/assignments/11704)
	 <u>Cultural Awareness and Humility Part 4</u> (https://ncm.instructure.com/courses/212/assignments/11705)
	 <u>Cultural Awareness and Humility Part 5</u> (https://ncm.instructure.com/courses/212/assignments/11706)
	 <u>Cultural Awareness and Humility Part 6</u> (https://ncm.instructure.com/courses/212/assignments/11707)
	 <u>Cultural Awareness and Humility Part 2</u> (https://ncm.instructure.com/courses/212/assignments/11708)
	 <u>End of Trimester Evaluations</u> (https://ncm.instructure.com/courses/212/assignments/11719)
	 <u>Establishing Ground Rules and Signing Contracts</u> (https://ncm.instructure.com/courses/212/assignments/11709)
	 <u>Evaluations, Mediation, Grievance and Termination of Contracts</u> (https://ncm.instructure.com/courses/212/assignments/11710)
	 <u>Incivility, Bullying and Workplace Violence</u> (https://ncm.instructure.com/courses/212/assignments/11711)
	 <u>License or Certificate</u> (https://ncm.instructure.com/courses/212/assignments/13038)
	 <u>NCM's Mission, Goals and Values</u> (https://ncm.instructure.com/courses/212/assignments/11712)
	 <u>NCM's Scholarship Program</u> (https://ncm.instructure.com/courses/212/assignments/11713)
	 <u>Practicing Nonviolent Communication</u> (https://ncm.instructure.com/courses/212/assignments/11714)
	 <u>Preparing and Nurturing Healthy Preceptor/Student Relationships</u> (https://ncm.instructure.com/courses/212/assignments/11715)
	 <u>Understanding Plagiarism</u> (https://ncm.instructure.com/courses/212/assignments/11716)
	 <u>Welcome</u> (https://ncm.instructure.com/courses/212/assignments/11717)