

# PSY 224: Communication & Counseling

**Credits:** 1.0

**Course Description:** This course provides an exploration of the impact that language and attitude can have on the new parents' abilities to integrate information and make decisions and the midwife's responsibility to communicate in a manner that encourages understanding and growth. It includes an overview of therapeutic modalities, the role of cultural background in communication, and the importance of the midwife's communication style and emotional support in order for the parent to absorb new information and take on the role of parenthood.

## Learning Objectives

**Learning objectives** ↓ are identified through the linking of MEAC Essential Competencies and the NCM Degree Qualification Profile.

## Learning Activities

Read, listen to, watch assigned lesson materials.

Submit a written summary of current research.

Complete oral and/or written formative didactic assessments with final summative submission.

Identify and cite high-quality sources.

Use articulated reasoning while participating in an oral presentation, facilitated discussions and skills demonstrations.

Submit a portfolio.

Conduct an interview and/or develop a survey

Perform a self-assessment and/or self-reflection on learning.

Complete a final exam.

*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.*

*The primary textbook for this class is Intentional interviewing and counseling: facilitating client development in a multicultural society. Articles have been assigned within the modules that are not listed here.*

### *Intention*

1. Ivey, Allen, et al. **Intentional interviewing and counseling: facilitating client development in a multicultural society**. 9th edition. Brooks Cole, 2017. **REQUIRED**
2. Klaus, Phyllis and Simkins, Penny. **When Survivors Give Birth: Understanding and Healing the Effects of Early Sexual Abuse on Childbearing Women**. Classic Day Publishing, Seattle, WA, 2004 **RECOMMENDED READING OR PERSONAL LIBRARY RESOURCE**
3. **MEAC Abbreviated NARM Skills Form**
4. **MEAC Essential Competencies**
5. **Midwives Model of Care®**

6. *Help Evaluating Articles (visit the digital library)*
7. *Citation Guidance (visit the digital library)*
8. *Places to Find Research Articles (visit the digital library)*

### **Evaluation Tools / Methods:**

All assignments for this course are evaluated using the following criteria:

1. Responses to each didactic assessment are evaluated utilizing the NCM rubrics and degree level profile.
2. Answers should reflect a thorough review of the current literature regarding best current practices in midwifery care.
3. Non-plagiarized paraphrased answers from text which demonstrate appropriate comprehension of the learning objective. (Formative Assessment) *Students and Online Learning Coordinators work together until the student masters the information. (Summative Assessment)*
4. Group sharing within NCM is acceptable and encouraged. Students are allowed to use each other's answers by indicated "Group Share" and submission of the answer on all group identified assignments.
5. NCM's **Integrity Code** is the basis for a "completed" score earned on all assignments which are allowed to be completed in community with the student's active preceptor(s).
6. Random evaluation of cited sources and page numbers for each written assignment.

*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 80% for midwifery courses and 70% for general education courses 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.*