

# Course Syllabus

[Jump to Today](#)



**Course Code:** MW 330

**Course Title:** Perinatal Education Including Human Lactation

**Credits:** 3.0

**Course Description:** This course ensures the student knows the appropriate information that should be provided to clients in a childbirth class through designing a childbirth education curriculum outline and teaching a childbirth education series. Additionally, this course provides a comprehensive introduction to human lactation and the significance of this relationship including mechanisms and importance of chestfeeding while emphasizing skills to identify and solve common problems that occur during early chestfeeding when both the lactating parent and infant are most likely to be in midwifery care.

(This course is not intended to train the student as a lactation consultant.)

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**

Read, listen to, watch assigned lesson materials.

Submit a written summary of current research.

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

Identify and cite high-quality sources.

Use articulated reasoning while participating in an oral presentation. facilitated discou

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

Community engagement demonstration.

Analyze a case study.

Engage with the community.

Conduct an interview and/or develop a survey.

Create an infographic, handout, and/or community resource.

Advocate and/or interact through the performance of a final presentation.

Optional: NARM Practice Questions.

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 the most recent edition.*

### **Required Resources:**

Mohrbacher, Nancy. Breastfeeding Answers: A Guide for Helping Families, Second Edition. Nancy Mohrbacher Solutions, Inc, 2020

Seals Allers, Kimberly. The Big Letdown: How Medicine, Big Business and Feminism Undermind Breastfeeding. New York, NY, St. Martins Press, 2017

Mohrbacher, Nancy. *Breastfeeding Answers Made Simple*. Amarillo, TX, Hale Publishing, 2010 (NARM Test Resource)

Dr. Jack Newman and the International Breast Feeding Centre Website. 2011.

<http://ibconline.ca/> (<http://ibconline.ca/>)

Davis, Elizabeth. Heart and Hands: A Midwife's Guide to Pregnancy and Birth. Fifth Edition. Ten Speed Press. Berkeley, CA. 2019 (NARM Test Resource)

**[Black Mothers Breastfeeding Association \(http://blackmothersbreastfeeding.org/\)](http://blackmothersbreastfeeding.org/)**

**[Reaching Our Sisters Everywhere \(R.O.S.E.\) \(http://www.breastfeedingrose.org/\)](http://www.breastfeedingrose.org/)**

### **Optional Resources:**

Mohrbacher, Nancy. *Breastfeeding answers made simple: a pocket guide for helping mothers*. Amarillo, TX: Hale Publishing, 2012.

Simkins, Penny, et al. *Pregnancy, Childbirth and the Newborn*. Minnetonka, MN, Meadowbrook Press, NY, 2018

Gaskin, Ina May. *Ina May's Guide to Breastfeeding*. Bantam Press, 2009.

The ICEA guide to childbirth education by the International Childbirth Education Association, Meadowbrook publishing, 2011.

England, Pam. *Ancient Map for Modern Birth*. Seven Gates Media, 2017

Simkin, Penny. *Birth partner: a complete guide to childbirth for dads, doulas, and all other labor companions*. Harvard Common Press, 2017

Renfrew, Mary, et al. *Bestfeeding: Getting Breastfeeding Right for You: an Illustrated Guide*. Celestial Arts, 2000.

Klaus, Pyllis 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

Nichols, Francine, et al. *Childbirth Education: Practice, Research and Theory*, Second Edition. Saunders, 2000

### **MEAC Abbreviated NARM Skills Form**

**[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)**

**[Midwives Model of Care® \(https://www.citizensformidwifery.org/mmoc\)](https://www.citizensformidwifery.org/mmoc)**

---

*Help Evaluating Articles (visit the digital library)*

*Citation Guidance (visit the digital library)*

*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** ([https://docs.google.com/document/d/14PvgiDU4MJEKRZZiUQRFhNBEDL\\_KFqZzA1usp=sharing](https://docs.google.com/document/d/14PvgiDU4MJEKRZZiUQRFhNBEDL_KFqZzA1usp=sharing)) 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*