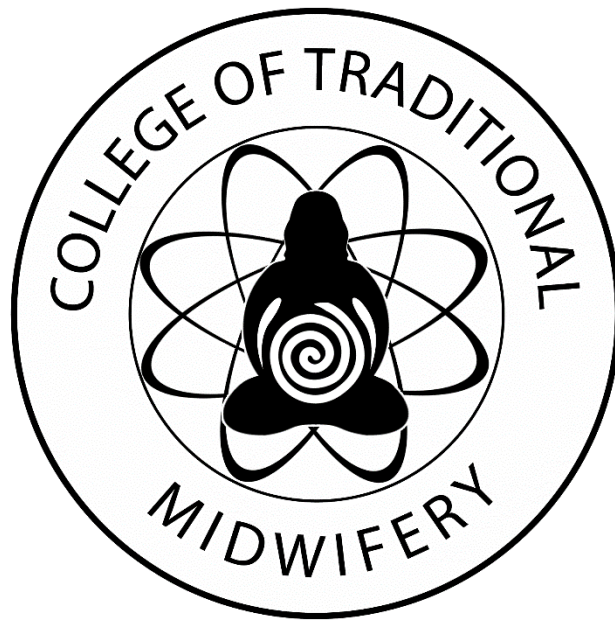


# COLLEGE OF TRADITIONAL MIDWIFERY

## CATALOGUE



Volume 7

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## **MISSION OF THE COLLEGE OF TRADITIONAL MIDWIFERY (CTM)**

The mission of the College of Traditional Midwifery is to preserve and increase community-based midwifery care by providing a competency-based, degree-granting midwifery education program for aspiring midwives who want to pursue the profession of midwifery and the Certified Professional Midwife (CPM) credential.

## **OBJECTIVES OF THE COLLEGE OF TRADITIONAL MIDWIFERY**

- Facilitate learning through a Competency-Based Education
- Educate a diverse population of students
- Promote Research in Maternity Care
- Assess and validate prior learning experience and education

## **THE GOALS OF THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY PROGRAM**

The College of Traditional Midwifery Program provides a Competency-Based Educational pathway and training for entry-level, professional midwives who will qualify for licensure in the state of Tennessee by:

1. Educating community-based midwifery students through a degree-granting educational program
2. Facilitating the learning of knowledge, skills, and abilities necessary for an entry-level midwife
3. Preparing students for success on the national credentialing examination for the NARM Certified Professional Midwife (CPM)

## **WHO AUTHORIZES CTM?**

The College of Traditional Midwifery (CTM) was formed pursuant to the Postsecondary Education Authorization Act of 1974 (Tenn. Code Ann. 49-7-2001, et seq.) and with The Tennessee Higher Education Commission (THEC), Division of Postsecondary State Authorization (DPSA). The College of Traditional Midwifery (CTM) is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation of minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

## **NON-DISCRIMINATION POLICY**

The College of Traditional Midwifery admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, all faculty members, other employees, and students are recruited, hired, appointed, in regard to and/or promoted without discrimination in regard to sex, gender identity, race, color, marital status, national origin, ethnic origin, religion, age, sexual orientation, or disability. Adopted 11/07/2020.

## **PHYSICAL QUALITIES NECESSARY FOR THE PRACTICE OF MIDWIFERY**

Students must be able to perform certain complex tasks in order to fully care for their clients during the prenatal, birth, newborn and postnatal stages.

- Must be physically able to lift or turn patients that may be overweight or of larger size.

- Must be able to hear quiet or subtle sounds, including fetal heart tones, murmurs, and breath sounds.
- Must be able to keep concentration focused during challenging and lengthy tasks.
- Must be able to visualize information appropriately through natural sight or corrective lenses.
- Must be able to maneuver within a small space.
- Must be able to change physical positions quickly in order to tend to the needs of the laboring patient.
- Must have sufficient motor skills, dexterity, and hand-eye coordination needed to perform tasks quickly and efficiently such as palpation, phlebotomy, suturing, adult and neonatal resuscitation, insertion of IV lines, and basic and complex obstetrical maneuvers.
- Must have the communication skills needed to speak clearly and effectively to others.
- Must be able to write legibly.
- Must be able to read technical material and comprehend its meaning written at a collegiate and professional level.

### WHY DOES CTM = CPM+?

- The College of Traditional Midwifery (CTM) uses the North American Registry of Midwives (NARM) Portfolio Evaluation Process and Forms to validate Knowledge, Skills, and Abilities of entry-level midwives.
- CTM provides Standardization Workshops in the areas required for the practice of entry-level midwifery and the areas required by the International Confederation of Midwives (ICM).

### WHAT MAKES CTM DIFFERENT?

- Competency-based Education Program;
- Apprentice Model of Education;
- NARM Portfolio Evaluation Process (PEP) Forms are used to verify clinical experience, knowledge, skills, and abilities;
- A Student Liaison is assigned to each student;
- Education occurs primarily in the community where the student resides;
- The program is tailored for adult learners;
- Students are self-motivated adults;
- Competency is measured through multiple direct assessment tools;
- Standardization Workshops introduce knowledge, skills, and abilities;
- Multiple Choice Tests given each Term;
- All students enrolled in AASM Program are considered full-time students;
- Degree-granting.

### ORIENTATION

Orientation is required of every student entering the College of Traditional Midwifery for Midwifery Associate of Applied Science in Midwifery (AASM) program.

No prerequisites are required for Orientation.

There is no obligation to continue in the AASM program after Orientation.

If, after completion of Orientation, you wish to continue into the Associate of Applied Science in Midwifery (AASM) competency-based program, an AASM Application can be completed and submitted.

Orientation has two (2) options according to your healthcare skills, knowledge, and experience levels.

**OPTION 1 (5 DAYS ON CAMPUS)**

- a. Introduction to Competency-Based Education, history of midwifery, Midwifery Model of Care
- b. Review of the NARM Portfolio Evaluation Process, including the Candidate Information Booklet
- c. Introduction to Anatomy and Physiology
- d. Introduction to and practice in basic health care skills
- e. Introduction to and practice in charting
- f. Introduction and practice in chart review
- g. Introduction to Cultural Awareness 1

**OPTION 2 (A TWO (2) DAY VIRTUAL)**

- a. If you are an EMT, LPN, RN, or Medical Technician, you may be eligible for the two (2) day virtual Orientation Workshop at a reduced rate. Please inform CTM of your healthcare skills proficiency level, and provide documentation of the above-listed healthcare skills proficiency with your application
- b. Introduction to Competency-Based Education, history of midwifery, Midwifery Model of Care
- c. Review of the NARM Portfolio Evaluation Process, including the Candidate Information Booklet
- d. Introduction and practice in chart review.
- e. Introduction to Cultural Awareness 1

## **NOTICE OF ACCEPTANCE FOR ORIENTATION**

To reserve a spot in the Orientation for the Associate of Applied Science in Midwifery (CTM=CPM+) program, send in your Application. Applications will be processed in the order they are received. There is limited space available. It is suggested that all applications be submitted as soon as possible.

In two (2) weeks, the applicant will be notified of his/her acceptance status and the next available Orientation Week.

For Option 1--payment of \$1,500 (Including dorm and meal) is due one (1) month prior to the date of the workshop.

For Option 2—payment is due one (1) month prior to the date of the workshop.

Only send a **cashier's check or money order** made payable to the College of Traditional Midwifery. All **cashier's checks or money orders** should be mailed to:

The College of Traditional Midwifery  
Administrative Office  
320 Evergreen Drive  
Summertown, TN 38483

### THREE (3) WAYS TO EARN A DEGREE

1. CTM = CPM+;
2. Advanced Standing for CPMs;
3. Credit for Prior Learning.

### PREREQUISITES OF THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY (AASM)

Each Applicant must:

1. Attend the **Orientation Workshop** for the Associate of Applied Science in Midwifery (AASM) program
2. Have submitted an official High School Transcript or equivalent and be beyond the age of compulsory school attendance
3. Submit a completed physical examination form by a licensed physician, including a tuberculin test
4. Be working with a Preceptor
  - b. NARM Registered Preceptor or has signed the Term 1 Exception for CTM Preceptor Requirements Agreement.
  - c. Sign a Student/Preceptor Contract that is returned to CTM with the Application
  - d. Preceptor will sign and return an Agreement with CTM
5. Fill out an AASM Application Form completely
6. Write two (2) essays
  - a. Must be grammatically correct with no spelling errors
  - b. Must completely answer the questions asked
7. Read, sign, and return with your Application
  - c. Affirmation of Honest Intent
  - d. Cancellation and Refund Policy
  - e. Transferability of Credit Disclosure
  - f. Grievance Policy
  - g. Notice of Racially Nondiscriminatory Policy of the College of Traditional Midwifery As To Students and Faculty
  - h. The Farm Hold Harmless Agreement

### APPLICATION PROCEDURE FOR THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY

1. Fill out CTM's General Application Form (email: [applications@collegeoftraditionalmidwifery.org](mailto:applications@collegeoftraditionalmidwifery.org) to request this form).
2. Attach a current passport size photo to the Application Form.



3. Attach a copy of one form of photo identification (U.S. Passport, U.S. driver's license, or photo identification card).
4. Attach documentation or certificates awarded for completion of the prerequisites listed above.
5. On a separate sheet of paper, write a 500-word essay on why you want to be a midwife.
6. On a separate sheet of paper, in 500 words or less describe why you feel that CTM is the right AASM program for you.
7. Attach the Written Agreement between you and your preceptor or attach the Term 1 Exception for CTM Preceptor Requirements Agreement.
8. Attach the NARM Preceptor Registration confirmation documentation.
9. Attach Agreement between the Preceptor and CTM
10. Include your Application Fee of \$100 in cashier's check or money order.

Send all the items above to:

The College of Traditional Midwifery  
Administrative Office  
320 Evergreen Drive  
Summertown, TN 38483

## **APPLICATION DEADLINE FOR THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY (AASM) PROGRAM**

1. All applications must be completed two (2) months prior to the first day of Term 1 that the student plans to attend.
2. All Enrollment Agreements and fees for the Orientation Week must be sent four (4) weeks prior to the first day of Term 1 that the student plans to attend.
3. Tuition for the next Term must be received by the last day of the Orientation Week or In-Resident Week.

## **NOTIFICATION OF ACCEPTANCE FOR THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY (AASM) PROGRAM**

The applicant will be notified of their acceptance status two (2) weeks after receipt of the AASM Application.

Once notified of acceptance, the student should schedule an appointment with a licensed physician for a complete physical, a declaration that you are free from communicable diseases, and a tuberculin test. Bring this documentation with you to Term 1. It will be added to your file. Students who do not have the required health documentation will not be allowed to attend orientation.

Each student will sign a pre-enrollment checklist and an enrollment agreement at the end of Orientation and pay the Term Fee with a **cashier's check or money order** made payable to the College of Traditional Midwifery in the amount of \$3,300.00 plus any Dorm or Food Package offered.

## **ADVANCED STANDING FOR CPMS**

Advanced standing for the Associate of Applied Science in Midwifery degree must include a current Certified Professional Midwife (CPM) credential. The CPM must include:

1. Prerequisites:
  - a. Proof of Current CPM;
  - b. Proof of NARM Bridge Certificate
  - c. Transcripts and/or Licenses;
  - d. Current hands-on Adult CPR;
  - e. Current hands-on NRP®;
  
2. CTM Requirements:
  - a. Orientation
  - b. Term 2 or 3 Standardization Workshops;
  - c. Research Paper and PowerPoint presentation on a complication;
  - d. Pharmacology Standardization Workshop;
  - e. Two (2) Chart Review Workshops.

When these requirements have been met, the Certified Professional Midwife will be awarded an Associate of Applied Science in Midwifery.

### **CREDIT FOR PRIOR LEARNING**

The College of Traditional Midwifery may permit a student to receive credit for previous educational experience if the student can document any of the following:

- Current license as a Registered Nurse (RN, ARNP), Licensed Practical Nurse (LPN), Physician's Assistant (PA);
- Documented attendance at a MEAC accredited program, a community college, or a university;
- Completion of part or all of the NARM PEP Application that has been signed off by a NARM Registered Preceptor within the last three (3) years;
- CPM credential without additional experience.

All requests for credit for previous education and experience must be made in writing to the Director of Education when the CTM application is sent to CTM. All previous learning for clinical experience, knowledge, and skills will need to be documented through the Credit for Prior Learning Portfolio Evaluation (CPLPE) required by the College of Traditional Midwifery. Each CPLPE will be used to evaluate demonstrated competency for up to the equivalence of fifteen (15) credit hours. The College of Traditional Midwifery does not guarantee that credits will transfer from any educational institution into our program. Each student can earn up to sixty (60) equivalent credit hours through the Credit for Prior Learning Portfolio Evaluation (CPLPE) toward the Associate of Applied Science in Midwifery offered at CTM.

Students will be assigned to a Student Liaison during Orientation.

### **LOCATION OF THE CTM CAMPUS**

The main campus of the College of Traditional Midwifery (CTM) is located in a safe, gated, intentional community in Summertown, Tennessee. The campus is a beautifully forested, serene setting nestled on the Highland Rim of the Nashville Basin. It is an hour and a half from Nashville Airport.

Meadow Green Hall, located at 150 School House Road, will serve as the meeting space for the Orientation and the twice-yearly In-Resident Weeks. The facility consists of a large, light, airy multi-purpose space with access to restrooms. Ample parking is provided. The area is well lit by streetlamps for evening classes. The space is handicap accessible.

Dorm housing for the Orientation and In-Resident Weeks is located across the street from Meadow Green Hall and is handicap accessible. Food and Dorms are included in Orientation. Food and Dorm packages are available for purchase for In-Resident Weeks for all Terms.

Smoking, drinking, or other substance abuse are prohibited on the campus. Violation of this policy may result in suspension.

Because the Orientation and the In-Resident Weeks are very intensive, children and/or families cannot be accommodated.

The administrative offices and library are located at 320 Evergreen Drive, (mailing address) are within walking distance from Meadow Green Hall.

## **FACILITIES**

Meadow Green Hall provides The College of Traditional Midwifery students with a large dynamic and versatile classroom with whiteboards, audiovisual projection areas, moveable furniture, and plenty of space for individual learning, demonstrations, and group activities. The beautiful Tennessee Woods climate allows our students to congregate in outdoor seating areas during breaks.

Our clinical classroom with a simulated exam room and teaching space is stocked with simulation models and the equipment and supplies that will be used by students.

Our Learning Resource Center contains current editions of all required NARM textbooks, additional books and texts, journals, and audiovisual media. High-speed internet, desktop and laptop computers, and a printer are available for students to use during school hours by appointment. Located within a small business park while our HVAC unit maintains a comfortable climate indoors. Meadow Green Hall maintains all current and valid required safety permits.

## **ORIENTATION AND IN-RESIDENT WEEKS FOR THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY (AASM) PROGRAM**

Every student is required to attend Orientation. Orientation must be paid in full 4 weeks prior to the Orientation date. Students will be housed in a spacious live-in dormitory setting and be provided three (3) meals a day.

If a student is pursuing the AASM, during Orientation, every student will meet their Student Liaison and have a conference call scheduled with their preceptor. At the end of Orientation Week, the student will register for Term 1.

During Term 1, each student will receive a Syllabus/Student Study Guide. During each Term, students will attend Standardization Workshops and demonstrate skills in isolated situations according to the

*Practical Skills Guide for Midwives.* The student will engage in the Peer Review Process and charting procedures.

At the end of each Term (twice a year), the student is required to return to The Farm for an In-Resident Week. During this week, the student meets with their Student Liaison to collect:

1. Standardization Workshop Attendance Records
2. Term Appropriate NARM Phase
3. Syllabus/Student Study Guide
4. Adjunct Faculty Evaluation by Student
5. Program and Services Evaluation by Student
6. Anything unusual occurring on Student/Preceptor phone calls documented in Student Log
7. Preceptor Program Evaluation and Feedback

The Student Liaison will collect the student paperwork and give them to the Administrative Assistant to add to the student database and file in the student folders.

Students will continue taking Standardization Workshops and demonstrating skills in isolated situations throughout the AASM Program. Each Term students will bring a copy of their charts (with client information removed) that have been signed off by their preceptor for Peer Review. Each student will take multiple-choice examinations over the previous Terms.

## **SYLLABUS AND STUDY GUIDE FOR EACH TERM**

In a competency-based education program, time is a variable, and student competency is the focus, rather than a fixed-time, classroom-based, grade-based model where students achieve varying results.

Each student will download the NARM Portfolio Evaluation Process (PEP) Forms (Phase 1-4) and Candidate Information Booklet before attending Orientation. The NARM Registered Preceptor will use the NARM PEP Forms to verify the student's clinical experiences, skills, knowledge, and abilities.

A Syllabus/Study Guide will be given to each student at the end of In-Resident Weeks Term 1-4. The Syllabus/Study Guide is a self-verification tool for knowledge acquisition. The student will record where they learned the information, the amount of time they spent reading each item listed in the Study Guide, the time spent preparing note cards, and the amount of time spent discussing each topic with their preceptor.

Registration for Term 1 occurs at the end of orientation week. The In-Resident Week marks the end of a Term. Students register for each new Term at the beginning of each In-Resident Week.

## **HOW ARE STUDENTS MEASURED FOR COMPETENCY?**

The measurement tools that are used to measure student competency and the success of the program throughout the three (3) years include, but are not limited to:

Attendance and Participation in Standardization Workshops.	100%
Completion and return of the Syllabus/Study Guide.	100%
Scoring a passing score on each Term multiple-choice written practice tests.	80%
Attendance and Participation in Chart Review each Term.	100%

Completion of a review of the literature, a research paper, and a multi-media presentation (Term 4) as part of the general education requirements	90%
Completion of the NARM Phase 1,2,3, and 4.	100%
Completion of the NARM 201a Comprehensive Skills, Knowledge, and Abilities Essential for Competent Midwifery Practice Verification (Term 5 or 6).	100%
Completion of Practice Guidelines, Informed Consent, and Emergency Care Plan (Term 5).	100%
Competency in NARM Second Verification of Skills Form 206 (Term 6).	90%

Items are gathered by the Administrative Assistant each Term and entered into the Student Database

- a. Student Term Examinations, scores, and item review information is given to the Administrator of Testing
- b. Student Liaison student paperwork
  - i. Standardization Workshop Attendance Records
  - ii. Term Appropriate NARM Phase
  - iii. Syllabus/Student Study Guide
  - iv. Adjunct Faculty Evaluation by Student
  - v. Program and Services Evaluation by Student
  - vi. Anything unusual occurring on Student/Preceptor phone calls documented in Student Log
  - vii. Preceptor Program Evaluation and Feedback

## CLINICAL POLICIES AND NARM REQUIREMENTS

Requirements for NARM certification are determined by NARM and may change during your tenure. CTM stays up-to-date with changes, but to assure currency of requirements for the year you plan to graduate. Be sure you have the latest up-to-date NARM Application and please refer to [www.narm.org/testing/graduate-of-a-meac-accreditedprogram/](http://www.narm.org/testing/graduate-of-a-meac-accreditedprogram/)

## DOES THE STUDENT RECEIVE A GRADE?

The student receives a Pass/Incomplete/Fail grade based on achievement of competency as demonstrated in a variety of ways.

## HOW WILL A STUDENT KNOW IF THEY HAVE UNSATISFACTORY PROGRESS?

Each Term, students will receive an Expanded Transcript reflecting their progress from the College. If a student should fall behind on the expected progress, have negative evaluations from their preceptor, or not pass the Term's written multiple-choice assessment, the Student Liaison will speak directly with the student and discuss ways the student can address deficiencies to achieve satisfactory progress. The Expanded Transcript is generated from entries made into the student database for each Term.

If the student still has difficulties, the student will need to discuss the situation with the administration and try to find a solution. If a Termination does result, a refund will be made in accordance with the refund policy.

## UNSATISFACTORY MULTIPLE-CHOICE WRITTEN EXAMINATIONS

A student needs to score at least 80% on each multiple-choice written examination over the previous Terms' Syllabus/Study Guide and Standardization Workshops.

A student may retake a multiple-choice written examination for a Term two times. There must be at least three (3) months between each testing. If the student does not receive a passing grade on Term multiple-choice written examination after three (3) tries, a student will be asked to leave the program.

The student may reapply for admission in one (1) academic year, for a probationary period of one (1) semester and must maintain satisfactory competencies for the remainder of the program.

## **GRADUATION REQUIREMENTS**

The Associate of Applied Science in Midwifery (AASM) Program is a 36 month or three-year Midwifery Program with 1,260 clinical contact hours and 750 didactic contact hours equaling 2010 contact hours of knowledge, skills, abilities, and attitudes equivalent to 92 credit hours. The program is divided into six (6) Terms or two (2) Terms per year. Each Term is about twenty (20) weeks in length. An Associate of Applied Science in Midwifery will be granted after satisfactory completion of the CTM Midwifery education program. The associate degree itself has no time limit. However, students must finish their degree within 6 years if they are using the Catalogue and course requirements from their initial time of enrolling. If students' degrees take longer than 6 years, they are subject to any new policies or program requirements that are currently being implemented within the program.

## **IS A DEGREE GRANTED?**

The College of Traditional Midwifery (CTM) will confer an Associate of Applied Science in Midwifery to a student successfully completing the prescribed course of study.

## **CONTACT HOURS AND CREDIT HOUR EQUIVALENCY**

Two types of contact hours are included in the College of Traditional Midwifery Program. They are didactic contact hours and clinical contact hours.

1. Didactic contact hours:
  - a. One (1) contact hour is measured as fifty (50) minutes. Fifteen (15) contact hours are equivalent to one (1) credit hour.
2. Clinical contact hours:
  - a. One (1) contact hour is measured as fifty (50) minutes. Thirty (30) contact hours are equivalent to One (1) credit hour.

## **DIDACTIC CONTACT HOURS**

Didactic contact hours are acquired in multiple prescribed ways:

- Each Term has a Syllabus/Student Study Guide for the Knowledge must be filled out completely and turned into the Student Liaison
  - Each student logs the time spent learning the knowledge base
  - Time is spent with the preceptor discussing the knowledge and using knowledge for competency.
  - Time is spent with the preceptor demonstrating the skill
- During each Term In-Resident Week, a series of Standardization Workshops are required for consistency of Knowledge, Skills, and Abilities.
- Knowledge contact hours reflect the knowledge contact hours recorded each Term plus the time spent learning and demonstrating the knowledge base and skills competency.

Listed below is the average number of Equivalent Contact Hours spread out over a period of twenty (20) or more weeks that it will take a student to satisfy competency for the knowledge and skill areas listed in the Syllabus/Student Study Guide for each Term. The Standardization Workshops are a predetermined number of contact hours. The remaining contact hours are an estimate of the time that it will take most students to demonstrate competency in a particular area of knowledge. Competency is measured not in contact hours, but in proficiency as set out by specific rubrics.

## CLINICAL CONTACT HOURS

Clinical contact hours are assigned in the table below:

### CLINICAL REQUIREMENTS

	HOURS/VISIT	REQUIRED	TOTAL HOURS	CREDIT HOURS EQUIVALENCIES
<b>OBSERVATIONS</b> Terms 1 and 2				
Initial Prenatal	1 hr	10	10 hours	
Prenatal Visits	1 hr	10	10 hours	
Postpartum Visits	1 hr	10	10 hours	
Newborn Exams	1 hr	10	10 hours	
Births	14 hrs	10	140 hours	
<b>Subtotal</b>			<b>180 hours</b>	<b>6 equivalent credit hrs</b>
<b>ASSISTANT UNDER SUPERVISION</b> Terms 3 and 4				
Initial Prenatal	1 hr	3	30 hours	
Prenatal Visits	1 hr	20	20 hours	
Postpartum Visits after immediate postpartum	1 hr	10	10 hours	
Newborn Exams	1 hr	20	20 hours	
Births	14 hrs	20	280 hours	
<b>Subtotal</b>			<b>360 hours</b>	<b>12 equivalent credit hrs</b>
<b>PRIMARY UNDER SUPERVISION</b> Terms 5 and 6				
Initial Prenatal	1 hr	20	20 hours	
Prenatal Visits	1 hr	50	50 hours	
Postpartum Visits	1 hr	40	40 hours	
Newborn Exams	1 hr	20	20 hours	
Births	24hrs	25	600 hours	
<b>Subtotal</b>			<b>720 hours</b>	<b>24 equivalent credit hrs</b>
<b>TOTAL CLINICAL HOURS</b>			<b>1,260 hours</b>	<b>42 equivalent credit hrs</b>

**ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY PROGRAM**

Standardization Workshops for Knowledge, Skills, and Abilities Competencies + Student Study Guide	Didactic Contact Hours	Clinical Contact Hours	Credit Hour Equivalencies
<b>Term 1</b>			
Introduction to Medical Terminology*	15 hours		
Physical Assessment	30 hours		
Charting*	15 hours		
Chart Review	15 hours		
Normal Prenatal Examination and Care	30 hours		
Normal Labor, Birth, Immediate Postpartum	30 hours		
Normal Postpartum (24 hour through 6 weeks)	15 hours		
Normal Newborn Examination	30 hours		
<b>Subtotal Didactic Contact Hours – Term 1</b>	<b>180 hours</b>		<b>12 equivalent credit hrs</b>
Physical Assessment, Prenatal, Birth, Postpartum, and Newborn Examination Observations		90 hours	
<b>Subtotal Clinical Contact Hours – Term 1</b>		<b>90 hours</b>	<b>3 equivalent credit hrs</b>
<b>Total – Term 1</b>	<b>180 hours</b>	<b>90 hours</b>	<b>15 equivalent credit hrs</b>
<b>Term 2</b>			
Introduction to Applied Microbiology and Laboratory Tests*	45 hours		
Introduction to Phlebotomy	15 hours		
Introduction to Injections	15 hours		
Introduction to IVs	15 hours		
Introduction to Applied Pharmacology	30 hours		
History of Midwifery in the US*	15 hours		
Public Health Issues	15 hours		
Cultural Awareness 2*	15 hours		
Chart Review	15 hours		
<b>Subtotal Didactic Contact Hours – Term 2</b>	<b>180 hours</b>		<b>15 equivalent credit hrs</b>
Physical Assessment, Prenatal, Birth, Postpartum, and Newborn Examination Observations			
<b>Subtotal Clinical Contact Hours – Term 2</b>		<b>90 hours</b>	<b>3 equivalent credit hrs</b>



<b>Total – Term 2</b>	<b>180 hours</b>	<b>90 hours</b>	<b>15 equivalent credit hrs</b>
<b>Term 3</b>			
Abnormal Prenatal,	15 hours		
Abnormal Labor and Birth	15 hours		
Abnormal Postpartum	15 hours		
Abnormal Newborn	15 hours		
Introduction to Statistics *	15 hours		
Introduction to Epidemiology*	15 hours		
Introduction to Research*	30 hours		
Introduction to Guidelines for Research Presentation and Public Speaking*	15 hours		
Chart Review	15 hours		
<b>Subtotal Didactic Contact Hours – Term 3</b>	<b>150 hours</b>		<b>10 equivalent credit hrs</b>
Prenatal, Labor, Birth, Postpartum and Newborn Examination Assists			
<b>Subtotal Clinical Contact Hours – Term 3</b>		<b>180 hours</b>	<b>6 equivalent credit hrs</b>
<b>Total – Term 3</b>	<b>150 hours</b>	<b>180 hours</b>	<b>16 equivalent credit hrs</b>
<b>Term 4</b>			
Research and Multimedia Presentations*	75 hours		
Introduction to the Psychology of Loss and Grieving*	30 hours		
Introduction to Communication, Education, and Counseling Skills*	15 hours		
Practice Guidelines, Informed Consent and ER Forms	15 hours		
Chart Review	15 hours		
<b>Subtotal Didactic Contact Hours – Term 4</b>	<b>150 hours</b>		<b>10 equivalent credit hrs</b>
Prenatal, Labor, Birth, Postpartum and Newborn Examination Assists			
<b>Subtotal Clinical Contact Hours – Term 4</b>		<b>180</b>	<b>6 equivalent credit hrs</b>
<b>Total – Term 4</b>	<b>150</b>	<b>180</b>	<b>16 equivalent credit hrs</b>
<b>Term 5</b>			
Professional Ethics*	15 hours		
Overview of Midwifery Laws*	15 hours		
Chart Review	15 hours		
<b>Subtotal Didactic Contact Hours – Term 5</b>	<b>45 hours</b>		<b>3 equivalent credit hrs</b>

Prenatal, Labor, Births, Postpartum, and Newborn Examinations acting as a Primary Midwife Under Supervision			
<b>Subtotal Clinical Contact Hours – Term 5</b>		<b>360</b>	<b>12 equivalent credit hrs</b>
<b>Total – Term 5</b>	<b>45</b>	<b>360</b>	<b>15 equivalent credit hrs</b>
<b>Term 6</b>			
How to Start a Business*	30 hours		
Chart Review	15 hours		
<b>Subtotal Didactic Contact Hours – Term 6</b>	<b>45 hours</b>		<b>3 equivalent credit hrs</b>
<b>Subtotal Clinical Contact Hours – Term 6</b>		<b>360</b>	<b>12 equivalent credit hrs</b>
<b>Total – Term 6</b>	<b>45</b>	<b>360</b>	<b>15 equivalent credit hrs</b>
<b>TOTAL DIDACTIC CONTACT/EQUIVALENT CREDIT HRS</b>	<b>750</b>		<b>50 equivalent credit hrs</b>
<b>TOTAL CLINICAL CONTACT/EQUIVALENT CREDIT HRS</b>		<b>1260</b>	<b>42 equivalent credit hrs</b>
<b>TOTAL EQUIVALENT CREDIT HOURS</b>			<b>92 equivalent credit hrs</b>

\*Included as part of the general education requirement

## BRIEF DESCRIPTION OF STANDARDIZATION WORKSHOPS

Standardization Workshops	Brief Description of Standardization Workshop
<i>Term 1</i>	
Introduction to Medical Terminology*	Introduces applied Medical Terminology that will be used in the practice of Midwifery to be able to write charts, dialogue with the Medical Profession, and be able to inform clients of the medical information in socially, educationally, and culturally appropriate language.
Physical Assessment	Demonstrates a complete physical assessment and discusses normal values for each area head-to-toe according to the PSGM and NARM Skills and Knowledge Verification Form 201a and Second Verification of Skills Form 206. Students perform physical assessments on at least 3 peers with the faculty member.
Charting and client history*	Lists the parts of a chart, including a complete history, according to NARM Form 201a under Maternal Health Assessment. Review different types of charting including digital charts.

Chart Review	Offers practice in regular chart review. Each Term students are asked to bring five (5) charts (with the identifying information whited out and assigned an ID) to review with their group of peers. The review is facilitated by a CPM, following the standards set by NARM in the Candidate Information Booklet (CIB) NARM Peer Review Process (pages 57-66). Students use an organizational form, for consistency, provided by CTM.
Normal Prenatal Examination and Care	Introduces the normal physiological process, values, and terminology of a routine prenatal examination. Demonstrates a routine prenatal examination according to the NARM Form 201a for Prenatal Care. Students will practice performing at least two (2) prenatal examinations.
Normal Labor, Birth, Immediate Postpartum	Introduces the normal physiological process, values, and terminology of labor, birth, and immediate postpartum (NARM 201a). Promotes the understanding of normal values related to labor, birth, and immediate Postpartum. Students will practice different roles at a normal labor, birth, and immediate postpartum.
Normal Postpartum (24 hour through 6 weeks)	Introduces the normal physiological process, values, and terminology of 24 hour through six (6) weeks postpartum (NARM 201a). Demonstrates the 24 hour and six (6) week postpartum. Each student will perform two 24-hour postpartum exams and two 6 week postpartum exams.
Normal Newborn Examination	Introduces the normal physiological process, values, and terminology of the Newborn examination. Demonstrates the Normal Newborn Examination (NARM 201a). Each student will perform the Newborn Exam on two (2) newborns or dolls.
<i>Term 2</i>	
Introduction to Applied Microbiology and Laboratory Tests*	Introduces the normal procedure, values, paperwork, equipment, and terminology associated with Applied Microbiology and Laboratory Tests for midwives (NARM 201a). Demonstrates how to fill out the paperwork for Lab Tests. Demonstrates the use and value of a microscope. Each student will fill out the Lab paperwork, prepare a variety of slides, and be able to use a microscope.
Introduction to Phlebotomy	Introduces the theory, techniques, equipment, and precautions for collecting blood by performing a venipuncture or for collection of minute quantities of blood from a finger stick. Demonstrates how to perform a venipuncture collection with the necessary tubes for pregnancy labs and how to perform a finger stick or heel stick for the baby. Each student will practice on a model and each other, under supervision.

Injections	Introduces the theory, techniques, equipment, appropriate sites, and precautions for giving injections during pregnancy, labor, birth, and postpartum. Demonstrates how to administer an injection. Students will practice on a model and each other, under supervision.
IVs	Introduces the theory, techniques, equipment, administration, fluid combinations, dosage, and precautions for inserting an IV. Demonstrates how to insert, start, and monitor an IV. Students will practice on a model and each other, under supervision.
Introduction to Applied Pharmacology	Introduces the history, theory, uses, effects, and modes of action of drugs that might be used during pregnancy, labor, delivery, and postpartum. Learning about the effects on the mother and the baby during pregnancy, labor, delivery, and postpartum.
History of Midwifery in the US*	Presents the history of midwifery in the US.
Public Health Issues	Discusses Public Health Issues in the US and globally that affect the practice of midwifery. Compares the history of midwifery and public health in the US.
Cultural Awareness 2*	Discusses the need for health care providers, specifically midwives, to deliver midwifery services that meet the social, cultural, and linguistic needs of the client. Discusses the need for midwives to be free of prejudice and preconceptions about other cultures. Provides opportunities for students to explore their own biases.
Chart Review	Offers practice in regular chart review. Each Term, students are asked to bring five (5) charts (with the identifying information whited out and assigned an ID) to review with their group of peers. The review is facilitated by a CPM, following the standards set by NARM in the Candidate Information Booklet (CIB) NARM Peer Review Process (pages 57-66). Students use an organizational form, for consistency, provided by CTM.
<i>Term 3</i>	
Abnormal Prenatal	Introduces the signs and symptoms and the Anatomy and Physiology of abnormal conditions that can occur during pregnancy (NARM 201a).

	Discusses possible methods of handling each abnormal condition, and when there is a need for a consult and/or a Transfer of Care.
Abnormal Labor, Birth and Immediate Postpartum	Introduces the signs and symptoms and the Anatomy and Physiology of abnormal conditions that can occur during labor, birth, and immediate postpartum (NARM 201a). Discusses possible methods of handling each abnormal condition, and when there is a need for a consult and/or a Transfer of Care.
Abnormal Postpartum	Introduces the signs and symptoms and the Anatomy and Physiology of abnormal conditions that can occur during the postpartum period 24 hours to 6 weeks for the mother and the baby (NARM 201a). Discusses possible methods of handling each abnormal

	condition, and when there is a need for a consult and/or a Transfer of Care.
Abnormal Newborn	Introduces the signs and symptoms and the Anatomy and Physiology of abnormal conditions that can occur after the baby is born. (NARM 201a). Discusses possible methods of handling each abnormal condition, and when there is a need for a consult and/or a Transfer of Care.
Introduction to Statistics *	Introduces a branch of mathematics that focuses on the collection, analysis, interpretation, and presentation of large amounts of numerical data, with the purpose of distinguishing the whole population from those in a representative sample. Discusses the importance of statistics in reading research studies. This class is in lieu of a general mathematics class.
Introduction to Epidemiology*	Introduces the science of how often diseases occur in different groups of people, and how this information is used to plan and evaluate strategies to prevent illness and as a guide to the management of patients in whom disease has already developed. Discusses the three (3) types of Epidemiologic studies: cohort studies, case-control studies, and cross-sectional studies, and how epidemiology applies to the practice of midwifery.
Introduction to Research*	Introduces the four (4) types of research design: descriptive, correlational, Quasi-experimental, and experimental. Discussed how they differ. Discusses three (3) types of research categories: exploratory, descriptive, and causal. Discusses how each of these types might be used in midwifery research.
Introduction to Guidelines for Research Presentation and Public Speaking*	MEAC CEU guidelines are used for the development of a review of the literature on a complication of their choice. Discuss how to write a research paper and develop a four (4) hour PowerPoint presentation with videos. Discusses public speaking techniques that make the presentation interesting.
Chart Review	Offers practice in regular chart review. Each Term, students are asked to bring five (5) charts (with the identifying information whited out and assigned an ID) to review with their group of peers. The review is facilitated by a CPM, following the standards set by NARM in the Candidate Information Booklet (CIB) NARM Peer Review Process (pages 57-66). Students use an organizational form, for consistency, provided by CTM.
<i>Term 4</i>	
Research and Multimedia Presentations*	Each student will do a literature search on their approved complication. Using the MEAC criteria for a CEU presentation, they will prepare a four (4) hour PowerPoint presentation. Each student will, also,

	submit a written research paper. This course is in lieu of an English Course.
Introduction to the Psychology of Loss and Grieving*	Explores the process and reactions of loss and grieving for less than optimal birth outcomes. The importance of being sensitive to social, economic, and cultural factors is discussed in the loss and grieving process.
Introduction to Communication and Education*	Introduces Communication and education skills identified by NARM Form 201a. Discusses current trends in health care that will need to be
	discussed with clients. Each student starts an organizational form for their practice that includes all of the NARM areas of education to be used to make sure that all clients receive the same information if it is appropriate socially, economically, and culturally.
Practice Guidelines, Informed Consent, Informed Disclosure and Emergency Care Forms	Each student will prepare and hand in Practice Guidelines, Informed Consent, Informed Disclosure, and Emergency Care Form that will be used in their practice.
Chart Review	Offers practice in regular chart review. Each Term, students are asked to bring five (5) charts (with the identifying information whited out and assigned an ID) to review with their group of peers. The review is facilitated by a CPM, following the standards set by NARM in the Candidate Information Booklet (CIB) NARM Peer Review Process (pages 57-66). Students use an organizational form, for consistency, provided by CTM.
<i>Term 5</i>	
Professional Ethics*	Introduces the norms that govern behavior, values, and guiding principles of ethics in relation to midwifery practice.
Overview of Midwifery Laws*	Overview of US and global laws that govern and affect women's health issues and especially midwifery.
Chart Review	Offers practice in regular chart review. Each Term, students are asked to bring five (5) charts (with the identifying information whited out and assigned an ID) to review with their group of peers. The review is facilitated by a CPM, following the standards set by NARM in the Candidate Information Booklet (CIB) NARM Peer Review Process (pages 57-66). Students use an organizational form, for consistency, provided by CTM.
<i>Term 6</i>	
How to Start a Business*	Introduces the laws, rules, and codes that govern the formation of a business. Talks about all the steps and considerations in starting a successful midwifery business.

Chart Review	Offers practice in regular chart review. Each Term, students are asked to bring five (5) charts (with the identifying information whited out and assigned an ID) to review with their group of peers. The review is facilitated by a CPM, following the standards set by NARM in the Candidate Information Booklet (CIB) NARM Peer Review Process (pages 57-66). Students use an organizational form, for consistency, provided by CTM.
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\*Included as part of the general education requirement.

## PROGRAM COSTS

<b>ORIENTATION</b>	
OPTION 1--Orientation (includes dorm rooms and food)	\$1,500.00
OPTION 2--Virtual 2-day Orientation Workshop for students with documented health care skill proficiency	\$300.00
Application Fee for Orientation	\$50.00
<b>ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY</b>	
Term Fee (equivalent to 15 credit hours per Term)	\$3,300.00
Term Extension Fee	\$ 250.00
Credit for Prior Learning Portfolio Evaluation (CPLPE) (equivalent to 15 credit hours per CPLPE)	\$ 500.00
CPM Advanced Standing	\$ 3,000.00
Application Fee for Associate of Applied Science in Midwifery Program	\$100.00
<b>AUXILIARY COSTS NOT INCLUDED IN PROGRAM COSTS</b>	
Food and Dorm Package per Term (Optional)	\$800.00
Food Plan per Term (Optional)	\$400.00
Dorm Package per Term (Optional)	\$400.00
Books	\$2,500.00 (estimated)
Midwifery Supplies	\$2,900.00 (estimated)
Travel for attendance at In-Residence Weeks	\$ 700.00 (per trip)

Additional Skills and Knowledge Workshops that are included in the NARM Bridge Certificate (NRP®, S.T.A.B.L.E.®, BEST®, Suturing, Pharmacology for Midwives, etc.) are offered to full-time CTM students as part of their program.

All fees are due at the end of a Term for the next Term.

## REFUND POLICY AND CANCELLATION POLICY

The official acceptance date into the Associate of Applied Science of Midwifery occurs when a school official signs the Enrollment Agreement.

Each Orientation Week or In-Resident Week will have a registration date that is four (4) weeks in advance of the first day of Orientation or the In-Resident Week.

Each Term will have a registration date based on payment of fees for that Term that occurs on the last day of each Orientation Week or In-Resident Week.

All applicants wishing to cancel their registration must send a letter via traceable carrier requesting cancellation of registration and refund, if applicable. The date on the traceable mail will serve as the cancellation date.

Applicants whose application is rejected by the school will receive a full refund of all monies paid except for the application fee.

All refunds will be paid to the student within sixty (60) days of the date of the written request for cancellation and refund.

A student can be dismissed at the discretion of school officials for unprofessional conduct or two (2) successive absences at the In-Resident Week without prior approval from CTM. If a student is dismissed during the refund period, they are entitled to a refund according to the refund policy. A letter from CTM will be sent via traceable carrier to the student informing them of the reason for dismissal, the official cancellation date, readmission procedure, and any refund that is due to the student.

#### **Withdrawal, Cancellation, and Refunds of Tuition for Terms 1-6**

<b>Date of Withdrawal based on a 20-week Term</b>	<b>Percentage of Refundable Tuition</b>
Before Term starts or day 1	100% of tuition paid, minus application fee
2-14 days after Term starts	75% of tuition paid, minus application fee
15-112 days after Term starts	25% of tuition paid, minus application fee
113 days or more after Term starts	0% of tuition or application fee paid

#### **Withdrawal, Cancellation, and Refund for Orientation or In-Resident Week Fees**

<b>Date of Withdrawal from Orientation or In-Resident Week</b>	<b>Percentage of Refundable Fee</b>
28-25 days prior to start of Orientation or In-Resident Week	100% of fees paid, minus application fee
24-18 days prior to start date	75% of fees paid, minus application fee
17-5 days prior to start date	25% of fees paid, minus application fee
5 days prior or after start date	0% of fees paid and application fee

### **FINANCIAL AID**

The College of Traditional Midwifery is not subsidized by the Federal Government, nor are students eligible for Federal Grants or loans at this time. Some students choose to fund their education through private loans. The College of Traditional Midwifery does not offer Financial Aid at this time, however, a list of Scholarship Opportunities will be listed on our website at [www.collegeoftraditionalmidwifery.org](http://www.collegeoftraditionalmidwifery.org) under "Student Resources."



## STUDENT SERVICES

CTM promotes individualized student success, personal and professional development through collaborative and inclusive experiences.

**Tutoring** - CTM provides access to tutors free of charge in order to accommodate student learning needs, facilitating study sessions before exam time, and for failed exam remediation.

**Academic Counseling** - Students have an interactive virtual group meeting once a month with their Student Liaison. This allows the students to interact with each other and create relationships with their peers and their Student Liaison

**Student Group**- Students are encouraged to set up study groups in order to interact with one and other, review material, practice for tests, and ask questions.

**Scholarship Resources** - CTM will have information about possible scholarships listed on their website under "Student Resources"

**Student Representation** - As CTM expands there will be a Student Representative chosen by the student population to represent the student body at Board Meetings as a nonvoting member and communicate any ideas or concerns the student body may have.

**Student Life** - During In-Resident Weeks students are housed in a spacious live-in dormitory setting and provided three (3) meals a day. CTM provides the student with informal interaction with faculty members during meals. The Dorm offers opportunities for meaningful student interactions and bonding.

## TUTORING

CTM provides access to tutors free of charge in order to accommodate student learning needs, facilitating study sessions before exam time, and for failed exam remediation.

Tutoring can be requested by the student to assist with course content review, completion of writing assignments, preparation for exams, preparation for retaking failed exams, or other academic needs at any time.

The Student Liaison may request the student participate in additional tutoring if the student is found to be falling behind on the expected progress, have negative evaluations from their preceptor, or not pass the Term written multiple-choice assessment.

The Student Liaison will speak directly with the student and discuss ways the student can address deficiencies to achieve satisfactory progress. the Student Liaison and Director of Education will make a plan with the student that might include:

- Reviewing the Syllabus/Knowledge Log with the student
- Reviewing the study flashcards developed by the student
- Requesting more time with the Preceptor reviewing knowledge and skills
- Offering more skills practice labs during the Term In-Residence Week
- Requesting more skills drills and flashcard practice with student peers
- Requesting additional time with a faculty member, i.e., more instructional time with the student in the preparation of their Research Project, Written Paper and PowerPoint Presentation
- Requesting an Extension

## TERM EXTENSIONS

The College of Traditional Midwifery (CTM) uses a student-centered, competency-based, self-paced approach to learning. We recognize that there may be times when a student must take a break from his/her education and therefore CTM will consider requests for Term Extensions. All requests for a Term Extension must be in writing. Permission for a Term Extension can only be granted by the CTM Administration, which will make a determination in consultation with the preceptor and Student Liaison. Note, that if the student elects to take a Term Extension, they will not be eligible to participate in the Direct Assessment Process of that Term until all competency requirements on the Term outline have been met for that Term. A student, who receives a Term Extension, is considered a Part-Time Student. The student must also pay a \$250.00 fee for each Term Extension.

## CONDUCT

All individuals connected to CTM will conduct themselves in a professional manner. This means interacting with other students, preceptors, Student Liaisons, Adjunct Faculty Members, and administrative staff in a courteous manner.

If students were to display conduct outside of a professional and courteous manner, the student would meet with their Student Liaison and preceptor in order to correct the problem. If this does not result in improvement, the student will be referred to the administration. If no other solution can be reached, the student will be expelled from the program and no refund will be given.

## PERSONAL APPEARANCE POLICY

Dress codes are required when working with clients in a clinical setting, at births, and throughout the In-Resident weeks at the CTM Campus. Midwifery students are preparing for professional careers as maternity care providers. Students will want to dress in a manner that helps clients to feel at ease and will support efforts to reduce the spread of pathogenic organisms.

In clinical settings and at CTM's In-Resident weeks students need to wear clothing that is clean and in good repair. Underclothing should not be visible. Short shorts and tight-fitting clothes are not appropriate attire at a birth. At births, students need to wear clean clothes. Closed-toe shoes should also be worn at births to reduce their risk of contact with blood and body fluids. Students need to bring a "jump bag" with an extra set of clean clothes, and personal items, including deodorant and a toothbrush, to each birth. Clean clothes must be washed between clinical activities.

Students may wear wedding bands without gemstones. A watch with a sweep second hand is mandatory in clinical settings. Students may not wear any jewelry that may hang down including necklaces, bracelets, or earrings. Students may not wear nail polish or acrylic nails. Fingernails are not to extend beyond the tips of the fingers. Hair is to be kept clean and off the collar at clinic days, births, and postpartum exams. Makeup, if used, should be tasteful and simple. Students should refrain from using strong scents of any kind. Students are to use hygiene which is defined as conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness, protective gear, and clothing during all clinical activities.

## ACADEMIC HONESTY POLICY

All students are expected to be academically and personally honest at all times. Students will sign an academic honesty policy as part of their enrollment agreement. Academic dishonesty is directly prohibited by the CTM and is a condition leading to dismissal.

This pertains to your clinical experiences and Orientation/In Resident Terms. Actions that can fall under the description of academic dishonesty can include but are not limited to: cheating, plagiarism, fabrication of information or citations, and the facilitation of academically dishonest actions by another student. Students will have access to these policies and are expected to be familiar with the commonly accepted standards of academic integrity. (see [https://en.wikipedia.org/wiki/Academic\\_integrity](https://en.wikipedia.org/wiki/Academic_integrity))

## **CONFIDENTIALITY OF DATA**

Students have the right to privacy of their education records under The Family Educational Rights and Privacy Act (FERPA). Details of this act can be found on the U.S. Department of Education website.

Students must abide by the federal Health Insurance Portability and Accountability Act (HIPAA) regarding the confidentiality and security of client healthcare information. The complete policy can be found on the U.S. Department of Health and Human Services website.

## **ATTENDANCE POLICY**

Students will be required to attend 100% of all In-Resident Week activities, Student liaison/preceptor/student meetings via phone or Skype®, and clinical experiences with the preceptor. If attendance is not satisfactory, the student will be referred to the Director and a suitable course of action will be decided.

## **UNEXCUSED ABSENCE POLICY**

For students, an unexcused absence will be defined as not showing up for a scheduled activity during In-Resident Week, Student Liaison/preceptor/student communication, or a clinical opportunity with your Preceptor without prior notification or an absence without a legitimate reason.

## **TARDINESS POLICY**

Punctuality and dependability are important characteristics in the work, learning, and testing environment for a midwife. Habitual tardiness can be a disruption to the learning of others, the testing environment, and the clinical experience. Three (3) tardies will be considered equivalent to one (1) unexcused absence.

## **LEAVE OF ABSENCE POLICY**

A student may apply in writing via traceable carrier for leave for up to one (1) year (2 Terms). The student's reasons would need to be discussed but would be kept confidential. A leave of absence must be approved by the CTM Administration and the preceptor. Tuition fees would be held until the student's return to finish the period unless a financial crisis makes it necessary to request a refund. The refund would be approved by the Board and pro-rated as is the regular refund policy. A student must finish the program within six (6) years from the acceptance date.

## **CONDITIONS LEADING TO DISMISSAL FROM THE PROGRAM**

After consultation with the CTM Administration, students who do not fulfill their preceptor's expectation by not demonstrating competency in knowledge, skills, abilities, and attitudes will be dismissed from the program for one (1) year.

After consultation with the CTM Administration, students showing a lack of respect to CTM, Student Liaison, Adjunct Faculty, staff, preceptors, other students, or clients will be dismissed for one (1) year.

Students who misrepresent or falsify their work or assessments will be dismissed from the College of Traditional Midwifery for one (1) year.

Suitable warning will be given and documented in the student file, but the staff and Administration have the responsibility for maintaining an orderly and respectable student body.

If a student is dismissed from the program and has paid for that Term, there will be no fee refund.

If a student wishes to be readmitted, the student will need to apply as a new student. Acceptance would be determined by the Board of Directors.

## **STUDENT SUSPENSION AND CONDITIONS FOR RE-ENTRY INTO THE PROGRAM**

CTM reserves the right to expel or suspend a student for non-compliance with the Leave of Absence Policy, In-Resident Week activities cuts, tardiness, smoking, drinking or drug abuse while on campus, unresolved preceptor disputes, not competently demonstrating knowledge, skills, abilities, and attitudes necessary for entry into the practice of midwifery.

Expulsion and suspension would result in a refund according to the school policy. If a student wishes to be readmitted, the student will need to apply as a new student. Acceptance would be determined by the Board of Directors.

## **INFORMAL COMPLAINT**

The College of Traditional Midwifery has two steps with which the administrator, faculty member, staff member, student, volunteer, or contractor may file a complaint. An Informal Complaint is a written explanation describing the actions that occurred to cause the administrator, faculty member, staff member, student, volunteer, or contractor to feel discontented with a situation. The Informal Complaint process may be used when both parties are not able to resolve the issue directly. CTM encourages all administrators, faculty members, staff members, students, volunteers, or contractors to work towards an informal resolve when possible. However, CTM acknowledges that in some situations outside Mediation is a more appropriate option. The confidentiality of the parties involved is of critical importance to CTM and confidentiality is kept with all involved parties throughout each step. If the administrator, faculty member, staff member, student, volunteer, or contractor cannot meet a resolution through an Informal Complaint process they may move on to the next step which is filing a Grievance Complaint. Discrimination and harassment are not accepted behaviors.

The administrator, faculty member, staff member, student, volunteer, or contractor should provide a detailed written explanation of the Informal Complaint to the Director of Education. The Director of Education will facilitate two (2) face-to-face meetings with the involved parties within thirty (30) days of receiving the written complaint. The Director of Education may be present at the meetings if requested by the complainant.

If the Informal Complaint is resolved through this process the involved parties will meet with the Director of Education to sign a Resolution Agreement which will outline the compromise with which all parties came to in order to move forward. This will include individual responsibilities, goals, and actions required to resolve the conflict between the parties. The Resolution Agreement will be signed by all parties and the Director of Education and an additional meeting will be scheduled for thirty (30) days after the signed Resolution Agreement, in order to assess that all measures outlined in the agreement

are being followed. The Informal Complaint and the Resolution Agreement will be saved in the Informal Complaint file, which is located in the CTM office, in a fireproof, locked file cabinet to protect the individuals involved confidentiality.

If the involved parties cannot reach a resolution through the Informal Complaint process, they will move forward to the next step which is a Grievance Complaint.

No administrator, faculty member, staff member, student, volunteer, or contractor who in good faith reports a violation of the Code, CTM policies or law shall suffer harassment, retaliation, or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within CTM prior to seeking resolution outside of the organization.

## **GRIEVANCE PROCESS**

If the administrator, faculty member, staff member, student, volunteer, or contractor cannot reach a resolution through the Informal Complaint process the administrator, faculty member, staff member, student, volunteer, or contractor may request Mediation, Peer Review, and Board of Directors Review. Grievance Complaints may include but are not limited to, disagreements with administration decisions, complaints regarding discrimination or retaliation, complaints about the quality of education, complaints on CTM Policies. After following the entire CTM Grievance Process, including a review by the Board of Directors, if the administrator, faculty member, staff member, student, volunteer, or contractor remains unsatisfied with the decision, the administrator, faculty member, staff member, student, volunteer, or contractor has the right to file a complaint with the Tennessee Higher Education Commission, Nashville, TN 37243-0830. (Tel: 615-741-5293). CTM utilizes outside Mediation services. The Peer Review may consist of individuals within the institution, a CPM within the community, and fellow students. The administrator, faculty member, staff member, student, volunteer, or contractor have the right to request certain individuals to be removed from Peer Review if they feel there is a bias against them. The confidentiality of the parties involved is of critical importance to CTM and confidentiality is kept with all involved parties throughout each step. Discrimination and harassment are not accepted behaviors.

A request must be in writing and delivered to CTM via traceable carrier within thirty (30) days after the primary decision. Sharon Wells, the Director of Education, is the designated contact and can be reached at the College of Traditional Midwifery, 320 Evergreen Drive, Summertown, TN 38483, (931- 964-4892). The results and recommendations of the Mediation will be placed in the administrator, faculty member, staff member, student, volunteer, or contractor permanent file. The administrator, faculty member, staff member, student, volunteer, or contractor files are located at the CTM office and are kept in a fireproof, locked file cabinet to protect all individuals involved confidentiality. CTM will respond to Mediation requests within two (2) weeks. The Mediation will occur within thirty (60) days of the written request.

If the Mediation does not bring about a resolution, the administrator, faculty member, staff member, student, volunteer, or contractor may request a Peer Review. Requests must be in writing to CTM via traceable carrier within thirty (30) days after the Mediation. Sharon Wells, the Director of Education, is the designated contact and can be reached at, the College of Traditional Midwifery, 320 Evergreen Drive, Summertown, TN 38483, (931- 964-4892). The results and recommendations of the Peer Review

Process will be placed in the students, Faculty, or Staff's permanent file. The administrator, faculty member, staff member, student, volunteer, or contractor files are located at the CTM office and are kept in a fireproof, locked file cabinet to protect all individuals involved confidentiality CTM will respond to the administrator, faculty member, staff member, student, volunteer, or contractor request to a Peer Review within two (2) weeks. The Peer Review will occur no later than sixty (60) days from receipt of the request.

If Peer Review does not bring a resolution, the administrator, faculty member, staff member, student, volunteer, or contractor must request a Board of Directors Review which must be in writing to CTM via traceable carrier within thirty (30) days after the Peer Review. Sharon Wells, the Director of Education, is the designated contact and can be reached at, the College of Traditional Midwifery, 320 Evergreen Drive, Summertown, TN 38483, (931- 964-4892). The Board of Directors will conduct a review and make a final determination. The final decision will be written and sent to the administrator, faculty member, staff member, student, volunteer, or contractor Staff via traceable carrier. It may take up to thirty (30) days to receive the results and recommendations from the Board of Directors. The results and recommendations of the Board of Directors will be put in the administrator, faculty member, staff member, student, volunteer, or contractor permanent file. The administrator, faculty member, staff member, student, volunteer, or contractor files are located at the CTM office and are kept in a fireproof, locked file cabinet to protect all individuals involved confidentiality

After following the entire CTM Grievance Process, including a review by the Board of Directors, if the administrator, faculty member, staff member, student, volunteer, or contractor remains unsatisfied with the decision, the administrator, faculty member, staff member, student, volunteer, or contractor has the right to file a complaint with the Tennessee Higher Education Commission, Nashville, TN 37243-0830. (Tel: 615-741-5293)

All records of a complaint or Grievance with their resolution will be retained in the CTM office for seven (7) years from the date of the complaint. The complaint will be kept in a fireproof, locked file cabinet to protect all individuals involved confidentiality.

No administrator, faculty member, staff member, student, volunteer, or contractor who in good faith reports a violation of the Code CTM policies or law shall suffer harassment, retaliation, or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within CTM prior to seeking resolution outside of the organization

## **AVAILABILITY OF PERMANENT RECORDS**

Permanent records will be kept on file for all students and will be available for students upon written request sent via traceable carrier. A copy of the requested records will be returned via traceable carrier within the United States for a cost of \$25.00. The cost of a copy mailed outside of the United States will vary according to the destination. Fulfillment may take up to four (4) weeks from receipt of the written request.

All records are held for seven (7) years in paper form and a digital copy will be archived beyond seven (7) years.

## **IS THERE A JOB PLACEMENT SERVICE?**

CTM does not provide job placement services or operate a traditional career center. However, the Director of Education will assist students regarding job options. Assistance comes through course classes dealing with starting a business called “How to Start a Business”. CTM will maintain an electronic bulletin of known job openings. CTM will maintain detailed records of the students’ completion rates and either self-employment or job placement rates.

## **TECHNICAL ASSISTANCE REQUEST POLICY**

Faculty, staff, and students will utilize the “Faculty, Staff, and Student Technical Assistance Form” to submit and technology assistance requests or to report technology issues. The form will be made available to faculty and staff upon hire via onboarding and new hire documents. Forms will be made available to students during the orientation process. Forms shall be submitted to [dbright@collegeoftraditionalmidwifery.org](mailto:dbright@collegeoftraditionalmidwifery.org).

## **TRANSFERABILITY OF CTM CREDITS DISCLOSURE**

The transferability of credits to another educational institution is determined by each individual program. Credits earned at the College of Traditional Midwifery (CTM) may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by the College of Traditional Midwifery. Be sure to obtain confirmation that the College of Traditional Midwifery will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. Similarly, contact any educational institutions to which you may want to transfer credits earned at the College of Traditional Midwifery to determine if such institutions will accept credits earned at the College of Traditional Midwifery prior to executing an enrollment contract or agreement.

The ability to transfer credits from the College of Traditional Midwifery to another educational institution may be very limited. If another education institution will not accept credits earned at the College of Traditional Midwifery, you may have to repeat courses previously taken at the College of Traditional Midwifery if you enroll in another educational institution. Never assume that credits will transfer to or from any educational institution. It is highly recommended, and you are advised to make certain that you know the transfer of credit policy of the College of Traditional Midwifery and of any other educational institutions you may wish to attend in the future before you execute an enrollment contract or agreement.

## **TRANSFER OF CREDITS TO CTM FROM OTHER INSTITUTIONS**

The College of Traditional Midwifery may permit a student to receive credit for previous educational experience if the student can document any of the following:

- Current license as a Registered Nurse or Licensed Practical Nurse;
- Documented attendance at a MEAC accredited program, a community college, or a university with a grade of C or better;
- Completion of part or all of the NARM PEP Application that has been signed off within the last three (3) years;
- CPM credential without additional experience.

All requests for credit for previous education and experience must be made in writing to the Director of Education when the CTM application is sent to CTM. The Director of Education will compare the course descriptions to see if the transfer is equivalent.

All previous learning for clinical experience, knowledge, and skills will need to be documented through the NARM Portfolio Evaluation Process required by the College of Traditional Midwifery. Each Prior Learning credit accepted must be used to evaluate demonstrated competency for up to the equivalence of fifteen (15) credit hours.

The College of Traditional Midwifery does not guarantee that credits will transfer from any educational institution into our program.

Each student can earn up to sixty (60) equivalent credit hours through the Credit for Prior Learning Portfolio Evaluation (CPLPE) toward the Associate of Applied Science in Midwifery offered at CTM.

## **LEGAL RECOGNITION OF A MIDWIFE IN TENNESSEE**

When a student has completed all of the requirements for this competency-based midwifery education program by completing Term 1 through Term 6, the student will be granted an Associate of Applied Science in Midwifery.

After completion of CTM Associate of Applied Science in Midwifery, the graduate will be eligible to take the NARM written examination and become a Certified Professional Midwife (CPM).

After the graduate has become a Certified Professional Midwife (CPM), they are eligible to apply to the State of Tennessee for legal recognition as a CPM-TN through the Department of Health, Board of Osteopathy.

## **STATE LICENSURE**

Students apply directly to their state(s) for licensure. It is the student's responsibility to notify CTM, provide instructions and necessary forms for any special requirements that the student would like CTM to provide to their chosen exam, certification, or licensing organization. It is recommended that the student provide the College with the requirements prior to graduation so that the College can complete them during the graduation process.

## **CERTIFIED PROFESSIONAL MIDWIFE (CPM) CREDENTIAL**

If you wish to receive the CPM credential, you must successfully pass the NARM exam. Students enrolled in a MEAC accredited school are required to complete all NARM clinical experiences, all required coursework and pass the NARM Written Exam. The Student applies directly to NARM for their Certified Professional Midwife credential.

CTM will send a copy of the student's final transcript to NARM upon graduation and upon the student's request.

## **SURVEY AFTER THE NARM EXAM**

CTM tracks the number of attempts for the purpose of the education committee evaluating trends of pass rates by demographics and other characteristics of students. This policy is to help the College



understand what steps are useful in studying for the NARM exam in order to provide better counseling to students who are struggling to pass the exam. The survey includes the following questions:

- How many times have you attempted the NARM exam?
- Demographic questions (same as other surveys)
- Can you please detail what steps you took to prepare for the exam?
- Approximately, how many weeks did you prepare for the exam?
- Approximately, how many hours per day did you prepare for the exam?
- What do you feel was the most helpful step you took to prepare for the exam?
- After you first took the exam, how did you feel you had done on the exam?
- Which book(s) and other resource(s) did you find most useful?
- Approximately, how many births did you attended in any capacity prior to taking the exam?
- Student Licensing and Certification Post Graduation Policy
- Graduation does not guarantee midwifery licensure. It is each student's responsibility to keep current with the laws of the state in which they are studying and to fulfill the licensure requirements in the jurisdiction in which they plan to apply for licensure and practice. CTM cannot confirm whether the course or program meets requirements for professional licensure in the student's state. Prior to enrollment, CTM provides the student with current contact information for any applicable licensing boards and advises the student to determine whether the program meets requirements for licensure in the state where the student lives.
- CTM is required to provide information on state certification and licensure requirements and provide prospective students with contact information for every state. CTM does not guarantee that our program fulfills each state's requirements, due diligence regarding this research is the responsibility of the student. CTM's AASM program satisfies NARM's clinical requirements for CPM certification and MEAC's Essential Competencies for Midwives. However, all states have state-specific licensure requirements that CTM may not satisfy. Many states conform to NARM and MEAC requirements, but some have additional clinical, academic, and/or other requirements beyond the basic AASM requirements. CTM does not know the exact and changing requirements for licensure of each state. For this reason, prior to enrolling in CTM's program, students must contact the state/jurisdiction regulatory agency directly for licensure requirements and keep abreast of any changes that may occur during their apprenticeship.

## ADJUNCT FACULTY

- Ruth Bryant, LCSW, LLC
- Deborah Flowers, RN, CPM-TN
- Suzanne Suarez Hurley, ESQ
- Christine Gibson, RN, CNM
- Patricia McCarthy, BS, PA
- William Meeker, MD
- Carol Nelson, AASM, LPN, CPM-TN
- Sharon Wells, MS, CPM-TN
- Rebecca Wunner, BSN, RN
- Dan Bright, MS-ED, RN

## GOVERNING BODY

The College of Traditional Midwifery (CTM) is a not-for-profit corporation organized under the laws of the State of Tennessee and is recognized as a not-for-profit corporation by the Internal Revenue Service as a 501-C (3). Donations to The College of Traditional Midwifery are tax-deductible. The governing body consists of the Board of Trustees:

- Sharon Wells, MS, CPM-TN
- Carol Nelson, AASM, CPM-TN
- Joel Kachinsky, JD
- Dan A. Bright, MSN-ED, RN

## ORIENTATION AND TERMS–2021

- March 7-12, 2021                      Orientation
- March 13, 2021                        CPR
- March 16-25, 2021                    Terms 1, 5/6
- July 18-24, 2021                      Orientation
- August 14-22, 2021                  Term 2
- August 17-22, 2021                  Advanced Midwifery Workshops
- August 23-24, 2021                  NRP

## OPERATIONAL HOURS AND HOLIDAYS

The CTM office will be open during limited hours throughout the week.

The best way to reach the College of Traditional Midwifery is through email at:

[applications@collegeoftraditionalmidwifery.org](mailto:applications@collegeoftraditionalmidwifery.org)

All communications to the office will be answered within five (5) business days.

The campus of the College of Traditional Midwifery will be closed for the following holidays. Students may not be physically present on campus during these times without written agreement by the CTM Administration. If a student is approved to be present during a holiday, they must follow the guidelines set forth by The Farm Membership Committee. Adopted 07/16/2019.

- New Year's Day
- Memorial Day
- Independence Day
- The Farm Family Reunion
- Labor Day
- Thanksgiving Day
- Day After Thanksgiving
- Christmas Eve Day
- Christmas Day
- New Year's Eve
- New Year's Day

## LIST OF EQUIPMENT

### Office Equipment of the College of Traditional Midwifery

- Desk
- Office Chair
- Table with 4 chairs
- Computer
- Printer/Copier
- 2 locked (1 fireproof) file cabinets
- Telephone
- Scanner
- Bookcase for Library
- Office Supplies

### Classroom Teaching Aides owned by The College of Traditional Midwifery

- Lighted Disposable Speculums
- 4 CPR Resusci Anne® Mannequins
- 2 CPR Baby/Infant Mannequins
- 2 NRP Baby Mannequins
- 2 Abdominal Palpation Model
- Fetal Monitoring and Labor Process Model
- 4 Cervical Effacement and Dilatation Model
- Childbirth Model Set: Pelvis, Fetal Doll, Perineum, and Placenta
- Self-breast Exam Model
- 2 Female Urinary Catheter Model
- Vaginal Suturing Model
- 8 complete suturing teaching packs of midwife instruments
- Labor and Stages Model
- Injection Teaching Model
- Venipuncture Training Arm Model
- Blacklight for showing clean hand washing
- Sutures
- Needles, lancets
- Syringes
- IV set-ups
- Gloves
- Collection tubes for Labs
- 4 Oxygen Tanks and regulators with supplies (adult and infant masks and cannulas)

### Technology Used

Microscope with projection

- 2 Computers for PowerPoint presentations
- 2 Projectors
- 2 Viewing Screens

### Supplies

- 1 ½-inch notebooks each Term
- Dividers
- Standardization Workshop Handouts
- Syllabus/Study Guide

## GLOSSARY

**COMPETENCY-BASED EDUCATION:** A Competency-based education program is an alternative to the credit hour-based system of education. Student progress is based on demonstration of proficiency and/or mastery as measured through assessments and/or a combination of knowledge, psychomotor, communication, and decision-making skills that enable an individual to perform a specific task to a defined level of proficiency. In competency-based education programs, time is a variable and student competency mastery is the focus, rather than a fixed-time model where students achieve varying results. Competency-based learning refers to learning processes focused on developing specific skills and abilities. In a formal education setting, the student attends classes and receives grades based on classroom performance and tests before moving on to the next class, regardless of whether they receive an excellent (A) or barely passing (D) grade. In Competency-based education, the student may not progress until they have effectively demonstrated to the preceptor basic competency of a required skill, knowledge, ability, and attitude. Competency-based learning can occur in many contexts, including but not limited to a formal or classroom setting or a community based clinical setting. (American Council on Education and Blackboard, *Clarifying Competency Based Education Terms*, [blog.blackboard.com/competency-based-education-definitions](http://blog.blackboard.com/competency-based-education-definitions), August 15, 2014)

**INTERNATIONAL CONFEDERATION OF MIDWIVES (ICM) SCOPE OF PRACTICE OF A MIDWIFE:** The International Confederation of Midwives' (ICM) Definition of a Midwife which recognizes the midwife as a responsible and accountable professional who works in partnership with women to give the necessary support, care, and advice during pregnancy, labor, and postpartum period, to conduct births on the midwife's own responsibility and to provide care for the newborn and infant. This care includes preventative measures, the promotion of normal physiologic labor and birth, the detection of complications, the accessing of medical care or other appropriate assistance, and the carrying out of emergency measures.

The midwife has an important task in health counseling and education, not only for the woman but also within the family and the community. This work should involve antenatal education and preparation for parenthood and may extend to women's health, sexual or reproductive health and childcare. A midwife's role as an advocate for evidence-based midwifery practices can also be valuable in advancing public health policy regarding women's health, maternal health, and child health care. A midwife may practice in any setting including the home, community, hospitals, clinics, and health units.

**ICM SEVEN ESSENTIAL COMPETENCIES FOR BASIC MIDWIFERY PRACTICE:** International Confederation of Midwives (ICM) Seven Essential Competencies for Basic Midwifery Practice are:

- **COMPETENCY #1:** Midwives have the requisite knowledge and skills from obstetrics, neonatology, the social sciences, public health, and ethics that form the basis of high quality, culturally relevant, appropriate care for women, newborns, and childbearing families.
- **COMPETENCY #2:** Midwives provide high-quality, culturally sensitive health education and services to all in the community in order to promote healthy family life, planned pregnancies, and positive parenting.
- **COMPETENCY #3:** Midwives provide high-quality antenatal care to maximize health during pregnancy which includes early detection and treatment or referral of selected complications.
- **COMPETENCY #4:** Midwives provide high-quality, culturally sensitive care during labor, conduct a clean and safe birth, and handle selected emergency situations to maximize the health of women and their newborns.
- **COMPETENCY #5:** Midwives provide comprehensive, high-quality, culturally sensitive postpartum care for women.
- **COMPETENCY #6:** Midwives provide high-quality, comprehensive care for essentially healthy infants from birth to two months of age.
- **COMPETENCY #7:** Midwives provide a range of individualized, culturally sensitive abortion-related care services for women requiring or experiencing pregnancy Termination or loss that are congruent with applicable laws and regulations and in accordance with national protocols.

**IN-RESIDENT WEEK:** Each Term, students must attend an In-Resident Week at the CTM campus located in Summertown, TN, where they will participate in Standardization Workshops, face-to-face meetings with their Student Liaison, skills practice drills, take the Term multiple-choice written examination and receive a general assessment of their progress.

**MIDWIFE:** A midwife is any person who has successfully completed a midwifery education program that is recognized in the country in which it is located and is based on the ICM Essential Competencies for Basic Midwifery Practice and the framework of the ICM Global Standards for Midwifery Education; who has acquired the requisite qualifications to be registered and/or legally licensed to practice midwifery and use the title ‘midwife’; and who demonstrates competency in the practice of midwifery.

**ORIENTATION:** Orientation is an intensive week that offers introductory Standardization Workshops in basic health care skills, midwifery history, competency-based education, the NARM Portfolio Evaluation Process, and the Midwives Model of Care. There are no prerequisites for Orientation, and there is no obligation to continue in the Associate of Applied Science in Midwifery program. However, Orientation is required to enter the Associate of Applied Science in Midwifery (AASM) program.

**RUBRIC:** A rubric is a guidance tool for consistent measure of when competency has been achieved. For example:

**Guidance Rubric for NARM Form 206 SECOND SKILLS CHECK-OFF**

Criteria	Competency	Repeat
	Needs no prompting 90-95%	Needs guidance and prompting 89%

<b>Demonstrates the skill appropriately</b> in the testing situations according to steps listed in the <i>Practical Skills Guide for Midwives (PSGM)</i> .		
<b>Verbalizes</b> parameters of normal, associated knowledge, and steps as they are demonstrating.		

**STUDENT LIAISON:** The Student Liaison is a Certified Professional Midwife (CPM), who provides substantive and regular contact with the student, communicates with the student and preceptor two (2) times during a Term, monitors the progress of the student, and is available for consultations throughout the three-year program.

**STUDENT STATUS (FULL TIME/PART TIME):** If a student is enrolled in the CTM = CPM+ Associate of Applied Science in Midwifery (AASM), they are Full-Time Students.

If a student has a Term Extension, they are Part-Time Students.

## FOUNDERS OF COLLEGE OF TRADITIONAL MIDWIFERY



**Pamela Maurath**

**Carol Nelson**

**Sharon Wells**



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