

College of Traditional Midwifery
Associate of Applied Science in Midwifery
Catalogue

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WHO AUTHORIZES THE COLLEGE OF TRADITIONAL MIDWIFERY

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. The 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.

MISSION OF THE COLLEGE OF TRADITIONAL MIDWIFERY (CTM)

The mission of the College of Traditional Midwifery is to preserve the apprenticeship model of education, increase community-based Midwives Model of Care, and enable midwife-led research 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.

TRADITIONAL MIDWIFERY

The College of Traditional Midwifery (CTM), a direct-assessment competency-based educational program recognizes that the term “traditional midwife” has various meanings to different communities. CTM honors the diversity of traditions within all communities. CTM defines traditional midwifery as midwifery taught through the age-old, established educational model of apprenticeships with midwives from their community. In this way, cultural values and traditional practices are learned and continued alongside the evidence-based structured learning provided by CTM. CTM affirms that tradition and science are mutually inclusive modalities when dealing with childbirth. CTM incorporates traditional learning methods into formal education by combining community apprenticeships with intensive, on campus workshops that are science, knowledge, and skills based. Each student enters the Associate of Applied Science in Midwifery (AASM) program with a NARM Registered Preceptor of their choice from their community. About 50% of a CTM student’s learning is acquired in their community apprenticeship.

At CTM, student midwives are trained in low risk, physiological childbirth in the traditional apprenticeship model. CTM students learn the knowledge and skills to make effective judgements and provide competent, individualized evidence-based midwifery care while minimizing interventions to the birth process. Graduates of CTM are able to access the best of traditional practices and recognize when modern technology is necessary or desired.

THE GOALS OF THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY PROGRAM

- Goal 1 – Enable a diverse population of students to learn the knowledge, skills, and abilities necessary for entry-level midwifery within their culturally congruent community of intended practice in order to contain costs and expand access to midwifery education and midwives.
- Goal 2 – Educating community-based midwifery students through an apprentice model of competency-based, direct assessment, degree granting educational program;
- Goal 3 – Promote Research in Maternal/Infant Care
- Goal 4 – Provide students with adequate support to achieve a 50% graduation rate
- Goal 5 – Prepare students to take and achieve a 70% pass rate on the national credentialing examination for the NARM Certified Professional Midwifery (CPM).

- Goal 6 – To prepare students for legal recognition in the state of Tennessee as CPM-TNs, and in the states where the CPM is recognized as a path to legal recognition.

OBJECTIVES OF THE COLLEGE OF TRADITIONAL MIDWIFERY

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

NON-DISCRIMINATION POLICY OF THE COLLEGE OF TRADITIONAL MIDWIFERY

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 at the school. 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. (IRS Form 5578)

Furthermore, all faculty members, other employees and students are recruited, hired, appointed and/or promoted without discrimination, harassment, retaliation, or discipline against any individual or group on the basis of their actual, implied or perceived: race; color; national or ethnic origin or ancestry; religion or creed; sex, gender, gender identity or expression, including transgender identity, sexual orientation; marital status; familial status; age; disability; genetic information; or any other protected category under federal, state or local law. (MEAC 5-18-23)

THREE (3) WAYS TO EARN A DEGREE

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

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 and skills drills practice in the areas required for the practice of entry-level midwifery and the areas required by the International Confederation of Midwives (ICM).

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. CTM Virtual Workshops:
 - How to Construct a Research Paper
 - Creating a PowerPoint
 - Introduction to Research
 - Introduction to Statistics
 - b. Term 2 or 3 Standardization Workshops
 - c. Research paper and PowerPoint presentation on a complication;
 - d. Pharmacology Standardization Workshop – (Pharmacology is a Term 2 Workshop, CPM's who choose Term 3 Standardization Workshops will need to provide proof of an alternative Pharmacology Workshop).
 - e. Two (2) Chart/Peer Review Workshops
 - f. Cultural Awareness Workshop or proof of Cultural Awareness Workshop completed within the last three (3) years.

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

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 approved 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 knowledge and skills will be documented and verified through the Credit for Prior Learning Portfolio Evaluation (CPLPE) with associated fees required by the College of Traditional Midwifery. 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 degree offered at CTM.

WHAT MAKES CTM DIFFERENT?

- Degree-granting;
- Competency-based Education Program;
- Competency is measured through multiple direct assessment tools;
- Apprentice Model of Education;
- Community Based 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;
- The program is tailored for adult learners;
- Students are self-motivated adults;
- Standardization Workshops introduce knowledge, skills, and abilities;
- Multiple-Choice Examinations given each Term;
- All students enrolled in AASM Program are considered full-time students;
- Students with Extensions are considered part-time students.

VIRTUAL ORIENTATION

Virtual Orientation is required of every student entering the College of Traditional Midwifery for the Associate of Applied Science in Midwifery (AASM) Program. Students are eligible to enroll in CTM's Virtual Orientation once they have met their verifiable basic healthcare skills prerequisite.

Virtual Orientation provides an orientation to the program and Includes:

- Introduction to Competency-Based Education, history of midwifery, Midwifery Model of Care
- Review of NARM Portfolio Evaluation Process, including the Candidate Information Booklet
- Introduction and practice of Chart/Peer Review
- Preceptor Packet

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

In order to be accepted in the AASM Program students must:

1. Fulfill the verifiable basic healthcare skills prerequisite: See Verifiable Basic Healthcare Skills Prerequisite for details
2. Attend the Virtual Orientation for the Associate of Applied Science in Midwifery (AASM) program
3. Submit an official Highschool Transcript or equivalent
4. Submit a completed physical examination form by licensed medical provider, including a tuberculin test
5. Be working with a NARM Registered Preceptor or submit the Preceptor Exception Agreement for Term 1. *Students must be working with a NARM Registered Preceptor prior to attending clinical experiences as an Assistant (NARM Phase 2)
6. Students must be able to perform or present a plan to compensate for 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 clients 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 clients
 - Must have sufficient motor skills, dexterity, and hand-eye coordination needed to perform tasks quickly and efficiently
 - 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
7. Fill out the AASM Application Form completely. See: Application procedure for the Associate of Applied Science in Midwifery
 8. Write two (2) essays.
 - Must be grammatically correct with no spelling errors
 - Must completely answer the questions asked
 - Essays must be typed
 9. Read, sign, and return with your Application
 - Affirmation of Honest Intent
 - Cancellation and Refund Policy
 - Transferability of Credit Disclosure
 - Complaints and Grievances Policy
 - Non-discrimination Policy of the College of Traditional Midwifery
 - The FARM Hold Harmless Agreement
 - CTM Hold Harmless Agreement
 - Confidentiality Statement
 - AASM Performance Plan

VERIFIABLE BASIC HEALTHCARE SKILLS PREREQUISITE

To be eligible for Virtual Orientation students must first complete their Verifiable Basic Healthcare Skills Prerequisite. There are four (4) options for students to satisfy this requirement.

Option 1 – For beginning students without verifiable basic healthcare skills – Attend Week 1 of the Midwifery Assistant Certificate Workshop or an equivalent workshop. Workshop should include:

- Introduction to Anatomy and Physiology
- Introduction to practice in basic healthcare skills
- Introduction to and practice in charting
- Introduction and practice in chart review
- Introduction to Cultural Awareness

Option 2 – For students with verifiable basic healthcare skills through license or certification

- Students who are an RN, EMT, LPN or Medical Technician. Students who meet this requirement may send in their up-to-date license/certification to fulfill the verifiable basic healthcare skills prerequisite.

Option – 3 For students currently working with a NARM registered preceptor

- Complete CTM's Midwifery Assistant Certificate Workshop skills checkoff list, initialed and signed by a NARM Registered Preceptor.
- Pass CTM's Multiple Choice Written Exam for Midwifery Assistants Week 1

Option 4 – For students transferring from another midwifery college

- Students must submit an official transcript from their previous midwifery college verifying basic healthcare skills.

APPLICATION PROCEDURE FOR THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY

1. Fill out the Associate of Applied Science in Midwifery Degree Application
2. Applications can be requested through the CTM website at www.collegeoftraditionalmidwifery.org
3. Attach a current passport size photo to the Application Form
4. Attach a copy of one form of photo identification (U.S. Passport, U.S. drivers license, or photo identification card).
5. Attach documentation or certificates awarded for completion of the prerequisite listed above.
6. On a separate sheet of paper, write a 500 word essay on why you want to be a midwife
7. On a sperate sheet of paper, in 500 words or less describe why you feel that CTM is the right AASM program for you
8. Attach the Written Agreement between you and your preceptor or attach the Term 1 Preceptor Expection Agreement
9. Attach the NARM Preceptor Registration confirmation documentation
10. Attach Agreement between the Preceptor and CTM
11. Include your Application Fee of \$100 in cashier's check or money order. ***Personal Checks will not be accepted.**
12. All applications should be mailed via traceable carrier

Send all the items above to:

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

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

All applications must be completed and returned via traceable carrier to CTM two (2) months prior to the First day of Term 1 that the student plans to attend.

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, student will receive the Virtual Orientation date for Term 1.

LOCATION OF THE CTM CAMPUS

The campus of the College of Traditional Midwifery (CTM) is located in a safe, gated, intentional community in Summertown, Tennessee. The campus is 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 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.

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

Housing in the community may be found at <https://thefarmcommunity.com/accommodations/>

Additional Housing may be found at <https://thefarmmidwives.org/accommodations/>

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

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

The administrative office and library are located at 320 Evergreen Drive, Summertown TN, 38483, and are within walking distance from Meadow Green Hall.

FACILITIES

Meadow Green Hall provides the College of Traditional Midwifery students with a large multipurpose room with whiteboards, audiovisual projection areas, moveable furniture, and plenty of space for individual learning, demonstrations, and group activities. Meadow Green Hall is handicap accessible. The teaching space is stocked with simulation models and the equipment and supplies that will be used by students. The beautiful Tennessee Woods climate allows our students to congregate in outdoor seating areas during breaks.

The CTM Administrative Office has current editions of all required NARM textbooks, additional books and texts, journals, and audiovisual media. High-speed internet and a printer are available for students to use during school hours by appointment.

IN-RESIDENT WEEKS FOR THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY (AASM) PROGRAM

During each Term students will receive a Syllabus/Study Guide, will attend Standardization Workshops, and demonstrate skills in isolated situations according to the *Practical Skills Guide for Midwives*. The student will engage in Peer/Chart Review Process.

During each Term (8-10 days, twice a year for a total for 13-20 days on campus per 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 discuss:

1. Standardization workshop Attendance Records

2. Term Appropriate NARM Phase
3. Syllabus/Student Study Guide, self-evaluation tool for knowledge and NARM experience
4. Anything unusual occurring on Student/Preceptor phone calls documented in Student Log
5. Preceptor Program Evaluation and Feedback
6. Term Exam Scores

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

SYLLABUS AND STUDY GUIDE FOR EACH TERM

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

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 Syllabus/Study Guide, the time spent preparing note cards, and the amount of time spent discussing each topic with their preceptor.

All times listed reflect expected minimums. Students should be aware that additional clinical time and experiences may be needed to meet all requirements for the term. Additional study and practice time may be needed to achieve didactic competencies.

In order for students to take the Term Multiple-Choice Examination associated with the previous Term, the Syllabus/Study Guide must be completed and turned in to the Student Liaison two (2) weeks prior to the next Terms In-Residence Week. If students fail to turn in their Syllabus/Study guide by the deadline they will need to request an Extension via traceable carrier.

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 and Clinical Time Log prior to taking the Multiple-Choice Examination for the previous Term	100%
• Scoring a passing score on each Term Multiple-Choice Examination	80%
• Attendance and Participation in Peer/Chart Review each Term	100%
• Completion of a review of literature, a research paper, and multi-media presentation (Term 4) as part of the general education requirements	90%
• Completion of the NARM Phase 1, 2, 3, 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 Student Liaison and are entered into the Student Database each term by the Administrative Assistant. A term report is generated for the Board of Trustees. The report includes:

1. Student Liaison student paperwork
 - Virtual Meetings with Students documentation
 - Standardization Workshop Attendance Records
 - Term Appropriate NARM Phase
 - Syllabus/Study Guide
 - Adjunct Faculty Evaluation by Student
 - Program and Services Evaluation by Student
 - Anything unusual occurring on Student/Preceptor phone calls documented in Student Log
 - Preceptor Program Evaluation and Feedback
2. Multiple-Choice Examination

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/

HOW WILL A STUDENT KNOW IF THEY HAVE UNSATISFACTORY PROGRESS?

If a student should fall behind on the expected progress, fail to turn in the Terms Syllabus/Study Guide by the Term deadline, have negative evaluations from their preceptor, or not pass the Term's Multiple-Choice Examination, 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/Study Guide 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;
- Request a Leave of Absence;
- Repeat the previous Term.

If the student still has difficulties, the student will need to discuss the situation with the Director of Education and make a plan for remediation.

UNSATISFACTORY MULTIPLE-CHOICE EXAMINATIONS

Students must complete and turn in the Syllabus/Study Guide for the previous Term prior to being eligible to take the Multiple-Choice Examination for that Term. A student needs to score at least 80% on each

Multiple-Choice Examination over the previous Term's Syllabus/Study Guide and Standardization Workshops.

Students must pass the previous Term's Multiple-Choice Examination before continuing on to the next Term. A student may retake a Multiple-Choice Examination for a Term two (2) times. If the student does not receive a passing grade on Term Multiple-Choice Examination after three (3) tries, a student will not be able to attend the next Term and will have to pay an extension fee to remain enrolled in the college. If a student does not make at least 80% after the third attempt the test will be analyzed to identify the weaknesses and strengths of the student and an appropriate remediation program will be suggested to the student by the Director of Education.

If the Student fails their Multiple-Choice Examination prior to the Term, remediation can include repeating the previous Term In-Residence Week (including paying all fees and tuition associated with the Term) or repeating the Multiple-Choice Examination. Additional resources will be available to the student to assist in reaching competency. Students may be requested to take an extension (and pay the associated fee) until competency has been reached.

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 for knowledge, skills and abilities 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 degree will be granted after satisfactory completion of the CTM Midwifery education program and all tuition and fees have been paid in full. The associate degree itself has no time limit. However, students must finish their degree within 6 years in order to graduate according to 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. If you are past 6 years you will need to check the current catalogue at www.collegeoftraditionalmidwifery.org for new policies and program requirements.

CONTACT HOURS AND CREDIT HOUR EQUIVALENCY

Two types of contact hours are included in the College of Traditional Midwifery Program. There 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
 - b. One (1) contact hour is measured as fifty (50) minutes. Thirty (30) contact hours are equivalent to one (1) credit hour. Rules of the Tennessee Higher Education Commission, Chapter 1540-01-02-.03 (19)(50)(51)

CLINICAL CONTACT HOURS

Clinical contact hours are acquired in multiple prescribed ways:

- Midwifery care requires additional tasks beyond the NARM experience requirements. These include: updated 7/10/23
 - Office/Clerical Work
 - Client education and communication
 - Other client contact
 - Charting
 - Preceptor time
 - Cleaning/sterilizing
 - Stocking birthbags/clinic rooms
 - Inventory/ordering
- Clinical Experiences documented in Phases 1-4, turned into the Student Liaison each Term
- Term 5 or 6, students turn in their NARM Comprehensive Skills, Knowledge, and Abilities Essential for Competent Midwifery Practice Form 201a.
- During Term 5 or 6 In-Residence Weeks, students demonstrate all skills listed on the NARM Second Verification of Skills Form 206

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 clinical experiences for each Term. The remaining contact hours are an estimate of the time that it will take most students to demonstrate competency in NARM Phase 1-4. Competency is measured not in contact hours, but in proficiency as set out by specific rubrics.

Clinical contact hours are assigned in the table below.

Clinical Requirements

	Minimum Hour/Visit	Required	Total Hours	Credit Hours Equivalencies
Observations Term 1 and Term 2				
Initial Prenatal	1hr	10	10 hours	
Prenatal Visits	1hr	10	10 hours	
Postpartum Visits	1hr	10	10 hours	
Newborn Exams	1hr	10	10 hours	
Births	14hrs rev.	10	140 hours	
Subtotal			180 hours	6 equivalent credit hours
Assistant Under Supervision Terms 3 & 4				
Initial Prenatal	1hr	3	3 hours	
Prenatal Visits	1hr	22	22 hours	

Postpartum Visits after Immediate Postpartum	1hr	10	10 hours	
Newborn Exams	1hr	20	20 hours	
Births	14hrs	20	280 hours	
Subtotal			335 hours	12 equivalent credit hours
Primary Under Supervision Terms 5 & 6				
Initial Prenatal	1hr	20	20 hours	
Prenatal Visits	1hr	55	55 hours	
Postpartum Visits	1hr	40	40 hours	
Newborn Exams	1hr	20	20 hours	
Births	24hrs	25	600 hours	
Subtotal			735 hours	24 equivalent credit hours
TOTAL CLINICAL HOURS			1,270 hours	42 equivalent credit hours

DIDACTIC CONTACT HOURS

Didactic contact hours are acquired in multiple prescribed ways:

- Each Term has a Syllabus/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
- Term 3 & 4 students will complete the research paper and PowerPoint presentation on a complication.
- Term 5 students complete and turn in their Practice Guidelines, Informed Consent and Emergency Care form.
- During each Term In-Residence Week, a series of Standardization Workshops are required for consistency of Knowledge, Skills and Abilities.
 - Knowledge contact hours reflect knowledge contact hours recorded each Term plus time spend 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 skills areas listed in the Syllabus/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.

Standardization Workshops for Knowledge, Skills, and Abilities Competencies + Student Study Guide	Didactic Contact Hours	Clinical Contact Hours	Credit Hour Equivalencies
<i>Term 1</i>			
Introduction to Medical Terminology*	15 hours		
Physical Assessment	30 hours		
Charting*	15 hours		
Chart/Peer Review	15 hours		
Normal Prenatal Examination and Care	30 hours		
Normal Labor, Birth, Immediate Postpartum	30 hours		
Normal Postpartum (24 hours through 6 weeks)	15 hours		
Normal Newborn Examination	15 hours		
Cultural Awareness 1	15 hours		
<i>Subtotal Didactic Contact Hours – Term 1</i>	180 hours		12 equivalent credit hrs
Physical Assessment, Prenatal, Birth, Postpartum, and Newborn Examination Observations		90 hours	
<i>Subtotal Clinical Contact Hours – Term 1</i>		90 hours	3 equivalent credit hrs
<i>Total – Term 1</i>	180 hours	90 hours	15 equivalent credit hrs
<i>Term 2</i>			
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/Peer Review	15 hours		
<i>Subtotal Didactic Contact Hours – Term 2</i>	180 hours		12 equivalent credit hrs
Physical Assessment, Prenatal, Birth, Postpartum, and Newborn Examination Observations		90 hours	
<i>Subtotal Clinical Contact Hours – Term 2</i>		90 hours	3 equivalent credit hrs
<i>Total – Term 2</i>	180 hours	90 hours	15 equivalent credit hrs
<i>Term 3</i>			
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/Peer Review	15 hours		
<i>Subtotal Didactic Contact Hours – Term 3</i>	150 hours		10 equivalent credit hrs
Prenatal, Labor, Birth, Postpartum and Newborn Examination Assists		180 hours	
<i>Subtotal Clinical Contact Hours – Term 3</i>		180 hours	6 equivalent credit hrs
<i>Total-Term 3</i>	150 hours	180 hours	16 equivalent credit hrs
<i>Term 4</i>			
How to Create Research and Multimedia Presentations*	75 hours		
Introduction to Psychology of Loss and Grieving*	30 hours		
Introduction to Communication and Education*	15 hours		
Introduction to Practice Guidelines, Informed Consent and ER Forms	15 hours		
Chart/Peer Review	15 hours		
<i>Subtotal Didactic Contact Hours – Term 4</i>	150 hours		10 equivalent credit hrs
Prenatal, Labor, Birth, Postpartum and Newborn Examination Assists		180 hours	
<i>Subtotal Clinical Contact Hours – Term 4</i>		180 hours	6 equivalent credit hrs
<i>Total – Term 4</i>	150 hours	180 hours	16 equivalent credit hrs
<i>Term 5</i>			
Professional Ethics and Issues*	15 hours		
Overview of Midwifery Laws*	15 hours		
Chart/Peer Review	15 hours		
<i>Subtotal Didactic Contact Hours – Term 5</i>	45 hours		3 equivalent credit hrs
Prenatal, Labor, Births, Postpartum, and Newborn Examinations acting as a Primary Midwife Under Supervision		360 hours	
<i>Subtotal Clinical Contact Hours – Term 5</i>		360 hours	12 equivalent credit hrs
<i>Total – Term 5</i>	45 hours	360 hours	15 equivalent credit hrs
<i>Term 6</i>			

How to Start a Business*	30 hours		
Chart/Peer Review	15 hours		
NARM Form 206 Second Skills Checkoff			
<i>Subtotal Didactic Contact Hours – Term 6</i>	45 hours		3 equivalent credit hrs
Prenatal, Labor, Births, Postpartum, and Newborn Examinations acting as a Primary Midwife Under Supervision		360 hours	
<i>Subtotal Clinical Contact Hours – Term 6</i>		360 hours	12 equivalent credit hrs
<i>Total – Term 6</i>	45 hours	360 hours	15 equivalent credit hrs
<i>TOTAL DIDACTIC CONTACT/EQUIVALENT CREDIT HOURS</i>	750 hours		50 equivalent credit hrs
<i>TOTAL CLINICAL CONTACT/EQUIVALENT CREDIT HOURS</i>		1,260 hours	42 equivalent credit hrs
<i>TOTAL EQUIVALENT CREDIT HOURS</i>			92 equivalent credit hrs

Term 5 & 6 Advanced Workshops will be available to students. The list below includes Advanced Workshops that are available, but not limited to;

STABLE
NRP
Breastfeeding Education
Fetal Heart Tones
Transport Basics
Performing a Pap smear / Abnormal Breast and Pelvic
Trauma Informed Midwifery Care
Herbs for childbearing years
Homeopathy for childbearing years
Suturing
Breech
Shoulder Dystocia
Multiple Gestation
Family Planning

BRIEF DESCRIPTION OF STANDARDIZATION WORKSHOPS

*Included as part of the general education requirement.

Standardization Workshops	Brief Description of Standardization Workshops
<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/Peer 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 hours through 6 weeks)	Introduces the normal physiological process, values, and terminology of the Newborn Examination. Demonstrates the Normal Newborn Examination (NARM Form 201a). Each student will perform the Newborn Exam on two (2) newborns or dolls.
Cultural Awareness 1*	Cultural Awareness Standardization Workshops recognizes that true cross-cultural competence is based on continual self-reflection, and reliant on the provider's understanding of their own culture, biases, and assumptions.
<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. 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.
IV's	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*	Cultural Awareness Standardization Workshop provides an overview of racial disparities in maternal and neonatal outcomes and health in general, the contemporary and historic inequities at their root, and the importance in cross-cultural education of healthcare providers in reducing disparities and improving outcomes.
Chart/Peer Review	Offers practice in regular chart review. Each Term, students are asked to bring five (5) charts (with 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. Discusses possible methods of handling each abdominal 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. Discusses possible methods of handling each abnormal condition, and when there is a need for a consult and/or 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. 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.

	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 focus 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.
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 casual. Discusses how each of these types might be used in midwifery research. This is an applied English workshop.
Introduction to Guidelines for Research Presentation and Public Speaking*	MEAC CEU guidelines are used for 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. Discuss public speaking techniques that make the presentation interesting. This is an applied English and Communication/Language Skills workshop.
Chart/Peer Review	Offers practice in regular chart review. Each Term, students are asked to bring five (5) charts (with identifying information whited out and assigned and ID) to review with their groups 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 Presentation	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 is an applied English workshop.
Introduction to the Psychology of Loss and Grieving*	Explores the process and reactions of loss and grieving for less than optimal birth outcome. The importance of being sensitive to social, economic, and cultural factors is discussed in the loss and grieving process. This is an applied Psychology workshop.
Introduction to Communication and Education*	Discuss current trends in healthcare 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. This is an applied Communication/Language Workshop
Introduction to 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/Peer Review	Offers practice in regular chart review. Each Term, students are asked to bring in five (5) charts, (with identifying information whited out and assigned an ID) to review with their group of peers. The review facilitated by a CPM, following 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 an affect women's health issues and especially midwifery.
Chart/Peer Review	Offers practice in regular chart review. Each Term, students are asked to bring in five (5) charts, (with identifying information whited out and assigned an ID) to review with their group of peers. The review facilitated by a CPM, following 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/Peer Review	Offers practice in regular chart review. Each Term, students are asked to bring in five (5) charts, (with identifying information whited out and assigned an ID) to review with their group of peers. The review facilitated by a CPM, following 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.

*Included as part of the general education requirement.

PROGRAM COSTS

Associate of Applied Science in Midwifery	
Application Fee for the AASM Student Application	\$100.00
Per Term Fee (for a total of 50 Didactic equivalent hours for Term 1-6)	\$3,300.00 (\$396 per didactic equivalent hour)
Term Extension Fee	\$250.00
Credit for Prior Learning Portfolio Evaluation (CPLPE) (up to a total of 60 equivalent hour)	\$41.00 per equivalent hours
Virtual Orientation and Presentation for Advanced Standing	\$300.00

CPM Advanced Standing	\$3,000.00
Auxiliary Costs Not Included in Program Costs	
Per Term Food Package	\$450.00 (price subject to change)
Per Term Dorm Package	\$400.00 (price subject to change)
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 prior to attending the In-Residence Week for each Term.

CANCELLATION AND REFUND 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 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 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 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 the student.

Withdrawal, Cancellation, and Refunds of Tuition for Terms 1-6 Has the state approved this? Not sure it is in line with state regulation. <https://casetext.com/regulation/tennessee-administrative-code/title-1540-higher-education-commission/chapter-1540-01-02-authorization-and-regulation-of-regularly-authorized-postsecondary-educational-institutions/section-1540-01-02-17-cancellation-and-refund-policy>

Date of Withdrawal based on a 20-week Term	Percentage of Refundable Tuition
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 In-Resident Week Fees

Date of Withdrawal from In-Residence Week	Percentage of Refundable Fee
28-25 days prior to start of In-Residence 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

CONDUCT

All individuals connected to CTM will conduct themselves in a professional manner. This means that every person who is associated with CTM, whether they are students, preceptors, Student Liaisons, Adjunct Faculty members, or administrative staff, is expected to behave courteously and in a manner that reflects professionalism. This includes adhering to ethical standards, exhibiting respect, demonstrating integrity, and maintaining a high level of competence in their interactions, actions, and decision-making processes. The emphasis is on conducting oneself in a manner that upholds the Midwives Model of Care and values of CTM, fostering a positive and productive environment for all involved parties.

If students were to display conduct outside of a professional and courteous manner, the student would meet with their Student Liaison and preceptor, Adjunct Faculty Member, or administrative staff 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.

ATTENDANCE

Students will be required to attend 100% of all In-Resident Week activities, Student Liaison/preceptor/student meetings via phone or video conferencing, 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

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 their Preceptor without prior notification or an absence without a legitimate reason.

TARDINESS

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

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 of Trustees and pro-rated as is the regular refund policy.

TERM EXTENSIONS

The College of Traditional Midwifery (CTM) uses a student-centered, competency-based, self-paced approach to learning. CTM recognizes that there may be times when a student must take a break from their 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. Students taking longer than 6 years to graduate may be subject to any new policies or program requirements currently implemented at the start of their 7th year, meet current NARM requirements and time frames, and may be required to be updated on certain competencies earned earlier in the process. (updated 7-24-2023)

The student must pay a \$250.00 fee for each Term Extension.

WITHDRAWAL

If a student does not attend a Term that is virtual or In-Residence and does not request an Extension or Leave of Absence, the student may choose to Withdraw from the College of Traditional Midwifery (CTM) by submitting their intent in writing via traceable mail, or email. If the student does not notify CTM via traceable mail, or email that they do not plan to attend In-Residence Week, the student will be sent a letter requesting clarification of absence or intent via traceable carrier, or email. If the administration does not hear from the student within two (2) weeks, the student will be Withdrawn from CTM. If the student wishes to be readmitted, the student will need to apply as a new student.

CONDITIONS LEADING TO DISMISSAL FROM THE PROGRAM

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

After consultation with the CTM Administration, students who do not act according to expectations stated in the student conduct statement toward 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 and pay all fees. Reacceptance will be determined by the Board of Trustees.

A student can be dismissed for unprofessional conduct or two (2) successive absences at the In-Resident Week with approval by the Board of Trustees. A letter from CTM will be sent via traceable carrier to the student informing them of the reason for dismissal, the official cancellation date and the readmission procedure.

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, not attending In-Resident Week activities, tardiness, smoking, drinking or drug use while on campus, unresolved preceptor disputes, and/or not competently demonstrating knowledge, skills, and abilities 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 Trustees.

COMPLAINTS AND GRIEVANCES

CTM has policies and procedures in place for the resolution of complaints and grievances. Members of administration, faculty members, staff members, students, volunteers, or contractors are encouraged to first attempt to resolve the matter amongst themselves. If the aggrieved parties are unable to come to a resolution, the matter can be handled informally through the Mediation process. If Mediation does not lead to a resolution satisfactory to all parties, a formal complaint can be submitted to the Board of Trustees.

1. Mediation

- a. The administrator, faculty member, staff member, student, volunteer, or contractor should provide a detailed written explanation of the complaint or grievance to the Director of Education
- b. If the Director of Education is involved directly or indirectly in the complaint or grievance, the complaint can be submitted to the Administrator. If the Administrator is also directly or indirectly involved, complaints can be made to the president of the Board of Trustees.
- c. 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 or other appropriate person will be present at the meetings to provide mediation.
- d. If the complaint or grievance is resolved through this process the involved parties will meet with the Director of Education to sign a Resolution Agreement which will outline the terms of the resolution which all parties agreed to. This will include individual responsibilities, goals, and actions required to resolve the conflict between the parties.
- e. The Resolution Agreement will be signed by all parties involved in the mediation meetings and the Director of Education. An additional meeting with the Director of Education 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.

2. If Mediation does not bring a resolution, the administrator, faculty member, staff member, student, volunteer, or contractor may request a Board of Trustees Review within 30 days of the incident or mediation.
 - a. The administrator, faculty member, staff member, student, volunteer, or contractor should provide a detailed written explanation of the Complaint or grievance to the Director of Education. The complain must be in writing and sent to CTM via traceable carrier, and include the following information:
 - i. A signed, written statement setting out the details of the conduct that is the subject of the complaint, including the complainant's name, signature, and contact information.
 - ii. The name of the individual directly responsible for the alleged violation and a detailed description of the conduct or event that is the basis of the alleged violation.
 - iii. The date(s) and location(s) of the occurrence(s)
 - iv. The names of any witnesses to the occurrence(s)
 - v. The resolution sought at time of occurrence(s) or through mediation, if any
 - vi. Any documents and/or information relevant to the complain
 - b. The Board of Directors will conduct an investigation and make a final determination within thirty (30) days of receipt of the complain or grievance. If the investigation cannot be concluded and final determination made within thirty (30) days, written notification regarding the need for extension and the expected date of completion must be sent to the complainant and alleged offender and entered into the record of the investigation.
 - c. The final decision will be written and sent to the involved parties via traceable carrier within 7 days of the final determination.
3. After following the CTM Complaints and Grievance Process including a review by the Board of Directors, if the administrator, faculty member, staff member, student, volunteer, or contractor making the complaint remains unsatisfied with the decision, they have the right to file a complaint with the Tennessee Higher Education Commission, Nashville, TN 37243-0830. (Tel: 615-741-5293)

IS THERE A JOB PLACEMENT SERVICE?

CTM does not provide job placement services or operate a career center. However, CTM will maintain an electronic bulletin of known job openings. Students take a workshop called "How to Start a Business" and are assisted in exploring other employment options. CTM maintains detailed records of the students' completion rates and either self-employment or job placement rates.

TRANSFERABILITY OF CTM CREDITS DISCLOSURE

The transferability of credits to another education 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 of agreement. Similarly, contact any education 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 educational institution will not accept credits earned at the College of Traditional Midwifery, you may have to repeat courses previously take at the College of Traditional Midwifery. 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 with or without additional experience

All requests for credit for previous education and experience must be made in writing to the Director of Education when the Admissions application is sent to CTM.

Prior academic and theoretical coursework: The Director of Education will compare the course descriptions to see if the transfer is equivalent. The College of Traditional Midwifery does not guarantee that credits will transfer from any educational institution into our program.

Prior clinical experience: All previous learning for clinical experience, knowledge and skills will need to be documented on the NARM Portfolio Evaluation Process Forms. The Director of Education will assess documentation for prior learning credit. The College of Traditional Midwifery does not guarantee that previous experience will be accepted for prior learning credit.

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 degree offered at CTM

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

- Devorah Ponsoll, MS, CPM

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 consist of the Board of Trustees:

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

2023/2024 TERM SCHEDULE

- In-Residence Week – August 21- September 1, 2023
- NRP – August 28-29, 2023
- In-Residence Week – February 27 – March 8, 2024
- In-Residence Week – August 18-30, 2024

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

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 e present on campus during a holiday, they must follow the guidelines set forth by The Farm Membership Committee. Adopted 7/16/2019

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

MIDWIFERY KIT COSTS

Listed below are the essential items required for each student's Midwifery Kit. All items should be acquired by the beginning of Term 5. The estimated cost for a Midwifery Kit is \$2,900.00.

- Paper towels or clean hand towel
- Soap or detergent
- Watch or clock with second hand
- A sterile field
- Waste receptacle
- Paper cup or other receptacle for urine
- Warm blanket or towel
- Adult scale
- Either a hanging or baby scale
- Flashlight
- Soft measuring tape (centimeter and inch)
- Gestational wheel or calendar
- 10 pairs of packaged sterile gloves or 20 singles
- 20 nonsterile gloves, in your size
- Fetoscope or Doppler and gel
- Urine dipsticks in their original container (tests for: Protein, Glucose, Ketones, pH, Leukocytes, Nitrites, Blood)
- Tongue depressor
- Reflex hammer (optional)
- Blood pressure cuff
- Stethoscope
- Glass oral and rectal thermometers or digital thermometers with probe covers
- 12 alcohol prep pads
- 3ea. 3cc syringes with needle (any size)
- 4" by 4" gauze pads
- Band-Aids
- Sharps container*
- Hemoglobinometer
- Infant Pulse Oximeter
- Glucometer
- Lancets for PKU
- At least 3 containers or bags for equipment (Prenatal, Labor and Delivery, and Infant Resuscitation)

Delivery Instruments

- Cord clamps (plastic or stainless steel)
- Umbilical Cord Scissor
- Hemostatic Forceps, 6.6", curved
- Kelly Forceps, 5.5" long, blunt/sharp
- Standard blunt/sharp straight scissor

Suture Instruments

- Mayo-Hegar Needle Holder, 6"

- Operating Scissor, 5.5” long, blunt/sharp
- Stitch Scissor, 5.5” long
- Kelly Forceps, 5.5” long, straight
- Standard Pattern Dressing Forceps, 5.5” long
- Curved hemostat, 6.25” long
- Sterile Field

All equipment for oxygen administration

- Adult Mask
- Infant Mask
- Res-Q Vac Manual Suction System or DeLee Suction Catheter, Ambu Resuscitation Bag
- Infant sure seal mask
- Heating pad or hot water bottle
- Cutting board for a hard surface
- Baby blankets

LIST OF EQUIPMENT

Office Equipment of the College of Traditional Midwifery

- Desk
- Office Chair
- Table with four (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 Abdominal Palpation Model
- Fetal Monitoring and Labor Process Model
- 4 Cervical Effacement and Dilatation Models
- 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 1/2 -inch notebooks each Term
- Dividers
- Standardization Workshop Handouts
- Syllabus/Study Guide

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/Chart Review. Each student will take Multiple-Choice Examinations over the previous Terms.

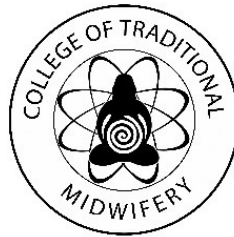
FOUNDERS OF THE COLLEGE OF TRADITIONAL MIDWIFERY



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