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# STUDENT HANDBOOK

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Associate of Applied Science in Midwifery (AASM)



Volume 2

July 11, 2024

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

Dear AASM Student,

Congratulations on acceptance and enrollment into the Associate of Applied Science in Midwifery (AASM) at the College of Traditional Midwifery (CTM). CTM strives to provide experienced and knowledgeable Adjunct Faculty Members to assist students in their journey through the midwifery program. CTM recognizes the importance of a qualified preceptor and requires that all preceptors be NARM Registered Preceptors. CTM looks forward to working with each student, providing competency-based education, guided clinical experiences and support to help students become safe, competent entry-level midwife.

CTM acknowledges the importance of open and honest communication. CTM encourages students to reach out with any questions or concerns they may have. Students will be assigned a Student Liaison, who will support and offer them guidance throughout their time at the College of Traditional Midwifery.

CTM looks forward to joining students on their midwifery education!

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## SCHOOL INFORMATION

### 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.

### NON-DISCRIMINATION POLICY OF THE COLLEGE OF TRADITIONAL MIDWIFERY AS TO STUDENTS AND FACULTY

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; familiar status; age; disability; genetic information; or any other protected category under federal, state or local law. (MEAC 5-18-23)

### TRADITIONAL MIDWIFERY SCHOOL

The College of Traditional Midwifery (CTM) a 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.

### 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).

### 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
- The grading system is Pass/Incomplete. CTM does not give failing grades, the student works on the competency until proficient.

## 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.

## THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY DEGREE

### MISSION OF THE COLLEGE OF TRADITIONAL MIDWIFERY

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.

## THE GOALS OF THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY DEGREE

- 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

## 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 and excelled (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)

## DIRECT ASSESSMENT- As defined by the Federal Regulations

(1) A direct assessment program is a program that, in lieu of credit or clock hours as the measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program utilizing the results of the assessment.

(2) Direct assessment of student learning means a measure of a student's knowledge, skills, and abilities designed to provide evidence of the student's proficiency in the relevant subject area.

(3) An institution must establish a methodology to reasonably equate each module in the direct assessment program to either credit hours or clock hours. This methodology must be consistent with the requirements of the institutions accrediting agency of State approval agency.

## 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 Healthcare Professional, including RN, NP, PA and MD
- 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.

## CREDIT FOR PRIOR LEARNING – DIDACTIC KNOWLEDGE

The requirements for having CTM accept Credit for Prior Learning for Didactic knowledge are designated below for each category of applicant:

Credit for Prior Learning Portfolio Evaluation (CPLPE) for Reproductive Healthcare Professionals

- A. Reproductive Healthcare Professionals entering the AASM Program at CTM who would like Credit for Prior Learning for didactic knowledge must have the below requirements to be eligible. Must hold a license as an RN, PA, NP or MD and be working in reproductive healthcare. This includes:
- Labor and Delivery Nurse
  - Physician’s Assistant working in Reproductive Healthcare
  - Nurse Practitioner working in Reproductive Healthcare
  - RN or MD working in an OBGYN office
  - RN or MD working in a clinic that specializes in Reproductive Healthcare and includes Prenatal, Postpartum, and Newborn Care within their scope of practice.

Reproductive Healthcare Professionals entering the AASM Program at CTM who would like Credit for Prior Learning for didactic knowledge must submit/complete the below:

1. Portfolio Evaluation Administrative Fee of \$300 – For Students requesting Credit for Prior Learning for multiple Workshops/Terms.
2. Students who are only requesting Credit for Prior learning for individual workshops and not full Terms may choose to pay the per credit hour fee instead of the Portfolio Evaluation Administrative Fee. The per credit hour fee is \$41 per approved credit for prior learning credit hour.
3. Complete and Return the Credit for Prior Learning Request Form
4. Transcripts from their previous college
5. A copy of their current healthcare license
6. Pass the CTM Multiple Choice exam covering the area of knowledge being reviewed for Credit for Prior Learning.
7. If a student is requesting Credit for Prior Learning on knowledge that cannot be verified through their Transcript, they will need a healthcare supervisor or NARM Registered Preceptor to sign off that they have the knowledge they are requesting credit for prior learning for.

B. Credit for Prior Learning Portfolio Evaluation Requirements for Healthcare Professionals

1. Must hold a license as an BSRN, MD, NP or PA and be working in healthcare. This includes:
  - Bachelor of Nursing
  - Nurse Practitioner
  - Physician’s Assistant
  - Doctor of Medicine

Healthcare Professionals entering the AASM Program at CTM who would like Credit for Prior Learning for didactic knowledge must submit/complete the below.

1. Portfolio Evaluation Administration Fee of \$300 – For Students requesting Credit for Prior Learning for multiple workshops/Terms.
2. Students who are only requesting Credit for Prior Learning for individual workshops and not full Terms may choose to pay the per credit hour fee instead of the Portfolio Evaluation for Administrative Fee. The per credit hour fee is \$41 per approved credit for prior learning credit hour.
3. Complete and Return the Credit for Prior Learning Review Request Form
4. Transcripts from their previous college



5. A copy of their current healthcare license
6. Pass the CTM Multiple Choice exam covering the area of knowledge being reviewed for Credit for Prior Learning.

#### C. Credit for Prior Learning Portfolio Review Requirements for Transferring Midwifery Students

Midwifery Students who are transferring from a MEAC Approved Midwifery College or Program who would like Credit for Prior learning for didactic knowledge must submit/complete the below.

1. Official Transcript from the MEAC Approved Midwifery College or Program
2. A course list or course catalog with a description of each course
3. Pass the CTM Multiple Choice exam covering the area of knowledge being reviewed for Credit for Prior Learning

#### D. Credit for Prior Learning for Certified Professional Midwives (CPM)

CPM's who would like Credit for Prior learning for didactic knowledge must submit/complete the below.

1. Proof of Current CPM;
2. Proof of NARM Bridge Certificate
3. Transcripts and/or Licenses;
4. Current hands-on Adult CPR;
5. Current hands-on NRP;

All previous learning for knowledge 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.

### CREDIT FOR PRIOR LEARNING – CLINICAL EXPERIENCE

The requirements for having CTM accept Credit for Prior Learning for Clinical Experiences are designated below for each category of applicant:

#### A. Transferring Midwifery Students from a MEAC Approved Midwifery Program

Students who are transferring from a MEAC Approved Midwifery Program may count previous clinical experiences signed off by a Preceptor who meet the following criteria:

1. Were approved Preceptors by the MEAC Approved Midwifery Program during the time of the clinical experience.
2. If the MEAC Approved Midwifery Program approved Preceptor was not NARM Registered at the time of the clinical experiences, they will need to become NARM Registered for previous clinical experiences to be accepted.
3. Preceptors must have met the NARM Requirements to become a NARM Registered Preceptor at the time of the clinical experiences. The NARM Requirements for Preceptors are listed below:
  - A preceptor must have an additional three years' experience after credentialing or fifty primary/co-primary births beyond entry-level CPM requirements
  - A preceptor must have ten continuity of care births beyond entry-level CPM requirements.
  - A preceptor must have attended a minimum of ten out-of-hospital births in the last three years. (NARM <https://narm.org/preceptors/>)

Students who would like CTM to accept their clinical experiences must turn in the below:

- a. Clinical Experience and signatures will only be accepted on NARM/CTM Forms. If the clinical experience is listed on forms other than those NARM or CTM provides, students must transfer all clinical experiences and signatures over to the NARM/CTM forms.

- b. Students must include a copy of the preceptor's current NARM Registered Preceptor verification in order to count any clinical experiences done with the preceptor.

## B. NARM Portfolio Evaluation Process (PEP) Applicants

NARM Portfolio Evaluation Process (PEP) applicants must have their clinical experiences approved by CTM for the AASM Program. In order for clinical experiences to be approved by CTM, students must submit clinical experiences signed off by a Preceptor who meets the following criteria:

1. Preceptors must be NARM Registered
2. Preceptors must have met the NARM Requirements to become a NARM Registered Preceptor at the time of the clinical experiences. The NARM Requirements for Preceptors are listed below:
  - a. A preceptor must have an additional three years of experience after credentialing or fifty primary/co-primary births beyond entry-level CPM requirements
  - b. A preceptor must have ten continuity of care births beyond entry-level CPM Requirements
  - c. A preceptor must have attended a minimum of ten out-of-hospital births in the last three years. (NARM <https://narm.org/preceptors/>)

NARM Portfolio Evaluation Process (PEP) Applicants who would like CTM to accept their clinical experiences must turn in the below:

1. Clinical experience and signatures will only be accepted on NARM/CTM Forms. If the clinical experience and signatures are listed on forms other than those NARM or CTM provides, students must transfer all clinical experiences and signatures to the NARM/CTM forms.
2. Students must include NARM Registered Preceptor verification in order to count any clinical experiences done with the preceptor.
3. Sign and Return Student/Preceptor Agreement
4. Sign and Return CTM/Preceptor Agreement
5. Preceptors Non-Discrimination Statement (included in CTM Preceptor Agreement)

## 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.

## RECEIVE A GRADE

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

## 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](http://www.collegeoftraditionalmidwifery.org) for new policies and program requirements.

## OVERVIEW OF THE ASSOCIATE OF APPLIED SCIENCE IN MIDWIFERY DEGREE

### 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)

### DIDACTIC CONTACT HOURS

Didactic contact hours are acquired in multiple prescribed ways:

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.

<b>Standardization Workshops for Knowledge, Skills, and Abilities Competencies + Student Study Guide</b>	<b>Didactic Contact Hours</b>	<b>Clinical Contact Hours</b>	<b>Credit Hour Equivalencies</b>
<b><i>Term 1</i></b>			
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		
<b><i>Subtotal Didactic Contact Hours – Term 1</i></b>	<b>180 hours</b>		<b>12 equivalent credit hrs</b>
Physical Assessment, Prenatal, Birth, Postpartum, and Newborn Examination Observations		90 hours	
<b><i>Subtotal Clinical Contact Hours – Term 1</i></b>		<b>90 hours</b>	<b>3 equivalent credit hrs</b>
<b><i>Total – Term 1</i></b>	<b>180 hours</b>	<b>90 hours</b>	<b>15 equivalent credit hrs</b>
<b><i>Term 2</i></b>			
Introduction to Applied Microbiology and Laboratory Tests*	30 hours		
Introduction to Phlebotomy	15 hours		
Introduction to Injections	15 hours		
Introduction to IVs	15 hours		
Introduction to Suturing	15 hours		
Introduction to Communication and Education	15 hours		
History of Midwifery in the US*	15 hours		
Public Health Issues	15 hours		
Cultural Awareness 2*	15 hours		
Chart/Peer Review	15 hours		
<b><i>Subtotal Didactic Contact Hours – Term 2</i></b>	<b>165 hours</b>		<b>11 equivalent credit hrs</b>
Physical Assessment, Prenatal, Birth, Postpartum, and Newborn Examination Observations		90 hours	
<b><i>Subtotal Clinical Contact Hours – Term 2</i></b>		<b>90 hours</b>	<b>3 equivalent credit hrs</b>
<b><i>Total – Term 2</i></b>	<b>165 hours</b>	<b>90 hours</b>	<b>14 equivalent credit hrs</b>
<b><i>Term 3</i></b>			
Abnormal Prenatal	15 hours		
Abnormal Labor and Birth	15 hours		
Abnormal Postpartum	15 hours		
Abnormal Newborn	15 hours		
Abnormal Well-Woman	15 hours		
Introduction to the Psychology of Loss and Grieving*	30 hours		

Chart/Peer Review	15 hours		
<b>Subtotal Didactic Contact Hours – Term 3</b>	<b>120 hours</b>		<b>8 equivalent credit hrs</b>
Prenatal, Labor, Birth, Postpartum and Newborn Examination Assists		180 hours	
<b>Subtotal Clinical Contact Hours – Term 3</b>		<b>180 hours</b>	<b>6 equivalent credit hrs</b>
<b>Total-Term 3</b>	<b>120 hours</b>	<b>180 hours</b>	<b>14 equivalent credit hrs</b>
<b>Term 4 – Virtual Workshops</b>			
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		
Introduction to Practice Guidelines, Informed Consent and ER Forms	15 hours		
Introduction to Applied Pharmacology	30 hours		
<b>Subtotal Didactic Contact Hours – Term 4</b>	<b>120 hours</b>		<b>6 equivalent credit hrs</b>
Prenatal, Labor, Birth, Postpartum and Newborn Examination Assists		180 hours	
<b>Subtotal Clinical Contact Hours – Term 4</b>		<b>180 hours</b>	<b>6 equivalent credit hrs</b>
<b>Total – Term 4</b>	<b>150 hours</b>	<b>180 hours</b>	<b>14 equivalent credit hrs</b>
<b>Term 5</b>			
Student Research and Multimedia Presentations	75 hours		
Professional Ethics and Issues*	15 hours		
Overview of Midwifery Laws*	15 hours		
Chart/Peer Review	15 hours		
<b>Subtotal Didactic Contact Hours – Term 5</b>	<b>120 hours</b>		<b>8 equivalent credit hrs</b>
Prenatal, Labor, Births, Postpartum, and Newborn Examinations acting as a Primary Midwife Under Supervision		360 hours	
<b>Subtotal Clinical Contact Hours – Term 5</b>		<b>360 hours</b>	<b>12 equivalent credit hrs</b>
<b>Total – Term 5</b>	<b>120 hours</b>	<b>360 hours</b>	<b>20 equivalent credit hrs</b>
<b>Term 6</b>			
How to Start a Business*	30 hours		
Chart/Peer Review	15 hours		
NARM Form 206 Second Skills Checkoff			
<b>Subtotal Didactic Contact Hours – Term 6</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		360 hours	
<b>Subtotal Clinical Contact Hours – Term 6</b>		<b>360 hours</b>	<b>12 equivalent credit hrs</b>
<b>Total – Term 6</b>	<b>45 hours</b>	<b>360 hours</b>	<b>15 equivalent credit hrs</b>
<b>TOTAL DIDACTIC CONTACT/EQUIVALENT CREDIT HOURS</b>	<b>750 hours</b>		<b>50 equivalent credit hrs</b>

<b>TOTAL CLINICAL CONTACT/EQUIVALENT CREDIT HOURS</b>		<b>1,260 hours</b>	<b>42 equivalent credit hrs</b>
<b>TOTAL EQUIVALENT CREDIT HOURS</b>			<b>92 equivalent credit hrs</b>

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

## 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/)

## 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
<b>Observations Term 1 and Term 2</b>				
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	
<b>Subtotal</b>			<b>180 hours</b>	<b>6 equivalent credit hours</b>
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	
<b>Subtotal</b>			<b>335 hours</b>	<b>12 equivalent credit hours</b>
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	
<b>Subtotal</b>			<b>735 hours</b>	<b>24 equivalent credit hours</b>
<b>TOTAL CLINICAL HOURS</b>			<b>1,270 hours</b>	<b>42 equivalent credit hours</b>

## COURSE OVERVIEW

### 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.
Normal Newborn Examination	Introduces the normal physiological process, values, and terminology of the Newborn Examination. A normal newborn examination is a comprehensive physical assessment conducted to evaluate the overall health and identify any immediate medical concerns in a newborn.
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 Suturing	Introduction to theory, technique, equipment, and skills of suturing.

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
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.
Abnormal Well-Woman	Introduces various abnormalities that can occur in women's health and the skills needed to recognize abnormalities early and make informed decisions regarding the client's well-being.
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.
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- Virtual Workshops</i>	
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.
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.
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.
<i>Term 5</i>	
Student 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.
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.
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## 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:

<ul style="list-style-type: none"> <li>Attendance and Participation in all Standardization Workshops, including Virtual or In-Resident Standardization Workshops.</li> </ul>	100%
<ul style="list-style-type: none"> <li>Completion and return of the Syllabus/Study Guide and Clinical Time Log prior to taking the Multiple-Choice Examination for the previous Term</li> </ul>	100%
<ul style="list-style-type: none"> <li>Scoring a passing score on each Term Multiple-Choice Examination</li> </ul>	80%
<ul style="list-style-type: none"> <li>Attendance and Participation in Peer/Chart Review each Term</li> </ul>	100%
<ul style="list-style-type: none"> <li>Completion of a review of literature, a research paper, and multi-media presentation (Term 4) as part of the general education requirements</li> </ul>	90%
<ul style="list-style-type: none"> <li>Completion of the NARM Phase 1, 2, 3, 4.</li> </ul>	100%
<ul style="list-style-type: none"> <li>Completion of the NARM 201a Comprehensive Skills, Knowledge, and Abilities Essential for Competent Midwifery Practice Verification (Term 5 or 6)</li> </ul>	100%
<ul style="list-style-type: none"> <li>Creation of Practice Guidelines, Informed Consent, and Emergency Care Plan. (Term5)</li> </ul>	100%
<ul style="list-style-type: none"> <li>On-campus testing of Skills Requiring Verification by a Second Qualified Preceptor following submission of NARM form 201a. Competence is demonstrated by a score of 90% on the NARM Second Verification of Skills Form 206. (Term 6)</li> </ul>	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:

- 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

## ADMISSION AND ENROLLMENT

### 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 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 MDIWIFERY

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](http://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. driver’s 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 Exception 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 MDIWIFERY (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.

## EXPECTATIONS FOR STUDENTS

### 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.

### CLINICAL APPEARANCE

It is important that the student give an appropriate visual impression because people tend to form impressions within the first 15-30 seconds after being introduced. Students need to dress appropriately according to the standards set by their preceptor. If a student does not look professional to a client, it may affect the student's ability to participate in the care of the client, and/or it could affect the preceptor's business.

It is expected that students will adhere to the dress code as established by their preceptor. It is expected that students will present in business casual attire or scrubs, if appropriate. It is expected that the preceptor will provide the student with a written statement of appropriate attire for their clinical/office site.

Students are expected to have a spare change of clothes. It is suggested that the student keep this change of clothing in their personal vehicle.

### DRESS CODE FOR WORKSHOPS AND CLINICAL SITES

- Clothes can be casual business attire. Clothes (and any jewelry) need to be neutral, free of slogans, symbols, and words, modest, clean and free of wrinkles. Neutral midwifery inspired attire is acceptable.
- Shoes should be clean and professional during the workshops and presentations. Shoes need to be closed toed for clinical experiences



- Hair should be pulled back or covered as appropriate
- Fingernails should be fingertip length. Nail polish and/or artificial nails are not permitted.
- Students should not have offensive odors (e.g., cigarette smell on their breath or clothing, perfumes or body odors).
- Students may not wear any scented products during workshops, presentations or clinical experiences. This includes hair products, lotions and perfumes.
- Chewing gum is considered unprofessional, and not allowed during workshops, presentations, or clinical experiences.

## ACADEMIC HONESTY

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 CTM and is a condition leading to dismissal. This pertains to our clinical experiences and Orientation/In Residence 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))

## ATTENDANCE

Students will be required to attend 100% of all In-Resident Week and Virtual Standardization Workshops, 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, Virtual Standardization Workshop, 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.

## STUDENT SERVICES

### 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 of Trustees meetings as a nonvoting member and communicate any ideas or concerns the student body may have.

**Student Life** – During In-Resident Weeks students have the option to purchase dorm and food packages. CTM provides the student with informal interaction with faculty members during meals. The Dorm offers opportunities for meaningful student interactions and bonding.

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.

Application 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.

## 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 or by the Student Liaison to assist with course content review, completing of writing assignments, preparation for exams, preparation for retaking failed exams, or other academic needs at any time.

If the Student does not hand in their completed Syllabus/Study Guide by the deadline provided by the Student Liaison, they will not be eligible to participate in the following Term In-Residence Week.

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.

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
- Repeat the previous Term

## TECHINCAL ASSISTANCE REQUEST

Faculty, staff, and students will utilize the “Faculty, Staff, and Student Technical Assistance Form” to submit 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 student during the orientation process. Forms shall be submitted to [dbright@collegeoftraditionalmidwifery.org](mailto:dbright@collegeoftraditionalmidwifery.org)

## 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.

## TRANSFERIBILITY 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.

## 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”.

## 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.

## COSTS OF THE AASM DEGREE

### PROGRAM COSTS

<b>Associate of Applied Science in Midwifery</b>	
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
<b>Auxiliary Costs Not Included in Program Costs</b>	
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.

## 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

## REFUND POLICY AND CANCELLATION

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

Each In-Resident Week will have a registration date that is four weeks in advance of the first day of 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 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 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. The official acceptance date into the Associate of Applied Science of Midwifery occurs when a school official signs the Enrollment Agreement.

#### 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 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

## CONFIDENTIALITY OF STUDENT INFORMATION

### FERPA and YOU

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended (known as the Buckley Amendment), is a Federal law that provides that an education institution will maintain the confidentiality of student education records.

Educational records are any records with students' names on them: files, documents, and materials, in whatever medium, which contain information directly related to students and from which students can be individually identified.

Students have the right to control disclosure of their education records, review information contained in their educational records, challenge the contents of their educational records, have a hearing if the outcome of the challenge is unsatisfactory, and submit explanatory statements for inclusion in their files. Such statements must be submitted to the Administrative Office.

### Education Records

1. What does the law mean when it says that students have the right to control disclosure of their education records?
  - It means that a student's education records may be disclosed only with the student's prior written consent. Your records will not be shared with anyone, without your consent, except in the exceptions noted in #5 below.
2. How do I give my written consent if I want my records disclosed to someone?
  - You fill out the FERPA Consent to Share Records form. Your consent is only good for one year from the date sent. Consent will be filed in your student file and the student database.
3. What must my prior written consent contain?
  - Subject Heading: FERPA Consent to Share Records
    - Specify the records to be released
    - State the purpose of disclosure
    - Identify the party(ies) to whom disclosure may be made
    - Be signed and dated by the student
4. Does "written consent" have to be collected on paper?
  - No. In recent years, the U.S. Department of Education has clarified that an electronic signature may substitute for a written one. In order to qualify as an electronic signature, appropriate authentication must occur.
5. Are there any conditions under which student education records may be disclosed without the student's consent?
  - Yes, FERPA does contain some exceptions to the written consent rule. Those exceptions allow disclosure without consent:
    - To College of Traditional Midwifery (CTM) officials (including third parties under contract) with legitimate educational interests
    - To comply with a judicial order or lawfully issued subpoena
    - To appropriate parties in a health or safety emergency in order to protect the student or others
    - To parents in cases of drug or alcohol violation when the student is under the age of 21

- CTM Grievance and Conduct Committees will conduct all proceedings according to FERPA guidelines, and, in order to carry out their duties, the members of the Committee will have an educational need to know
6. May I give my consent to a Power of Attorney?
- Yes, Educational records may be disclosed to a third party who has a properly executed power of attorney for a student. The power of attorney must specifically authorize access to academic records or be a general power of attorney that covers any and all documents. If all legal requirements are met, the individual listed on the power of attorney will be treated in the same manner as would the student.

#### Directory Information

- Name
- Address (both current and permanent), phone numbers and e-mail address
- Date of birth
- Major field of study
- Degrees, honors and awards received including dates
- Participation in officially recognized activities
- Academic accomplishments

At the request of a student, a statement of confidentiality appears on the database in the student contact information. The confidentiality flag is honored whenever any lists for publication are produced from the database.

#### Notification of Rights under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution). These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day College of Traditional Midwifery receives a request for access. A student should submit to the administrative office, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
  - A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.
  - If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the college discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
  - The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interest. A school official is a person employed by the College of Traditional Midwifery in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College of Traditional Midwifery who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a



student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College of Traditional Midwifery. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College of Traditional Midwifery to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

See the list below of the disclosures that postsecondary institutions may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosure of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student-

- To other school officials, including instructors and Student Liaisons, within the College of Traditional Midwifery whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) -(a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the Colleges State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal-or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex

offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
  - 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.
- \* Text copied from Midwives College of Utah FERPA and You webpage with permission.**

## GRADUATE INFORMATION

### 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 CMT 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 of Traditional Midwifery 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 attend 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 the 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 confirm 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.

## ADDITIONAL ENROLLMENT INFORMATION

### 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). Term Extension may change the student's original projected graduation date (updated 6/7/2024). The Student Liaison will notify the student of any changes. The Extension may change the student's original projected graduation date. The Student Liaison

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

### 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 prorated as is the regular refund policy.

### 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.

### 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.

## 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.

## 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)

### **DIRECT ASSESSMENT – As defined by the Federal Regulations**

(1) A direct assessment program is a program that, in lieu of credit or clock hours as the measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program utilizing the results of the assessment.

(2) Direct assessment of student learning means a measure of a student's knowledge, skills, and abilities designed to provide evidence of the student's proficiency in the relevant subject area.

(3) An institution must establish a methodology to reasonably equate each module in the direct assessment program to either credit hours or clock hours. This methodology must be consistent with the requirements of the institutions accrediting agency of State approval agency.

**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, 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.

**VIRTUAL ORIENTATION:** Virtual Orientation is a required, two day virtual workshop prior to the start date of Term 1.

**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**

<b>Criteria</b>	<b>Competency</b>	<b>Repeat</b>
	<b>Needs no prompting 90-95%</b>	<b>Needs guidance and prompting 89%</b>
<b>Demonstrates the skill appropriately</b> in the testing situations according to steps listed in the <i>Practical Skills Guide for Midwives</i> (PSGM).		

<b>Verbalizes</b> parameters of normal, associated knowledge, and steps as they are demonstrating.		
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**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.