

Southwest Wisconsin Technical College Direct Entry Midwife Program Student Handbook

SOUTHWEST WISCONSIN TECHNICAL COLLEGE

Direct Entry Midwife Program Student Handbook



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Southwest Wisconsin Technical College Direct Entry Midwife Program Student Handbook

Contents

STAFF AND FACULTY CONTACT INFORMATION	5
WELCOME MIDWIFERY STUDENTS	6
PROGRAM OVERVIEW	7
PURPOSE OF THE PROGRAM (Program Goals)	10
PROGRAM ACCREDITATION	10
COLLEGE ACCREDITATION	11
OUTCOMES FOR THE DIRECT ENTRY MIDWIFE PROGRAM	11
ORGANIZING FRAMEWORK	12
MIDWIVES ALLIANCE CORE COMPETENCIES	12
COMPETENCY-BASED INSTRUCTION	12
DIRECT ENTRY MIDWIFE PROGRAM COURSE CONFIGURATION	13
SOUTHWEST TECH CORE ABILITY STATEMENT	14
Act Professionally	14
Communicate Clearly	14
Value Learning	14
Work Productively	15
Work Cooperatively	15
Solve Problems	15
PROGRAM BASICS	16
SCHOLASTIC REQUIREMENTS FOR GRADUATION	16
ADMISSION PROCEDURE	16
ADVANCED STANDING AND CREDIT TRANSFER	16
THE SOUTHWEST TECH CPM TO ASM PATHWAY PROGRAM FOR CURRENT CPMS	17
EQUITY AND ACCESS	17
SWTC Midwifery Program Nondiscrimination Policy	17
SWTC Midwifery Program Policy on the Implicit Power Differential in Educational Partnerships	19
TRANSCRIPTS	20
KNOX ACADEMIC SERVICES	20
INTERNET POLICY	20
GRADES	20
ATTENDANCE POLICY	21

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

THEORY CLASS ATTENDANCE AND PERFORMANCE POLICY	22
TRANSPORTATION	22
REQUIREMENTS FOR CLINICAL PLACEMENT	24
1 st Year Students	24
2 nd Year Students.....	24
Returning Students	24
IMMUNIZATION RECOMMENDATION TO HEALTH OCCUPATIONS STUDENTS	25
<i>SWTC BOARD POLICY REGARDING COMMUNICABLE DISEASES</i>	25
<i>IMMUNIZATION FACT SHEET</i>	25
LIABILITY INSURANCE.....	25
COLLEGE HEALTH SERVICES	25
CLINICAL SUPERVISION	26
MIDWIFE PROGRAM EXPECTATIONS FOR STUDENT CONDUCT.....	26
WITHDRAWAL.....	27
DISMISSAL.....	28
COMPLETION AND COMPLETION LIMITS	28
COURSE EXTENSION.....	28
STUDENT RIGHTS	28
NARM RELEASE SCORES.....	28
COMPLAINT PROCEDURE AND WHISTLEBLOWER POLICY.....	29
SOUTHWEST TECH CAMPUS STUDENT HANDBOOK CODE OF CONDUCT	29
<i>BEHAVIORAL CONSEQUENCES AND SANCTIONS</i>	29
SIMULATION LAB GUIDELINES	29
INVASIVE PROCEDURES POLICY I.....	29
INVASIVE PROCEDURES POLICY II.....	31
STUDENT PERMIT LICENSURE	32
REQUIREMENTS TO BEGIN CLINICAL WORK	32
<i>Students are responsible for all costs associated with meeting these requirements.</i>	32 🚩
UNDERSTANDING BASIC CLINICAL REQUIREMENTS.....	33
EQUIPMENT NEEDED AT THE START OF THE PROGRAM.....	33
'INTRODUCTION TO MIDWIFE CLINIC' COURSE REQUIREMENTS.....	34
<i>Students are responsible for all costs associated with meeting these requirements.</i>	34 🚩

**Southwest Wisconsin Technical College
Direct Entry Midwife Program Student Handbook**

INTERACTIVE EXPECTATIONS OF STUDENTS DURING SUPERVISED CLINICS	34
PROFESSIONALISM AND RESPECT DURING CLINICAL PLACEMENTS	36
APPEARANCE DURING CLINICAL PLACEMENTS	37
PRECEPTOR STUDENT RELATIONSHIP	37
CLINICAL GUIDELINES.....	38
DELINEATION BETWEEN CLINICAL TIME AND CLINICAL SITE EMPLOYMENT	38
CLINICAL SITE COORDINATOR STUDENT EXPECTATIONS	38
SELECTION OF PRECEPTORS.....	39
DOCUMENTATION FOR CLINICAL EXPERIENCES.....	40
CLINICAL COURSE EXPECTATIONS.....	40
PROCESS FOR SUBMISSION OF DOCUMENTATION	40
SITE VISITS.....	41
PROGRESSION OF CLINICAL COURSES	41
CONTRACTS FOR CLINICAL EXPERIENCES	41
DOCUMENTATION OF DAILY CLINICAL ENCOUNTERS	42
<i>STEPS FOR CLINICAL DOCUMENTATION</i>	42
<i>FLOW CHART FOR CLINICAL DOCUMENTATION</i>	43
CONTINUITY CLIENT	43
CLINICAL GRADING RUBRICS	43
CLINICAL CONCERN FORMS	43
<p>In order to help ensure the safety of students, clients, preceptors, faculty and staff; we must always be evaluating ourselves. The following forms are to be used by students, preceptors, faculty, and staff associated with Southwest Tech, to help identify less than optimal occurrences. You will find a brief description of each form to help you decide which form is most appropriate. Completion of these forms will help us all to discuss the situations at hand and help us to determine how to proceed, as a team</p>	43
PROBLEM IDENTIFICATION FORM	43
<p>This form will help with the basics of problem identification. The student and the preceptor should each fill one out, then meet to discuss. Sometime simply identifying the problem can help with effective strategies. If necessary, don't hesitate to contact a Southwest Tech Clinical Site Coordinator for help and input.</p>	43
<i>INCIDENT REPORT</i>	43
LINKS TO EXTERNAL DOCUMENTS: LAW, ETHICS, AND STANDARDS.....	44

Southwest Wisconsin Technical College Direct Entry Midwife Program Student Handbook

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Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

WELCOME MIDWIFERY STUDENTS

Welcome to the Direct Entry Midwifery Program at Southwest Wisconsin Technical College (SWTC). You are about to embark on an exciting journey. Though we know it will take a lot of hard work, we believe it will also be life changing and very rewarding!

The Direct-Entry Midwifery Program came into being in January 2008 as a response to the legalization of the Certified Professional Midwife Credential as the vehicle for licensure in Wisconsin. The program is unique in that we offer an Associate Degree in Applied Sciences in Direct-Entry Midwifery. In 2014, we received Midwifery Education Accreditation Council (MEAC) accreditation, and we are currently the only Direct-Entry Midwife program in the country embedded within a public institution.

The midwifery education at Southwest Tech is an integrated program with clinical training and assessment offered concurrently with our academic classes. As you progress academically, your clinical placements will afford you progressively more advanced learning opportunities and challenge. Southwest Wisconsin Technical College is fortunate to have faculty and staff who have both extensive academic and clinical expertise. The faculty is committed to providing quality midwifery education that meets the requirements of the North American Registry of Midwives (NARM) and the Midwives Alliance of North America (MANA) core competencies.

Certified Professional Midwives (CPM) are a fast-growing segment of the midwifery profession in the United States today. CPMs are trained and credentialed to offer expert care, education, counseling and support to people in pregnancy, birth and up to 6 weeks postpartum. Your decision to enter the midwifery program should not be taken lightly. Midwifery is a very challenging academic program. Historically, students who limit outside employment have greatest success. It is recommended that midwifery students limit their hours of employment to increase their chance of success in the program. You will find your midwife faculty to be very supportive. Do not hesitate to talk to your instructors or the program counselor if you are having academic problems, or have concerns or questions. Other resources are also available to assist students with their studies. The Academic Success Center (ASC) located in the Knox Learning Center is available to assist students improve their study skills, help with APA formatting and to better understand their unique learning styles. The Auto-Tutorial Lab (ATL) has a wide variety of learning resources for student. Southwest Tech has an up-to-date library with computer access and online resources, as well as a variety of professional textbooks and journals specific to the field of midwifery.

The academic year will present both challenges and rewards. Learning is an ongoing process, which will not end with the attainment of your midwifery degree, an Associate in Applied Sciences. We want to extend our best wishes as you pursue your goal of becoming a Certified Professional Midwife. Enjoy and Welcome! - The Midwifery Program Faculty and Staff

Please take time to orient yourself to the handbook and the information it contains. All students are subject to the school policies and regulations detailed in the current Southwest Tech Student Handbook which can be found on the school's webpage, in addition to those found in this Direct Entry Midwife Program Student Handbook. <https://www.swtc.edu/student-resources/policies-procedures/student-handbook>

This handbook deals specifically with the policies and procedures of the Direct-Entry Midwifery Program and serves to support midwifery students toward successful completion of the program. It is

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

the responsibility of the student to know and understand the contents of this handbook and to review it regularly.

The Southwest Wisconsin Technical College and the Direct Entry Midwifery Department reserve the right to change, without notice, any statement in this handbook concerning, but not limited to, rules, policies, tuition fees, curricula, and courses. Such changes shall be effective whenever determined by the appropriate faculty and administrative bodies. They may govern both current and returning students.

Nothing in this handbook constitutes, is intended to constitute, or should be construed as creating a contract between a student and the Direct-Entry Midwifery Program or Southwest Wisconsin Technical College.

PROGRAM OVERVIEW

The Direct Entry Midwife program at Southwest Tech, is a two-year associate degree program that will train professional midwives who will qualify for national certification and licensure in Wisconsin. Graduates of the program will provide hands-on holistic care for people in their childbearing years, and partner with childbearing people and other collaborative healthcare partners throughout the childbearing process.

This program emphasizes assessment and care in the low-risk pregnancy. A midwife conducts an initial assessment during pregnancy which includes nutritional assessment, overall health, risk level of the pregnancy, and then contracts and partners with the birthing person during the pregnancy to monitor fetal growth and development, overall health of the birthing person, and family support and resources available. The midwife will then assist the birthing person in labor and birth of the child in the community (home or birthing center) setting. The midwife follows the birth of the child with initial care of newborn, instruction on lactation technique, and assessment of family support as birthing person and child transition in the out-of-hospital setting.

This associate degree program requires a minimum of two years to complete. Unlike most programs, the Direct Entry Midwife program has a January start. Students may be able to take some courses upon program acceptance. Most courses are considered face-to-face, with a virtual option for access. All of the general education courses have an online option. Students must achieve a C or better in each course of the program curriculum to be eligible to progress. Financial aid is available to students who qualify. Completion of ALL midwifery program clinical work needs to be accomplished within 5 years of the original program registration.

The Southwest Tech Direct Entry Midwife program is located in a technical college, which means that the program curriculum is built around attainment of hard skills, incorporating a soft skill set, for optimal clinical practice. The program meets the requirements for accreditation by the Midwifery Education Accreditation Council (MEAC), and was first approved in September 2014. The curriculum is constructed around and meets both the North American Registry of Midwives (NARM) requirements for a basic beginning midwife and Midwives Alliance of North America (MANA) Core Competencies. Upon graduation the student will be eligible to take the North American Registry of Midwives (NARM) certification exam.

This program at present is the only direct entry midwifery program based in a technical college in the US. The program provides virtual access to help break down barriers in midwifery education, offering to a public midwifery education to students across the country, but is not considered a distance program.

Along with meeting MEAC, NARM and MANA requirements and competencies, and preparing students to take the NARM exam, this program meets and teaches to Wisconsin state requirements for licensure as a Licensed Midwife (LM). The program does not incorporate each state's licensing requirements. Many states have additional or different requirements for legal recognition as a midwife/for the CPM, and the student will need to understand and is responsible to know what those requirements are, and if this program meets those requirements. If the program does not meet your particular state's requirements and you plan on practicing in your home state you may want to consider a different option for education.

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Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

Clinical experiences are designed in a progressive manner, reflecting academic theory course work. The student must be able to show adequate performance in linking theory to practice by demonstrating competency in all NARM Skills, MANA Core Competencies and linked MEAC (Midwifery Education Accreditation Council) competencies. The student is expected to complete each clinical course in a timely manner, understanding that academic course work and clinical work are intricately linked. One clinical course must be completed and the current course grade issued prior to starting the next clinical course. Clinical placement will occur only with a NARM approved preceptor. That preceptor must also be recognized in their jurisdiction of practice and that jurisdiction must recognize the CPM credential for legal practice.

Classes are generally held from 9:00 a.m. to 5:00 p.m. Central Time with an hour break for lunch. First semester classes are held two days per week. Subsequent semesters are held one day per week. All students, including virtual students, are required to physically be on the Southwest Tech campus in Fennimore, Wisconsin for ten class days each Fall and Spring semester. * This on-campus requirement occurs once at midterm and once at the end of the semester in the first semester, then during two contiguous weeks in subsequent semesters. This on-campus time is required for reviewing and testing skills, and other activities essential to student learning.

Students may attend classes on campus or may access core midwifery program courses virtually. Instructors may also be virtual, so those students who opt to attend in the classroom may be receiving virtual instruction. Virtual access creates a collaborative learning environment that allows students and instructors to work together from different locations, similar to being in a face-to-face classroom. The virtual student is expected to be logged in and present during all scheduled class times. It is expected that students accessing the program virtually treat class time as though they were physically in the classroom and eliminate all distractions.

In order to be successful in this program the following items are necessary:

- Computer with hard-wired (Ethernet) internet access and webcam
- Computer headphones or earbuds with microphone
- Portable flash drive or external hard drive
- Portable scanner or “photo to pdf” application
- Microsoft Office for Students – available free via SWTC

DIRECT ENTRY MIDWIFE PROGRAM MISSION STATEMENT

- The Southwest Tech Direct Entry Midwife program will develop and facilitate skills necessary to provide competent, compassionate, and person-centered care through integration, use and dissemination of the midwives model of care.
- The Direct Entry Midwife faculty and staff supports the purpose and mission of the Wisconsin Technical College System and Southwest Wisconsin Technical College.
- We believe the Direct Entry Midwife Program philosophy and educational outcomes are congruent with the mission of the College.

SOUTHWEST WISCONSIN TECHNICAL COLLEGE MISSION STATEMENT

Southwest Wisconsin Technical College provides education and training opportunities responsive to students, employers, and communities.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

DIRECT ENTRY MIDWIFE PROGRAM VISION STATEMENT

The Midwives Model of Care is the central point for all academic and clinical training for the Direct Entry Midwife Student at Southwest Tech. It is the desire of the program faculty to continue to develop a Midwifery Program whose graduates and faculty enjoy a reputation for excellence. As such, it is Southwest Tech's intention to adhere to these founding and current philosophies and documents in training the next generation of midwives.

SOUTHWEST WISCONSIN TECHNICAL COLLEGE VISION STATEMENT

Southwest Wisconsin Technical College will be a preferred provider of education, source of talent, and place of employment in the field. We at the college change lives by providing opportunities for success.

DIRECT ENTRY MIDWIFE PROGRAM PHILOSOPHY

The Direct Entry Midwife curriculum was developed in response to the current and future workforce needs. Curriculum is ever changing, responding to new knowledge and the evolving role of the midwife within the health care setting and community. Prior learning, experience and career mobility are valued and efforts are aimed at facilitating that movement. Information gathering within the community network that includes advisory committees, employers, and consumers enhances curriculum review and revision.

The philosophy incorporates the faculty beliefs regarding the midwife model of care, health, the person, community, midwife education, the teaching/learning process, and midwife practice.

Midwifery care is a dynamic interpersonal process that seeks to promote optimal health within the context of the person, baby, family, community and society. The concept of person centered care, which is central to midwifery, is communicated through both attitude and action. Midwives assess health and make clinical decisions to provide safe and effective midwifery care according to standards of practice within the legal, ethical and regulatory frameworks. Midwifery practice is based on its own body of knowledge. Through collaboration with other health care professionals, midwifery is responsive to the needs of the person across the lifespan via the health-illness continuum.

Health is a dynamic state of being, evaluated on a continuum, including, physical, psychological, cultural and spiritual elements. The midwife model of care seeks to address the impact of all elements upon the health of the person and their baby.

The person is a complex living being, in which physical, psychological, cultural and spiritual processes are in constant interaction. The constant interaction provides the person with the capacity for change. Each person is unique, however all people share similar human responses. Each person has inherent worth and dignity and is the focus of midwifery practice. Each person has a right to self-determination in matters of health and well-being and deserves high quality midwifery care.

Community is comprised of the social, emotional, physical, cultural and environmental influences that affect individuals, families and groups. The midwife manages care in the context of community, and influences health care policy and systems.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

Midwifery education is the process that enables learners to achieve knowledge and skills appropriate for midwifery practice. Using performance based instruction; faculty members assist learners in acquiring knowledge and skills required for the discipline of midwifery. Individuals are responsible for their own learning. Faculty and learners create an environment, which stimulates curiosity, creativity, and growth while fostering feelings of respect, worth, and dignity. Midwifery education seeks to promote critical thinking, communication, problem solving, cultural diversity, quantification skills, and use of information and science technology.

Learning is a continuous, goal-directed process that results in measurable change. Learning occurs best when individuals are active participants in the teaching/learning process. Faculty and learners share accountability for assessment and evaluation of learning. Learning increases when application and practice occur in various settings. Ongoing evaluation, based on measurable behavioral outcomes, is an essential and dynamic part of the teaching/learning process. Evaluation of learner and graduate performance facilitates continuous improvement of the midwife curriculum.

PURPOSE OF THE PROGRAM (Program Goals)

The Southwest Tech Direct Entry Midwife Program provides a pathway for education and training of professional midwives who will qualify for certification and licensure in Wisconsin by:

- Recognizing the value, worth, and uniqueness of students through prior learning
- Facilitating the attainment of knowledge, skills, and attitudes necessary for a beginning midwife
- Preparing graduates for success on the National (NARM) Exam as evidenced by a 70% pass rate
- Preparing graduates to be competent midwives to diverse populations in an ever-changing healthcare environment
- Provide a supportive learning environment for midwifery students from diverse racial, cultural, and socioeconomic backgrounds resulting in achievement of at least a 60% retention and 40% graduation rate

PROGRAM ACCREDITATION

On September 4, 2014, the MEAC Board of Directors voted to grant initial programmatic accreditation to the Direct-Entry Midwifery Program at Southwest Wisconsin Technical College.

The period of accreditation is five years from September 4, 2019 to September 4, 2025.

For further information, contact MEAC at:

Midwifery Education Accreditation Council
1935 Pauline Blvd., Ste. 100B, Ann Arbor, MI 48103
Phone (360) 466-2080; Fax (480) 907-2936; www.meacschools.org

PROFESSIONAL LICENSURE DISCLOSURE

The Direct Entry Midwife program at Southwest Wisconsin Technical College incorporates the rules and regulations for Wisconsin Licensed Midwives (LM). The program does not teach to any other state requirements/rules. The program is a pathway towards the Certified Professional Midwife credential but does not guarantee licensure to any state. Students who do not reside in Wisconsin are responsible for understanding their state licensing requirements. The student is responsible in identifying the state rules and regulations per state on the North American Registry of Midwives (NARM). See the link below for the legal status for each of direct entry midwives.

[*Narm state chart click here*](#)

All students will need to have at least three preceptors during the two years of the program in order to meet the clinical course requirements. Preceptors must be located in a state/jurisdiction where the CPM is a legally

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

recognized credential or an educational agreement exists between SWTC and that jurisdiction. Preceptors must also meet the requirements for approval as a NARM-Registered Preceptor. Students may be asked to assist with securing preceptors in their home communities.

The faculty and staff at SWTC will discuss the state requirements for licensure with each student. If a student moves to a different state while enrolled in the Direct Entry Midwifery Program at SWTC, the student must inform the clinical site coordinator and program director prior to relocation with a minimum of fourteen days in advance in order to receive assistance in understanding the rules, laws and regulations of the state.

COLLEGE ACCREDITATION

Southwest Wisconsin Technical College is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Southwest Tech has been accredited since 1976. In 2002, Southwest Tech was accepted as an AQIP institution, and in June, 2017 became a member of the Standard Pathway.

<https://www.swtc.edu/about/college-accreditation>.

<https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1862&language=en>

OUTCOMES FOR THE DIRECT ENTRY MIDWIFE PROGRAM

At the completion of this program graduates will be able to:

1. Acquire a foundation of theoretical knowledge, clinical assessment, critical thinking skills, and shared decision making.

Criteria:

- Use critical thinking to evaluate clinical findings
- Optimize intuition as authoritative knowledge
- Demonstrate effective communication and written skills
- Apply care principles, support and information regarding reproductive health

2. Create the plan of care for the person in the childbearing year.

Criteria:

- Demonstrate an integrated understanding of the whole picture
- Use conscious analysis of the challenges and goals in creating the plan of care
- Identify with the person the goals and challenges of their care
- Maximize the teaching and learning process to maintain health and nutrition of clients served
- Construct clinical decisions to assure positive outcomes for birthing person and newborn
- Summarize how to incorporate high quality, culturally relevant, and holistic midwifery care in a variety of settings

3. Demonstrate holistic, competent care for pregnant people and families during the childbearing year. Criteria:

- Function within the Midwives Model of Care
- Uphold professional standards for the Certified Professional Midwife
- Assume responsibility for collaboration with other team members and healthcare professionals
- Anticipate the need for referral to local and regional resources and services available to families in community
- Demonstrate assessment skills of preconception, pregnancy, birth, postpartum and newborn
- Perform assistance with the natural birthing process as indicated
- Facilitate continuity of care within the context of the midwifery setting

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Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

ORGANIZING FRAMEWORK

In 1986 the Midwives Alliance of North America (MANA) created a national registry, which would lay the groundwork for the development of the national certifying examination for direct-entry midwives: the NARM exam. In the early 1990s MANA developed the *Statement of Values and Ethics*, providing guidance for professional conduct in the practice of midwifery with a unique focus on experience and competencies of childbearing people. At the same time, MANA's *Core Competencies* were developed and described the clinical skills and judgment needed for the practice of midwifery becoming the foundational document for the professionalization of direct-entry midwifery.

In 2008 the International Confederation of Midwives developed a series of core documents to support the growth and utilization of midwives throughout the world. In June 2011 the ICM Council endorsed global midwifery standards for education, regulation, and association – the "3 pillars" for the profession. The World Health Organization uses the ICM Core Competencies to inform midwifery organizations and government agencies to improve the health of birthing people and babies world-wide.

In March 2013 the MANA Document Committee prepared a side-by-side comparison document of the ICM and MANA Core Competencies to identify where these two documents were aligned and where they differed. At this time both ACNM and MEAC were engaged in similar work. The goals for the MANA Core Competencies revision were:

- To bring them in line with the ICM Core Competencies as they apply to US midwifery, and
- To make the language inclusive and welcoming to all who seek midwifery care.

<https://mana.org/blog/Overview-MANA-Core-Competencies-Revisions>

MIDWIVES ALLIANCE CORE COMPETENCIES

The Midwives Alliance Core Competencies establish the essential knowledge, clinical skills and critical thinking necessary for entry-level practice for direct-entry midwifery in the United States. The Certified Professional Midwife (CPM) is based on the MANA Core Competencies. The MANA Core Competencies were written and adopted by the MANA Board of Directors in October 1994, revised and in August 2011 and again in December 2014. <https://mana.org/resources/core-competencies>

COMPETENCY-BASED INSTRUCTION

The purpose of midwifery instruction is to help the student gain the ability to function competently as a midwife, with technical, critical thinking, and interpersonal skills – thus preparing a midwife who can function independently and take responsibility for the consequences of their own actions. Many students enter with some background knowledge, skills, and attitudes from prior learning, which the program will build upon and apply to health care concepts. The midwifery curriculum uses competency- based instruction and assessment developed by faculty; the student will know exactly what competencies are required and which are expected to *demonstrate* the knowledge, skills, and attitudes necessary to complete any given unit of study, and ultimately for entry-level midwifery practice.

This competency-based instruction and assessment is ongoing throughout the academic and clinical program, and is *in addition* to participation in a required minimum numbers of clinical hours, client contacts, and exposure to hands-on skills. Students are given the required competencies, measurement criteria, learning plans and activities for each course, as well as any performance assessment tools used in the course. Each student is responsible for their individual learning process. It is expected that the student will prepare prior to attending class and participate in all classroom activities. If there is difficulty in understanding material presented, the student is responsible for contacting the lead instructor for assistance. Many resources are available in facilitating student learning. These include lecture, computer-assisted clinical simulations, videos, movies, classroom and laboratory demonstrations, supervised skill practice sessions, cooperative student work groups, guest presenters, and individual evaluation (formal and informal).

Southwest Wisconsin Technical College Direct Entry Midwife Program Student Handbook

DIRECT ENTRY MIDWIFE PROGRAM COURSE CONFIGURATION

Course #	Course Title	Credits
Spring Semester 1st year		
10-501-153	Body Structure and Function	3
10-510-140	Nutrition	3
10-510-153	Applied Pharmacology	2
10-510-155	Introduction to Midwifery Practice	2
10-510-156	Midwife Science Lab	1
10-510-157	Physical Exam for the Midwife	2
10-510-155	Introduction to Midwife Clinic	1
Summer Semester 1st year		
10-510-159	Midwife Clinic 1	1
10-801-195	Written Communication	3
10-809-172	Introduction to Diversity Studies	3
Fall Semester 1st year		
10-510-161	Antepartum Lab	1
10-510-160	Antepartum Theory	4
10-510-162	Midwife Clinic 2	2
10-804-123	Math with Business Applications	3
10-809-199	Marriage & Family	3
10-809-198	Introduction to Psychology 'OR'	
10-809-199	Psychology of Human Relations	3
Spring Semester 2nd year		
10-510-146	Well Person Gynecology	3
10-510-148	Midwife Clinic lab I	1
10-510-163	Midwife Clinic 3	1
10-510-164	Intrapartum	3
10-510-165	Postpartum	1
10-510-166	Neonate	1
10-510-167	Midwife Clinic 4	2
10-801-196	Oral/Interpersonal Communication	3
Summer Semester 2nd year		
10-510-168	Midwife Clinic 5	2
10-510-169	Midwife Clinic 6	2
Fall Semester 2nd year		
10-510-149	Professional Issues in Midwifery	2
10-510-150	OB/Medication Management	1
10-510-152	Midwife Clinic Lab II	2
10-510-154	Midwife Research	1
10-510-170	Midwife Clinic 7	3
10-809-166	Intro to Ethics: Theory & App	3

TOTAL CREDIT HOURS: 68 FOR PROGRAM COMPLETION

A part-time path is currently being evaluated

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

SOUTHWEST TECH CORE ABILITY STATEMENT

Your instructors have worked with representatives from business and industry to identify six employability exit competencies, i.e., core abilities that are essential to your success in obtaining and keeping a job. You are expected to work toward obtaining and improving these skills throughout the program. Your instructors will help you develop the core abilities and hold you responsible for their application which will increase your career success.

Core abilities give you an added value in the labor market, because employers prefer to hire and promote individuals who:

Act Professionally

To act professionally means that an individual recognizes an obligation to conform to the technical and ethical standards of his/her chosen career. It will be this core ability that the program will specifically evaluate each clinical course. All core abilities are assessed, but it is this one that the program put a specific lens.

Among the skills and attitudes of acting professionally are the following:

- Take responsibility for one's own actions
- Conform to the technical standards of a profession
- Conform to the ethical standards of a profession
- Practice morally responsible behavior
- Take responsibility for staying up-to-date
- Maintain confidentiality
- Exhibit respect for people and property
- Exhibit a sense of global awareness
- Display appearance appropriate for work environment

Communicate Clearly

To communicate clearly means an individual is able to apply appropriate writing, speaking, and listening skills to precisely convey information, ideas, and opinions.

Among the skills and attitudes essential to communicating clearly are the following:

- Speak clearly so others can understand
- Write with clarity so others can understand
- Select appropriate means to convey a message
- Ask questions for clarification
- Participate in discussions and group presentations
- Interpret nonverbal communications
- Use Active listening skills
- Apply standards of spelling, English grammar, and punctuation

Value Learning

The individual who values learning maintains acquired knowledge and skills, acquires new knowledge and skills quickly, and adapts to technological and workplace changes.

Among skills and attitudes essential to valuing effective learning are the following:

- Assume responsibility for life-long learning
- Identify own learning needs

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

- Access appropriate resources for learning
- Apply effective learning processes
- Help others to learn effectively

Work Productively

To work productively means an individual applies effective work habits and attitudes within a work setting.

Among the skills and attitudes associated with working productively are the following:

- Attend regularly and on time
- Exhibit organizational skills
- Locate resources for problem-solving
- Display productive work ethic
- Maintain necessary knowledge and skills
- Use effective/efficient processes
- Use appropriate tools/technology
- Show self-direction in starting tasks
- Demonstrate reliability
- Follow directions
- Complete required tasks on time

Work Cooperatively

To work cooperatively means an individual is capable of working with others to complete tasks, solve problems, resolve conflicts, provide information, and offer support:

Among skills and attitudes essential to working cooperatively are the following:

- Demonstrate respect for self and others
- Contribute to a group activity with ideas, suggestions, and effort
- Complete one's share of tasks necessary to finish a group project
- Set goals/standards/limits for self/group
- Display effective interpersonal skills
- Resolve conflicts in a constructive manner
- Seek help when needed
- Demonstrate ability to work with a diverse population

Solve Problems

To solve problems means an individual is able to use all elements of problem solving strategies to generate realistic, practical, and workable solutions.

Among skills and attitudes essential for solving problems are the following:

- Use critical/creative thinking skills
- Apply problem solving steps
- Demonstrate open-mindedness
- Evaluate alternatives to choosing a solution
- Implement solutions appropriately
- Use research to solve problems
- Use appropriate mathematical calculations

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

PROGRAM BASICS

The **Midwifery Core Program** has a January (Spring semester) start date

Financial aid is available to students who qualify

General education (GenEd) classes are available online

The student may take Gen Ed courses immediately upon program acceptance.

A virtual (real time, not self-paced) option for class attendance is available for those classes deemed face-to-face and blended.

Students must achieve a 78% “C” grade or higher in each program course in order to progress.

Academic and clinical course offerings run concurrently throughout the program.

Completion of all midwifery program clinical requirements needs to be accomplished within 5 years of original program registration.

A CPM to ASM is available for the already currently Certified Professional Midwife (CPM)

SCHOLASTIC REQUIREMENTS FOR GRADUATION

For the student to be granted an Associate Degree in Applied Science:

The student must have satisfactorily completed the full Direct Entry Midwife program curriculum and have met all program requirements.

The student must have maintained a 78% (2.0) average or above in each course of the midwife curriculum, and have at minimum a 78% (2.0) grade point average overall.

The student must have demonstrated competency in all clinical courses based on criteria related to skill performance, safety, critical thinking skills and professionalism.

Final grades must have been submitted to the Student Services Office.

The student is must be recommended for graduation by the Midwife faculty, the Clinical Site Coordinator, the Program Director and the Academic Dean.

ADMISSION PROCEDURE

In order to be accepted into the Direct-Entry Midwife Program, all of the following steps must be completed:

ADMISSION AND PROGRAM REQUIREMENTS

Complete application

Set up MySWTC account

Submit transcripts (high school or GED/HSED and college)

Attend an admissions meeting with an advisor (via Zoom, phone, or in person)

Register for classes

Attend Program Orientation Day (Zoom)

NOTE: Students may be required to travel up to 3 hours to preceptor sites. Costs associated with travel and lodging are the responsibility of the student.

ADVANCED STANDING AND CREDIT TRANSFER

Students wishing to transfer credits from post-high school institutions should initiate a request for consideration through the Student Services Office. A “C” grade or better is required for course consideration.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

THE SOUTHWEST TECH CPM TO ASM PATHWAY PROGRAM FOR CURRENT CPMS

In addition to the Associate degree available for people wanting to meet NARM requirements, the college offers a CPM to ASM pathway for **currently certified CPMS** to obtain their MEAC approved Associate Degree in Applied Science– Direct Entry Midwife. Courses are online with the exception of Midwife Research and Professional Issues, which have face-to-face class time requirements, which can be accessed virtually via the ZOOM platform.

APPLICATION PROCESS

The application process for the CPM to ASM Pathway Program is the same as the standard Direct Entry Midwife program (please see that the college's homepage for direction on how to apply to a program). www.swtc.edu In addition, the CPM to ASM Pathway student will also need to send a copy of their **current** NARM certification. Without this document submission the student cannot be admitted into the CPM to ASM Program. The CPM to ASM Pathway student is eligible for financial aid as outlined in the college's financial aid policies and procedures.

The CPM to ASM program student who has previous college credit will need to submit official transcripts from previously attended colleges and/or universities. The academic adviser for the program will evaluate previous credit and determine what, if any, credits may transfer. (Please refer to the college's transfer credit policies and procedures found on the college's webpage.) A minimum of 17 credits must be obtained at SWTC in order for the college to grant an Associate degree to any individual regardless of previous credit obtained.

CPM to ASM Pathway CURRICULUM:

<https://www.swtc.edu/academics/programs/health-occupations/midwife-bridge-track>

EQUITY AND ACCESS

Southwest Tech does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, or age in its programs and activities. The Equal Opportunity/Affirmative Action Officer has been designated to handle inquiries regarding non-discrimination policies. Call 800.362.3322, Ext. 2315 (TDD: 608-822-2072) or write Southwest Tech, 1800 Bronson Blvd., Fennimore, WI 53809.

View our Equal Opportunity Statement on the publications page. <https://www.swtc.edu/about/who-we-are>, <https://www.swtc.edu/about/publications?tab=policies>

Students are recruited, selected, enrolled, and advanced without discrimination, harassment, retaliation, or discipline according to SWTC non-discrimination policy. Reasonable accommodations for persons with disabilities will be made to ensure access to academic programs, services, and employment in accordance with Section 504 of the Rehabilitation Act of 1973. Southwest Tech fully complies with the Americans with Disabilities Act (ADA) Amendments Act of 2008.

Additional information can be found in the College Wide Student Handbook:

<https://www.swtc.edu/uploadedpdfs/academic/Student-Handbook.pdf> <https://www.swtc.edu/legal/ada>; <https://www.swtc.edu/forms/accommodations-request-form>

SWTC Midwifery Program Nondiscrimination Policy

Southwest Wisconsin Technical College is committed to fostering a learning environment that is inclusive, respectful, and free from discrimination. The Midwifery Program Nondiscrimination Policy applies to all individuals involved in the Midwifery Program, students, academic faculty, preceptors/clinical faculty, and administrative staff.

1. Equal Opportunity: The Midwifery Program prohibits discrimination harassment, retaliation, or discipline against any individual or group on the basis of their actual, implied or perceived: race; color; national or ethnic origin or ancestry; religion or creed; sex, gender, gender identity or expression, including transgender identity; sexual orientation; marital status; familial status; age; disability; genetic information; or any other protected category under federal, state or local law. All individuals within the Midwifery Program are required to uphold this commitment.

Southwest Wisconsin Technical College

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Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

2. Selection and Evaluation of Program Faculty and Staff: The selection and evaluation of preceptors/clinical faculty, academic faculty, and administrative staff will be based on qualifications, experience, and professional competence, without regard to protected characteristics. Decisions regarding recruitment, appointment, and promotion will be made impartially and free from discrimination, harassment, retaliation, or discipline against any individual or group on the basis of their actual, implied or perceived: race; color; national or ethnic origin or ancestry; religion or creed; sex, gender, gender identity or expression, including transgender identity; sexual orientation; marital status; familial status; age; disability; genetic information; or any other protected category under federal, state or local law.

3. Recruitment, selection, enrollment, and advancement of students: Students are recruited, selected, enrolled, and advanced 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 express, including transgender identity; sexual orientation; marital status; familial status; age; disability; genetic information; or any other protected category under federal, state, or local law.

3. Inclusive Learning Environment: All Midwifery Program academic faculty, preceptors/clinical faculty, administrative staff, and students are expected to create an inclusive learning environment that respects and values the diversity of all individuals involved in the Program regardless of their backgrounds or protected characteristics. They should foster a supportive and respectful atmosphere that encourages open dialogue, collaboration, and the exchange of ideas.

4. Fair Treatment: All Midwifery Program academic faculty, preceptors/clinical faculty, administrative staff are required to provide fair and equal treatment to all students, without favoritism or bias. They should not engage in discriminatory practices, such as differential treatment, grading, or opportunities based on protected characteristics.

5. Harassment and Retaliation: Any form of harassment, including but not limited to verbal, physical, or visual harassment, is strictly prohibited. Members of the academic faculty, preceptors/clinical faculty, administrative staff, and students should not engage in or tolerate any behavior that may create a hostile or intimidating environment. Additionally, any form of harassment, retaliation, or discipline against individuals who report discrimination or participate in related investigations is strictly prohibited.

6. Reporting and Complaint Procedures: Southwest Wisconsin Technical College and the Midwifery Program have established procedures for reporting and addressing concerns related to discrimination. Any individual who believes they have experienced or witnessed discrimination, harassment, or prohibited retaliation or discipline within the College or the Program should promptly report the incident to their supervisor, clinical site coordinator, or program director as appropriate and/or utilize the SWTC Complaints Process online at <https://www.swtc.edu/student-resources/policies-procedures/complaints-process>.

7. Investigation and Remedial Actions: The Program will initiate and participate in the investigation of any complaints of discrimination involving academic faculty, preceptors/clinical faculty, and staff. If a violation is substantiated, appropriate remedial actions will be taken, which may include education, training, counseling, disciplinary actions, termination of employment, or revocation of preceptor/clinical faculty approval, as deemed necessary.

8. Education and Training: The Midwifery Program will provide education and training to academic faculty, preceptors/clinical faculty, and staff on the importance of maintaining a nondiscriminatory learning environment.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

This may include workshops, seminars, or online modules that address issues of diversity, inclusion, cultural competence, race and other forms of privilege, inequities, and implicit bias as it relates to education and healthcare delivery.

9. Compliance with Laws and Regulations: This policy is in accordance with applicable federal, state, and local laws and regulations regarding nondiscrimination. The SWTC Equal Opportunity Officer is responsible for implementing, monitoring, and evaluating compliance with all applicable laws and regulations and will take appropriate action to address any violations.

10. Dissemination and Awareness: The Midwifery Program makes this nondiscrimination policy readily available to all academic faculty, preceptors/clinical faculty, administrative staff, students, and relevant stakeholders. It will be communicated through appropriate channels, including student and preceptor handbooks, Faculty Resource Group, and Clinical Faculty Preceptor Training Folder on Schoology.

Adherence to this policy is essential for creating an inclusive and equitable learning environment. The SWTC Midwifery Program expects all individuals involved in the Program to understand and comply with this policy, promoting an atmosphere that fosters respect, diversity, and equal opportunity for all students, faculty, and staff.

SWTC Midwifery Program Policy on the Implicit Power Differential in Educational Partnerships

The SWTC Midwifery Program recognizes and acknowledges the existence of implicit power differentials in educational partnerships. We understand that educational partnerships within midwifery involve various stakeholders, including students, faculty, preceptors, administrators, and clients, each with their unique roles and perspectives.

Implicit power differentials refer to the unequal distribution of power and influence that can arise within these partnerships, often based on factors such as age, experience, expertise, socio-economic status, and institutional position. These power imbalances can shape interactions, decision-making processes, and outcomes within educational settings.

We understand that such power differentials can have a profound impact on the dynamics and effectiveness of educational partnerships. They can influence the ability of certain individuals or groups to contribute, participate, and have their voices heard. Additionally, they can affect the distribution of resources, opportunities, and benefits within the educational ecosystem.

By acknowledging the existence of implicit power differentials, we strive to create an environment that promotes equity, inclusivity, and mutual respect in our educational partnerships. We are committed to fostering open dialogue, active listening, and shared decision-making processes that recognize and address power imbalances. We are dedicated to actively challenging and dismantling systemic barriers and biases that perpetuate power imbalances, ensuring that every individual is heard and every voice is valued.

To achieve this, the SWTC midwifery program has invested in ongoing professional development, training, and initiatives that foster and promote inclusive practices. To ensure this the Midwifery Program has implemented a strategic plan of how to identify and respond to abuses of power differentials in preceptorships and the classroom.

Utilizing a team approach, the midwifery program has instituted biannual Academic and Clinical Faculty Planning Meetings and periodic meetings of student, faculty, and administration, creating transformative educational experiences that empowers learners, educators, and the midwifery community.

Additionally, the Midwifery Program encourages reporting power differentials which negatively impact the learning environment. Incidents can be reported to the program director, CSC, or the Dean of Health

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

Services who will provide guidance in submitting a formal written report through the SWTC Complaint Process. The Midwifery Program takes part in investigations where appropriate and provides follow-up to ensure accountability. SWTC policy strictly forbids discrimination, harassment, retaliation, or discipline against any person making a complaint or participating in an investigation.

We remain committed to continuously examining and refining our policies, practices, and structures to mitigate and address implicit power differentials

TRANSCRIPTS

A permanent record of all student courses and grades earned is kept in the Student Services Office. For transcripts to be "official", students must submit a written request indicating precisely who is to receive them. Official transcripts are then mailed directly to the individual named. Copies of the unofficial permanent records are available for students upon written request.

<https://www.swtc.edu/student-resources/policies-procedures/transcripts>

FINANCIAL AID

This program is eligible for financial aid. Students in the Direct Entry Midwife Program are NOT eligible to apply for an out-of-state waiver of tuition. Information can be found at:

<https://www.swtc.edu/admissions/paying-for-college/financial-aid>

KNOX ACADEMIC SERVICES

The Academic Services located in the Knox Learning Center is a learning resource center which offers students personal attention using innovative instructional methods. Knox contains two fully equipped service areas: the Reading/Writing Center, where assistance in writing, reading, and related study skills is available; and the Math/Science Center, where students receive help to improve math and science skills. Both centers provide individualized tutoring, small group instruction, and computer-aided instruction. The student can also seek help with APA format and guidelines for assignments.

<https://www.swtc.edu/student-resources/learning-resources/academic-services>

INTERNET POLICY

Use of the internet provides great educational benefits to students. Unfortunately, however, some material accessible via the internet may contain items that are illegal, defamatory, or potentially offensive to some people. Access to the Internet is given as an educational privilege to students who agree to act in a considerate and responsible manner. We require that students read and accept the agreement of understanding for online behavior. Accessing personal e-mail is not allowed in the computer classroom or Auto-Tutorial Lab (ATL).

GRADES

GRADE REPORTS & GRADE POINT AVERAGE

Students are able to review their grades and GPA electronically on their MySWTC portal. Final semester grades are used to calculate grade point average (GPA) each term. A cumulative GPA includes all credits completed at Southwest Tech (including High School transcript credit). Evaluation may receive periodic progress reports; however, midterm evaluations are informational only. Semester grades are entered on a student's permanent record and used to compute grade point average. Students may review grades electronically on MySWTC. Students must achieve a 78% average on all tests in addition to a 78% cumulative on all assignments to satisfactorily pass a course and progress in the program.

GRADE SCALE

A cumulative score of 93% of assigned work grades will earn an 'A'

A cumulative score of 85% of assigned work grades will earn a 'B'

A cumulative score of 78% of assigned work grades will earn a 'C'

Scores less than 78% do not represent successful completion of the course

Southwest Wisconsin Technical College

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Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

LATE ASSIGNMENTS:

Most instructors, within the core midwifery program, have agreed that no late assignments will be accepted after 2 weeks and all instructors will deduct points for late submissions within those 2 weeks. **Please refer to specific guidelines within the class syllabus found in Schoology.**

INCOMPLETE GRADES

An incomplete "I" grade may be assigned, at the discretion of the instructor, if a student encountered extenuating circumstances which prevented completion of the course by the time the semester has ended. This event typically occurs in a Midwife Clinic course.

Incompletes will only be granted in **special circumstances such as:**

1. Family death
2. Sickness
3. 3rd trimester pregnancy
4. Postpartum up to 12 weeks
5. Individual circumstances that are reviewed by faculty and approved by Program Director
6. Clinical courses needing to reach minimum requirements. The student is granted 2 semesters to complete (please refer to handbook for specific details).

Please note that a student may not have the ability to enroll in classes that a prerequisite class has an incomplete. Please set up a meeting with the Academic Advisor and/or the Program Director to discuss this further.

The student must be passing the course at the time of the request and must have minimal course requirements to complete. The instructor may approve/disapprove the request. If approved, the student can be allowed *additional time up to the end of the following semester, excluding summer, to complete the course requirements.* (If an incomplete is granted for a fall semester course, the student must complete requirements by the end of the spring semester. For a spring or summer semester course, the student must complete requirements by the end of the fall semester). It is the responsibility of the student to make arrangements to fulfill all course requirements. If not completed in the designated timeframe, a grade of "F" will automatically be assigned from Student Services.

For additional information please refer to the college Student Handbook:

<https://www.swtc.edu/uploadedpdfs/academic/Student-Handbook.pdf>

EMAILING AND CONTACTING THE INSTRUCTORS

Please read the instructors guidelines regarding response to emails located in the students' Schoology class. Typically answers should be received in 48-72 working hours, see instructors contact details. If the student does not receive a response the student can resend the message, as some emails can be lost, filtered out or buried under other emails, so follow up is important. The student can also cc another member of the team to assure that the email has been received. Please note that students should be using the school email as the main form of contact to instructors/ CSC. If the student requires a meeting, it should be scheduled as per instructor guidelines.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

ATTENDANCE POLICY

All students are expected to be present for all assigned class times. There are no excused absences unless there is a documented emergency. Students have 2 days per semester that can be missed and used at the student's discretion. More than 2 missed class days per course will result in point deduction and risk of not passing the course. It is recommended that the student reserve those days for sick children, illness, unexpected car issues, inclement weather, etc.

All students are expected to be present and visible via web technology during all assigned class times. This benefits both the individual student and also creates a learning community that is beneficial to all. The below attendance policy applies.

Virtual students are expected to be fully present – not attending to childcare needs, answering phones, texting, cleaning the house, etc. Do not expect to be able to walk away from your computer at any time, as is true for any class, there will be regularly scheduled breaks. The student must be at the computer at all times and actively participate in classroom discussions for the enrichment of all.

THEORY CLASS ATTENDANCE AND PERFORMANCE POLICY

- It is expected that students attend *all* theory classes, and come prepared to discuss scheduled theory material and participate in all learning activities.
- Theory class is to take precedent over attending births with the exception of the student's Continuity Clients. Acquiring didactic knowledge is critically important to the student's success in the clinical setting.
- Cell phones are not to be used during classroom at any time. This includes texting, note-taking and internet access on the phone. The expectation is that the phone will be completely *turned off and put away*. If the student is on-call for their required Continuity Client's births, the cell phone must be put on vibrate. If the student is found using the cell phone during classroom time the student will be asked to place the phone in another room.
- Video and/or audio recording of midwifery classes, both those delivered virtually and those within the on-campus classroom, is not permitted by the student. This includes group or individual meetings that occur within the midwife classroom before or after class. An exception to this policy may occur when permission for recording is contained within the accommodations for a student with a documented disability. In this instance the instructor will notify the class at session outset that recording will be taking place.
- Students will contribute positively to the classroom environment. If a student's behavior interferes with the creation and establishment of a productive learning environment, the student's microphone may be muted, or the student may be excused from the class. If a student is excused from class related to behavior, the student will be required to meet with the faculty member and the program Dean prior to being permitted to return to the classroom environment.

CLASSROOM ATTENDANCE

- Lack of punctuality and absence is considered unprofessional and disrespectful to the rest of your classmates and instructor(s). Professionalism is a core ability of this program.
- Experience shows that there is a direct relation between attendance and performance in the course.
- Students are expected to be on time for class. This is interpreted as being in their seat and ready to work, NOT just arriving.
- Students need to maintain a minimum of a 78% in all core midwifery courses to pass the course and move forward in the program.
- It is the student's responsibility to obtain any work missed.
- Virtual students are required to have their video on at all times or will be marked absent or will have points deducted depending on Instructor discretion.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

SECTION POLICY

Students may not change sections (registered day of attendance) and must attend the section they are registered for. Failure to do so will result in an absence from class.

CLINICAL SITE ATTENDANCE POLICY

- Once placed with a clinical preceptor the student is expected to match the preceptor's clinic and call schedule and is considered to be on-call 24 hours 7 days a week for any birth or emergent clinical event. The only exception is that students may not miss any theory classes for births or clinics, except to attend the required Continuity of Care births in Clinics 6 and 7.
- The student must be available for all office hours and staff meetings as well as any in-service days as designated in individual learning plans and clinical site placements. If the student is unable to attend a scheduled clinical day due to illness or other extenuating circumstances, the student must notify:
 - the clinical preceptor, in whatever fashion they have requested, and
 - the Clinical Site Coordinator, by office phone voice mail *and* by sending an email.
- The student may only decline to attend one birth per semester, not including births missed while in class or on campus.
- The student is expected to be punctual and arrive 15 minutes (or more as required by the preceptor) prior to the start of clinic.
- Students are not to schedule any personal appointments during clinic hours.
- Students are to stay at their designated clinical site until the preceptor dismisses the student for the day. Leaving prior to dismissal may result in the loss of the clinical site.
- The student must be ready and available to attend all births when called, except for serious illness or immediate family emergencies. Readiness is defined as responding to a preceptor's call within 10 minutes of the initial call, the ability to be in route to a birth or other emergent event within 15 minutes of receiving a call, having at least ½ tank of gas in the car at all times, childcare available 24/7 as needed, and to have all relevant supplies (clean change of clothing, toiletries, personal food for the duration of the birth or event, phone, watch with a second hand, pen and paper, etc.) in a "go-bag" ready to go.
- The student must come to an agreed end date of the clinical placement with the preceptor. The completion of all clinical numbers is not an acceptable reason to abruptly end a placement. An agreed upon end date may be extended as needed and agreed upon by all parties.

TRANSPORTATION

It is the responsibility of the student midwife to maintain a working vehicle with appropriate insurance as per the state law. It is strongly recommended that the student not transport clients in her/his personal vehicle. It is encouraged that the preceptor and the student discuss how the student will travel to a client's home. Although it may be "usual practice" for the student midwife to ride in the preceptor's car during clinical visits, both the student and preceptor should consider the possible imbalance of power contained within this assumption. Additionally, it is recommended that both student and preceptor check with their personal insurance carriers about the appropriate coverage of insurance when using a vehicle for business purposes.

Use of texting and social media while driving is against all state and local laws. The student should not be asked or volunteer, nor penalized for non-communication during travel time. It is considered a violation of state law to text while driving. Violation can carry up to an \$800 fine and 8 point reduction on the driver's license per the state of Wisconsin. Other states have similar laws.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

REQUIREMENTS FOR CLINICAL PLACEMENT

CAREGIVER BACKGROUND CHECK

A caregiver background check must be completed to verify eligibility to care for clients. Students are responsible for any associated costs. Any conviction falling in the area of banned caregiver but eligible for rehabilitation panel review must be addressed by the review panel and cleared prior to starting the first clinical experience. A student with a conviction in the area of lesser sanctions may be barred by an affiliating clinical agency from fulfilling a clinical assignment. The college cannot guarantee a clinical placement site. By law the college must adhere to the individual clinical agency requirements for caregiver clearance before a student can be assigned to the site.

The student is responsible for informing the Academic Dean when a conviction or impending conviction occurs while in the Midwife Program. The college must follow the Caregiver Law and will act accordingly based upon the student's conviction. If the student resides outside of Wisconsin, the student must follow their state's Caregiver Background laws and requirements. All students are required to have a Caregiver Background check done and the completed document sent to the Health Occupations Administrative Assistant. Students will not be placed in a clinical site until this documentation is completed and submitted. The Background Information Disclosure form can be found on the college's website at <https://www.swtc.edu/uploadedpdfs/academic/Background-Check-Form.pdf>

REQUIRED CLINICAL HEALTH RECORD DOCUMENTATION

1st Year Students

The complete health record is to be submitted to the Southwest Wisconsin Technical College Health Educator's office by the designated date **prior** to entering the program in January. This includes physical exam, 2 step tuberculosis skin testing, and immunization documentation. See the Health Educator for required physical exam documents. These forms can also be found on the Southwest Tech Home Web page www.swtc.edu. Students will be required to complete and be current in all immunizations (or have an immunization waiver on file) and testing procedures prior to clinical contact. Students will not be placed in a clinical site without this documentation.

2nd Year Students

The complete health record must be maintained by the students. This includes a yearly TB skin test, triennial physical exam, and follow-up immunizations as required. Lack of documentation will result in the student being out of clinic until the requirements have been met and documentation submitted.

Returning Students

Students may re-enter the program at various points. It is the student's responsibility to submit and update all health care requirements **before** re-entry.

It is the student's responsibility to verify with the College Health Educator that the submitted health record is complete. The student is required to check with the College Health Educator to determine their record completeness. If there is a portion of the record that has not been completed properly, the student **will not** be allowed to begin or continue clinical assignments until it is updated. See deadline requirements for each type of student.

All forms and laboratory test results must be submitted to Southwest Technical College Health Educator Office, for review and acceptance to be considered complete. This can be accomplished by mailing to the address below or stopping by in person to see the college Health Educator.

Southwest Wisconsin Technical College
ATTN: College Health Educator
1800 Bronson Boulevard, Building 300
Fennimore, WI 53809
(608) 822-3202, Ext. 2402

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Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

IMMUNIZATION RECOMMENDATION TO HEALTH OCCUPATIONS STUDENTS

Hepatitis B can be prevented with a vaccine series. The Center for Disease Control in Atlanta, Georgia, has recommended that any health care worker with the potential of having blood or needle stick exposure seek immunization of the Hepatitis B vaccine.

It is strongly recommended you take this opportunity to receive the vaccine whether through your personal physician or county health department. These are three doses for this vaccine: initial dose; second dose one month later; third dose six months after the first dose. Documentation is required to be placed in a clinical site. Any student declining this vaccine will need to submit a declaration of vaccination declination waiver. Additionally, lack of immunization may hinder clinical placement, and the student is responsible for understanding this lack of inability on the college's part for clinical placement. <https://www.swtc.edu/student-resources/learning-resources/health-programs-support>

SWTC BOARD POLICY REGARDING COMMUNICABLE DISEASES

COMMUNICABLE/INFECTIOUS DISEASE POLICY: SECTION 555 – Students; SECTION 460 – Staff

It shall be the policy of the Southwest Wisconsin Technical College Board to follow the guidelines established by the American Public Health Association to control the spread of communicable diseases, the Center for Disease Control, American College Health Association, and the Division of Health State of Wisconsin.

All information reported under this policy shall remain confidential except as may be need for the purpose of investigation, control, or prevention of communicable diseases. A manual is available in the College Health Office. Administrative procedures to comply with this policy have been established and are available through the College Health Office.

IMMUNIZATION FACT SHEET

<https://www.swtc.edu/uploadedpdfs/student-resources/academic-support/Immunization-Fact-Sheet.pdf>

LIABILITY INSURANCE

Students at Southwest Tech, while acting within the scope of their duties as a Direct-Entry Midwifery student, are covered under academic liability insurance by Southwest Tech. This is not nor should be understood to mean medical malpractice insurance.

COLLEGE HEALTH SERVICES

First aid and emergency care will be initiated for accidents that occur on the school premises and clinical placement sites. This may mean calling 911 or other local authorities. Treatment for minor illness and injuries will need to be sought by the student, from the student's family physician. The health educator for the college health services at Southwest Tech may be consulted for advice on student health policies and procedures.

Emergency medical care at the preceptor site is to be initiated by the agency protocols. The student will report incidents to the Program Director and course instructor as soon as possible. The student is financially responsible for any and all medical services.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

CLINICAL SUPERVISION

The State of Wisconsin requires, through policy, that a student midwife is to have direct supervision by the preceptor at all times during preceptor clinical hours and any client interaction. The North American Registry of Midwives (NARM) also uses a policy of direct supervision for all clinical experiences. Supervision means direct on-site supervision at all times for all activities pertaining to client care. Southwest Tech supports this concept for all students regardless of the state of clinical placement. **440.982 Licensure.**

In practice this means that a student midwife may not be present during, but not limited to, physical clinical hours, transporting a client or newborn, or at the client's home, without the preceptor first being present. The student midwife cannot communicate with the client either by phone, email or text without the direct supervision of the preceptor during those correspondences.

The North American Registry of Midwives (NARM) holds policies that are expected from each student/ preceptor dyad.

- All preceptor applicants must be currently registered with NARM as a Registered Preceptor.
- It is the student's responsibility to verify the preceptor's registration status by asking his/her preceptor or contacting NARM (Southwest Tech will help you in achieving this).
- Determination of "adequate performance" of the skill is at the discretion of the preceptor, and multiple demonstrations of each skill may be necessary.
- The preceptor must be physically present.
- Preceptors who sign off on experiences they did not witness risk losing their ability to sign as a preceptor in the future and also risk losing their NARM Certified Professional Midwife (CPM) credential. (In addition to this statement by NARM, Southwest Tech would view this as violation of school policy, and the student could be subject to disciplinary actions as outlined in the college Student Handbook.)

MIDWIFE PROGRAM EXPECTATIONS FOR STUDENT CONDUCT

THE SOUTHWEST TECH MIDWIFERY STUDENT AS A SELF-DIRECTED LEARNER

- Takes personal initiative for accomplishing all learning objectives both in the classroom and during clinical rotations, utilizing the course syllabi and the Semester Development Assessment Tools for each clinical course.
- Takes responsibility for their own learning success. Seeks out and accesses available resources through the college, faculty and staff, the library for both print and online resources, and maximizes learning potential through purposeful study habits and strategies.
- Participates in both ongoing self-evaluation and the evaluation of instructors, course materials, preceptor sites, and is proactive in communicating any academic and/or clinical performance needs to the instructor.
- Seeks out the Academic Success Center and other resources for support for learning styles inventory and complimentary study skills techniques.
- Completes all required assignments and clinical reporting documentation comprehensively and within proscribed deadlines.
- Comes prepared for active classroom and clinical rotation participation.
- Makes consistent and positive contributions to class discussion and activities

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

ETHICS

The student shall study and practice within the ethical/legal framework of midwifery as defined by the MANA Statement of Values and Ethics (see link in the appendix)

SCHOLASTIC HONESTY

Scholastic Honesty: Students are expected to produce their own original work on all assignments and exams. Students engaged in scholastic dishonesty, defined as plagiarizing, cheating on examinations or assignments, reproducing work from prior course work, engaging in unauthorized collaboration on academic work, taking, acquiring or using test materials without faculty permission, submitting false or incomplete records of academic or clinical achievement, or falsifying data, research or data analysis, will be penalized and may be dismissed from the program. Plagiarism is defined as the presentation of another's writing or ideas as your own. Serious plagiarism will result in a failing grade. Students should be careful to attribute and accurately cite the work of others, in their own writing.

Client Informed Choice: It is the student's legal duty to inform all midwifery clients both verbally and in writing, of the student's status as a Southwest Tech Direct Entry Midwife student who is in the learning role under the direct supervision of the primary provider. To this end, the student and/or each preceptor must develop an Informed Choice statement explicitly stating that the student is under the direct supervision of the preceptor and that the preceptor/clinician is completely responsible for all student activities while in the clinical site.

Confidentiality: The student must keep confidential all private information regarding clients, their care and records, and share only de-identified information with others, and only in restricted areas of the classroom or designed place and time as directed by the preceptor or program faculty. Entire names of clients should never be used for class presentation or written work. Only client initials or client codes are used in written reports outside the clinical site. Failure to comply with this policy is a HIPPA violation and can result in program suspension or expulsion.

EXAMPLE OF STUDENT DISCLOSURE/INFORMED CONSENT

Student/Client informed consent

WITHDRAWAL

A student may choose to withdraw from the program. This must be done within the time period designated by Student Services and the financial aid departments in order for the student to receive a refund. Arrangements must be made with the program academic adviser to finalize the withdrawal. Also see the policy as outlined in the Southwest Tech Campus College Student Handbook:

<https://www.swtc.edu/uploadedpdfs/academic/Student-Handbook.pdf>

If the individual wishes to re-enroll, it is advised they do so by notifying Student Services in writing of their intention to be placed on the student list for program reentrance. The student will reenter the program as their name is listed in priority on the waiting list. This is dependent on the student's placement in the curriculum plan and the number of slots available at the time. If it has been more than one semester since being registered and enrolled in a Southwest Tech course, the student will need to reapply. The student will then be readmitted to the program as their name is listed in priority on the admission/waiting list

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

DISMISSAL

A student will be dismissed from the program under the following circumstances:

- Unsatisfactory academic or clinical performance that is unresolved after two attempts at remediation
- Unsatisfactory progress in the clinical area according to clinical competencies after attempts at remediation
- Violation of midwifery ethics or confidentiality policies
- Excessive absenteeism
- Unethical behavior, plagiarism or cheating
- Failure to abide by the policies of the college and affiliating agencies

When a student who was dismissed from the program wishes to re-enroll, they must make a formal request to reenter the program via the Academic Dean.

COMPLETION AND COMPLETION LIMITS

Requirements for completion and graduation from Southwest Wisconsin Technical College, Direct Entry Midwife program are based on CPM (Certified Professional Midwife) requirements according to Wisconsin law for Licensed Midwives (Wisconsin Act 292), NARM (North American Registry of Midwives) Skills and MANA (Midwives Alliance of North America) Core Competencies.

In addition to achieving a minimum of clinical experiences based on Wisconsin Law and NARM requirements for the CPM, a student must also be able to show adequate performance in linking theory to practice by demonstrating competency in all NARM Skills and MANA Core Competencies. Southwest Technical College Direct Entry Midwife program does not address the requirements of other states for CPM licensure.

The duration of clinical experiences must span at least two (2) years. This time frame can include prior learning credit and/or transfer credit for clinical experiences only. This does not include transfer credit for academic course work.

- ▶ Students must achieve a 78% average on all tests in addition to a 78% cumulative on all assignments to satisfactorily pass each course and progress in the program.
- ▶ Students must achieve at least 78% 'C' final grade in each program course to graduate.
- ▶ If the student has been granted either prior learning credit or transfer credit; the student must pass, at least 25 % of the program core courses must be taken and passed with a minimum of a 78% or 'C' grade.

Completion of the program must be accomplished within 5 years of the original program registration.

COURSE EXTENSION

Extension request for course completion may be granted for an extraordinary circumstance. The request must be written and submitted to the course instructor in a timely manner, prior to course completion. Requests will be reviewed by faculty, Program Director, and Dean, on an individual basis.

STUDENT RIGHTS

Students have a right to grievance and or complaint. The expectation is that a student will first try to resolve any issue with program faculty/preceptors. If the concern cannot be resolved, the student's next step is to inform/discuss the concern with the program director and/or the dean. If resolution cannot be reached, SWTC has a formal grievance policy, process and report that can be found on the college website: <https://www.swtc.edu/student-resources/policies-procedures/complaints-process>

NARM RELEASE SCORES

Students give permission through the enrollment agreement for their CPM test results to be released to the Southwest Tech Midwifery Program for legitimate educational purposes, including results from the North American Registry of Midwives' written examination. These scores will be used for the purposes of compiling student achievement data for compliance with MEAC standards and Federal Standards

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

COMPLAINT PROCEDURE AND WHISTLEBLOWER POLICY - we welcome them

Southwest Tech is committed to maintaining a campus environment that enhances and supports student learning and achievement. In fulfilling this commitment, the college is responsive to student complaints as well as stakeholders. Confidentiality of complaints will be kept as strictly as possible within the requirements of the investigation. Federal law, the College, and the Midwifery Program strictly prohibits any form of discrimination, harassment, or retaliation as a consequence of making a complaint. Retaliation should be reported immediately to the person or office overseeing your report. As a Southwest Tech student you have available to you a process of complaint. It is encouraged that students with concerns will first attempt resolution with Midwife Program faculty and then the Dean of Health Education and Public Safety. There may also come a time when a student feels the need to address the issue at the next level. Records of all complaints, formal or informal, including follow-up and resolution will be maintained by the Program and/or College for a minimum of 7 years.

FILING A FORMAL COMPLAINT WITH THE COLLEGE

All complaints must first be filed with Southwest Tech using the [Southwest Tech Complaint Form](#). This form can be found on Southwest Tech website www.swtc.edu. The form must be filled out and signed. Be sure to print a copy for your files. Be sure to hit the Submit button at the bottom of the page when you complete the form and are ready to submit it. This form will be reviewed and forwarded to the appropriate party. <https://www.swtc.edu/student-resources/policies-procedures/complaints-process>. As the Program's Accrediting Body, complaints about the Midwifery Program may also be made to MEAC through their website: <https://www.meacschools.org/resources/for-current-students-at-meac-schools/>

SOUTHWEST TECH CAMPUS STUDENT HANDBOOK CODE OF CONDUCT

Southwest Tech promotes a learning-centered environment dedicated to the advancement of personal growth and knowledge. The Southwest Tech District believes every student has the right to pursue an education free from disruption, harassment, illegal activities, threats or danger. The District further believes that academic honesty, integrity and civility are fundamental to the educational mission of the College. Every student is expected to be familiar with all the rules and regulations of Southwest Tech.

By the authority of the Southwestern Wisconsin Technical College District Board (The "Board"), the president of Southwest Tech retains the ultimate authority for administration of the code of conduct. The Dean of Student Services expressly acts with authority over the Student Code of Conduct, as well as the administration and enforcement of it. The Student Code of Conduct applies to all students enrolled in credit and non-credit courses. Students violating behavioral standards of conduct may be subject to disciplinary action. The Chief Academic Officer expressly acts with authority over Academic misconduct, and may be assisted by the Dean of Student Services in the execution of sanctions for misconduct. <https://www.swtc.edu/student-resources/policies-procedures/student-code-of-conduct>

BEHAVIORAL CONSEQUENCES AND SANCTIONS

Procedures have been developed to address a student who has failed to comply with any of the points as stated above. Any violation of a Southwest Tech standard or policy may serve as a basis for actions. The procedure for actions can be found in the college's Student Handbook and can be accessed online via the schools homepage www.swtc.edu

SIMULATION LAB GUIDELINES

The Southwest Tech Human Patient Stimulator Lab (HPS) is dedicated to creating a positive learning environment for health profession students. The human simulation experience enhances the quality of learning by providing a unique opportunity to use patient-based scenarios to apply clinical knowledge and hands on skills in a controlled setting. Utilization of simulation technology will augment essential problem-solving skills by the recreation of a realistic clinical setting. Emphasis is placed on safe and compassionate care.

GUIDELINE FOR ALL SIMULATOR LAB USERS:

- Photography, videotaping and video surveillance can occur at any time in the lab.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

- No food is allowed in the simulated patient area at any time.
- No ink pens are allowed in the simulated patient care area at any time
- Gloves will be worn during all contact time with the simulation mannequin.
- Human Patient Simulator Technicians are responsible for all simulator operation and maintenance. A technician must be present when the simulation lab is open.
- Scheduled time will include set up and clean up. Instructors and students are expected to assist the lab technician with set up and clean up.
- Lab hours are scheduled by the instructor, not the student, on a first come basis and are only available when a lab technician is available.
- Clinical standards of dress shall apply in the simulated patient care area.
- You must wear your SWTC ID name tag
- The simulation lab is a clinical experience. Rules that would apply to clinical, apply to simulation experiences as well.
- Your instructor may have you complete a prep assignment prior to participating in the simulation experience. If you are unfamiliar with the lab or need a re-orientation please see the HPS instructor to set up a time for you.
- Professional behavior in the simulation lab is expected at all times. Students will show respect for the equipment and supplies in the simulation lab. Misconduct of any kind in the lab may result in voiding all rights to future lab use; thus affecting your grade.
- Equipment and supplies belong to SWTC and are not to be taken from the simulation lab. All equipment is to be used safely and with respect. Equipment and supplies are to be returned to their proper storage areas at the end of each class. Disposable supplies are provided by SWTC and are to be used with discretion. Wasting supplies will not be tolerated.
- Students will demonstrate safe clinical performance. All sharps must be handled and disposed of properly. Sharps containers are to be used and are in the lab. Any sharps related injuries are to be addressed immediately according to established program policies.
- Small groups of students are recommended for hand-on scenario based learning. Based on the purpose of the lab visit, 12 students shall be the maximum capacity allowed in the lab at any given time.
- Simulation learning in the lab shall be in real time and scenario based.

****Failure to comply with policies and procedures may result in course failure or possible dismissal from the program.***

INVASIVE PROCEDURES POLICY I

Students enrolled in the Direct Entry Midwife Program will be expected to demonstrate competency in venipuncture, finger stick, injections, and IV placement by safely performing these skills on simulators. The midwife student may have the opportunity to practice these skills on fellow students. All students in the program will be asked to sign a release form to allow for these demonstrations.

To ensure these demonstrations are safely accomplished the following standards will be adhered to:

- Health history will be included as part of the admissions process. As part of that admission process it is recommended that all students receive the Hepatitis B vaccine. Students who do not receive the vaccine must sign a waiver.
- Prior to return demonstration of procedures, all students will pass a written and skills test on universal precautions at 90% or better.
- The principles and procedures will be taught in the classroom.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

- There will be a step by step demonstration of the skill by an instructor. This will be either live or by video.
- After the demonstration, students may practice on a manikin or appropriate model. Prior to students demonstrating on a fellow student, the instructor will use a checklist to determine the student's proficiency in performing the skill on the manikin/model.
- Once the student has completed the above, the student will demonstrate the procedure on fellow students while the instructor observes the procedures and completes a skills evaluation.

INVASIVE PROCEDURES POLICY II

Students enrolled in the Direct Entry Midwife Program will be expected to demonstrate competency in performing a breast, pelvic and bimanual exams by safely performing these skills with trained Pelvic Examination Instructors (Medical Models). These models are highly trained to teach, demonstrate and allow your performance of this skill on their bodies. It is expected that each student will come completely prepared on the day the models are in the classroom to be fully engaged in this activity. Personal respect for these models is expected at all times.

To ensure these demonstrations are safely accomplished the following standards will be adhered to:

- Health history will be included as part of the admissions process. As part of that admission process it is recommended that all students receive the Hepatitis B vaccine. Students should begin the series of immunizations in the month of January. **Students who do not receive the vaccine must sign a waiver.**
- Prior to return demonstration of procedures, all students will pass a written and skills test on aseptic technique at **100%**.
- The principles and procedures will be taught in the classroom.
- There will be a step by step demonstration of the skill using a video.
- After the demonstration, students may practice on a manikin or appropriate model. Prior to student participation with the Pelvic Examination Teachers, the instructor will use a checklist to determine the student's proficiency in performing the skill on the manikin/model.
- Once the student has completed the above, the student will learn, participate and demonstrate the procedures with the Pelvic Exam Teachers.

STUDENT PERMIT LICENSURE

WISCONSIN STATE STUDENT PERMIT

Students at Southwest Tech are educated on Wisconsin's Licensed Midwife rules and regulations. It is the responsibility of the student and preceptor to act in accord with their corresponding state licensure for Certified Professional Midwives (CPM) and/or Licensed Midwives (LM).

Southwest Tech will not allow students to obtain clinical experiences in states where CPMs and/or LMs cannot practice without legal jurisdiction. The State of Wisconsin requires a Temporary Permit of all student midwives in order to be in a supervisory preceptorship as a student midwife with a Certified Professional Midwife. No student will be allowed to have any hands on clinical experience in Wisconsin without documentation of a valid Temporary Permit. <https://dsps.wi.gov/Pages/Professions/MidwivesLicensed/Default.aspx>

If the student is placed at a practice site in another state that requires the midwife students to obtain a student license or permit, the student will obtain this credential prior to any hands on clinical work from the corresponding state and practice accordingly.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

HOW TO APPLY FOR A WISCONSIN TEMPORARY PERMIT HOLDER (TPH) LICENSE (WISCONSIN STUDENTS)

1. Provide documentation of CPR/BLS certification
2. Provide documentation of NRP certification
3. Document 5 observed births. You may document any births you have observed in any capacity (not including your own births if you have given birth) within 3 years of your initial enrollment in the midwifery program at Southwest Tech using the Observed Birth Verification Form
4. You may also be placed in an observation-only clinical site once you have enrolled in the program, if you do not have 5 prior observations.
5. Once you have accomplished the above items you can apply for the Temporary Permit (TPH). Directions for application can found at this link:
<https://dps.wi.gov/Credentialing/Health/fm2792.pdf>
6. As part of the process for obtaining a Wisconsin Temporary Permit (TPH), the following forms, REQUEST FOR VERIFICATION OF CERTIFICATION and *Notice of Preceptor-Apprentice Relationship*, needs to be completed for all preceptors that are working with students with a Wisconsin Temporary Permit. The student will be responsible for initiating this form and handling its processing. This form can be found at this link: <https://dps.wi.gov/Credentialing/Health/fm2793.pdf>
7. Complete and send both forms to NARM. *This is a separate process from the application to the State of Wisconsin.*
8. Download and complete the Request for Verification of Certification (Form 2793) filling in the word “*pending*” under both “month/year of examination” and “month/year of certification”.
9. Sign and date and send to: NARM, Test Department, PO Box 7703, Little Rock, AR 72217-7703
[Click here for instructions*](#)

NOTICE OF PRECEPTOR-APPRENTICE RELATIONSHIP

The form *Notice of Preceptor-Apprentice Relationship*, will need to be completed for all preceptors that are working with students with a Wisconsin Temporary Permit. The student will be responsible for initiating this form and handling its processing.


If there is a change in Wisconsin Preceptor, the preceptor must initiate this process with the state; however the student is responsible to see that the process is done. The TPH credential belongs to the student, and ultimately the student is responsible for obtaining and maintaining the credential.

According to Wisconsin’s Department of Safety and Professional services the average processing times for receiving license/permit can vary. It is recommended that students apply 8 weeks prior to when the license is needed. According to the Department, peak workloads typically fall between the months of April through August and December through February. Keep in mind that this office manages other professional licenses. <https://dps.wi.gov/Pages/Professions/ApplicationProcess.aspx>. **By law, the TPH must be obtained prior to the student engaging in any hands-on clinical placements.** A student must upload a copy of the TPH card in Typhon in order to be placed in a Wisconsin-based clinical site. The TPH card can be downloaded from the DPS website

REQUIREMENTS TO BEGIN CLINICAL WORK

These items are required for clinical placement:

1. Complete a Caregiver Background Check
2. Provide documentation of a recent physical exam
3. Provide documentation of a recent two-step TB Skin Test
4. Obtain Healthcare Provider NRP
5. Obtain Healthcare Provider CPR (BLS)

 **Students are responsible for all costs associated with meeting these requirements.**

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

During Introduction to Midwife Clinic and prior to enrollment in Midwife Clinic 1, students must:

- o Complete Certificate Doula training workshop (30 Hours)
- o Verify attendance of Out-of-Hospital Childbirth Classes (minimum 6 hours)
- o Verify attendance of In-Hospital Childbirth Classes (minimum 6 hours)
- o Complete attendance in series of Breastfeeding Support Meetings (minimum 6 hours) Breastfeeding Verification form
- o Obtain Wisconsin Temporary Permit for Licensed Midwife
- o Students cannot be placed with a preceptor for Midwife Clinic 1 until the student has obtained this permit from the Wisconsin Department of Safety and Professional Services. Instructions of how obtain this permit can be found on their webpage.
- o Note: Other states may require a similar permit document. It is the responsibility of the student to know if this is required for their state and to obtain one prior to clinical placement.*

****All associated costs are the responsibility of the student****

UNDERSTANDING BASIC CLINICAL REQUIREMENTS

- o Clinical courses are designed to meet both NARM requirements and MANA core competencies.
- o Students are encouraged to obtain and verify a clinical preceptor prior to starting the program. If a student needs assistance in obtaining a preceptor, their Clinical Site Coordinator will assist.
- o Clinical placement may be up to three hours from a student's home.
- o Preceptors will inform students of expected clinical hours and days and the student will be expected to match the preceptor's schedule.
- o Students are expected to be on call 24/7 throughout the program, including summers. Absences will only be permitted on a very limited basis.
- o Students are responsible for all costs associated with clinical; including transportation, housing, gas, food etc.
- o Clinical experience for a particular course will start the day the Student Preceptor Contract is signed by the student, preceptor, and Clinical Site Coordinator.

EQUIPMENT NEEDED AT THE START OF THE PROGRAM

- o Student Skills Bag (can be purchased in the school bookstore)
- o Sterile and non-sterile gloves- non-latex and powder free
- o Stethoscope (of good quality)
- o Fetoscope (of good quality)
- o Blood Pressure Cuff (of good quality)
- o Otoscope
- o Ophthalmoscope
- o Computer with wired (Ethernet) internet access
- o Scanner or photo-to-pdf app
- o Headphones or earbuds with a microphone
- o Flash drive
- o Microsoft Office for Students (available at no charge to all SWTC students)

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

'INTRODUCTION TO MIDWIFE CLINIC' COURSE REQUIREMENTS

- Obtain and maintain current Healthcare Provider CPR certification prior to clinical placement and throughout the program.
- Obtain and maintain current Healthcare Provider NRP (Neonatal Resuscitation Program) certification prior to clinical placement and throughout the program.
- Observe and document a minimum of 5 births in any setting. These may have occurred up to 3 years prior to enrollment in the Midwifery Program.
- Complete a Doula training workshop (Certificate)
- Complete attendance in series of Out-of-Hospital Childbirth Classes
- Complete attendance in series of Hospital-based Childbirth Classes
- Complete attendance in series of Breastfeeding Classes

 **Students are responsible for all costs associated with meeting these requirements.**

OBSERVATION BIRTH RECORD

VERIFICATION FORM FOR PARTICIPATION OF COMMUNITY CHILDBIRTH CLASSES

+ VERIFICATION FORM FOR PARTICIPATION IN HOSPITAL CHILDBIRTH CLASSES

VERIFICATION FORM FOR PARTICIPATION IN BREASTFEEDING SUPPORT GROUP

INTERACTIVE EXPECTATIONS OF STUDENTS DURING SUPERVISED CLINICS

Once placed in a clinical preceptor site, the student is seen as an ambassador from the Southwest Tech Midwife Program. As such, students must take seriously responsibility to preceptors and to the school. The duration of the practicum will depend on the level of experience gained, and the clinical and critical thinking skills demonstrated by student. It will be, at minimum, the duration of the degree program. Each student shall be required to participate in several different clinical learning environments in order to obtain a well-rounded education with diverse clinical role-models. In addition to demonstrating clinical competence and excellent critical thinking skills, and in order to successfully complete the clinical training and be eligible to sit for the NARM boards, a minimum of 55 births will be required. These are minimum requirements and do not guarantee graduation or eligibility for the NARM exam. **SWTC also requires the student to have 10 home births throughout the program. Five (5) of these home births must be in the 'assist under supervision' or 'primary under supervision' role. In addition to NARM requirements, SWTC also requires 10 documented breastfeeding teaching/facilitation experiences during 'assistant under supervision' or/and 'primary under supervision' clinical experiences. Ten (10) preconception visits as 'primary under supervision' (these may be part of any postpartum visit if the visit includes components of preconception care such as instruction and education about child spacing, family planning, nutrition, well person care, etc).**

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

In addition, the student shall:

- Maintain a passing grade 78% (C or higher) in all other program courses in order to be placed in a clinical site. Failure to do so may result in being removed from the site until a passing grade is achieved in all subjects.
- Comply with the clinical site practice guidelines, policies and procedures.
- Adhere to all standards, guidelines and provisions set forth by the Wisconsin Department of Regulation & Licensing for student midwives and Temporary Permit Holders. (Ch.441, Stats. #2791) or the States of Clinical Placement.
- Provide each client, verbally and in writing, an informed choice document that *states that they are a Southwest Tech Midwife student, and are under the direct supervision of the preceptor*. This is required by state regulation.
- Maintain complete confidentiality of all clinical-site clients, staff and operations.
- Maintain a pager or carry a cell phone. The costs incurred are the student's responsibility.
- Be accountable to the preceptor for all tasks and activities conducted during the field placement. **The student may not engage in any unsupervised practice. The preceptor must be on-site and available at all times.**
- Perform clinical tasks as assigned by the clinical preceptor and only with prior permission. Document accurately all client contacts and clinical care on a separate piece of paper and have the preceptor review prior to transcribing into the client chart. **The student must only write or type into the client record with the explicit approval of the preceptor.** The student must sign and date all entries made in the record. At births, document student arrival time and departure time in the client record *if approved by the preceptor*; otherwise record and track this information separately in the student's own records.
- Keep all required clinical documentation up to date and available upon request from the preceptor and/or the midwifery Clinical Site Coordinator and/or the Program Director.
- Only attend births or clinics with other midwives in the community with prior approval of the SWTC Clinical Site Coordinator, Program Director, and the primary clinical preceptor. If this approval is granted, the student must ensure that a signed student/preceptor contract is in place prior to attending any clinical event.
- Prearrange childcare, as needed. Arrangements are expected to be in place at short notice at all times, when on-call.
- Assist with all daily cleanup and maintenance of the clinic environment as required by the clinical preceptor. This may include but is not limited to cleaning the bathroom, doing laundry, mopping floors, stocking supplies, shoveling snow, or mowing the lawn. This expectation does not include an expectation that the student will provide assistance with the preceptor's private life or personal obligations, such as providing childcare for the preceptor or running personal errands.
- Remain at the clinical site during each prenatal, birth, and postpartum/newborn clinical experience until the clinical preceptor expressly releases the student to go home.
- Be responsible for the costs incurred of attending the clinical site, including but not limited to food, housing, transportation, books, pager/cell phone, and childcare.
- Be responsible for any medical expenses incurred due to a medical emergency or injury experienced while in the clinical site.
- Maintain current CPR and NRP certification; maintain the TPH designation if working in Wisconsin or other state as required.
- Meet current health assessment requirements as outlined by Southwest Tech Health Occupations Division.

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Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

- Never, under any circumstance, agree to work with a midwifery client **in any capacity**, without direct on-site supervision by the preceptor until after Southwest Tech graduation (and licensure if required by law in the state in which the student plans to practice).
- Never accept payment from clients for any clinical work while a student.
- Payment from preceptors: Students cannot be paid for their clinical practice. Some clinical sites have reached out asking if they can grant scholarships to support the students and this is very different from a paid position. There are liability differences when a student is an employee vs a student. We will add the option of scholarship to the student and preceptor handbook but please note, **this is not a clinical sites obligation.**

PROFESSIONALISM AND RESPECT DURING CLINICAL PLACEMENTS

Students come into a practice without any benefit to the preceptor; they are not reimbursed by the school, and at no time should a student need to provide compensation to a preceptor. It is extra work for a preceptor to have a student present. Please show your appreciation. Students are not allowed to accept any financial reimbursement for their efforts at a clinical site.

- Students are guests of the preceptor, and should conduct themselves accordingly. They are expected to ask for guidance regarding appropriate behavior in all aspects of the clinical setting.
- Always address clients, preceptors, instructors, staff and students, by using their preferred names and titles.
- Be respectful of the mentorship relationship and honor personal boundaries. The preceptor is not the student's friend, colleague, parent, or counselor.
- Avoid discussing personal affairs with others while in a clinical site. When in conversation with a client, focus on the client's needs and experience.
- Use professional written and verbal communication. When phoning the preceptor, ask if this is an appropriate time to talk or if it would be better to schedule an appointment to do so.
- Address site concerns directly with the preceptor, as appropriate. Do not discuss the personal lives of preceptors with anyone, including clients, classmates, family or friends. This includes verbal, written or posts on social media. If it is unclear what can be shared publicly, ask first! The student may ask for a confidential conversation with the Clinical Site Coordinator or Program Director if circumstances in the clinical site are interfering with a positive learning experience.
- Do not use a personal cell phone while in clinic, or the client's home, or at a birth, except in the case of an emergency. Attention to a cell phone during client, preceptor or other professional contacts is considered disrespectful. If you must take an urgent call, step away.
- Smoking of cigarettes, e-cigarettes or any other substances is strictly prohibited at all time while participating in classroom or clinical placements. Smelling like cigarette or e-cigarettes smoke may result in being dismissed from the clinical day/site. If this is a repeated concern there may need to be a meeting with the program director.
- The student understands that consumption of altering substances, either legal or illegal, not prescribed by the student's primary care provider can result in dismissal from the program. This includes alcohol, marijuana even if medically prescribed, narcotics even with a prescription. If medical health needs necessitate use of these substances, it may mean the student is not healthy enough to pursue this profession or clinical work at this time.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

APPEARANCE DURING CLINICAL PLACEMENTS

People are known to form impressions within the first 15 - 30 seconds after being introduced; in light of this fact, it is important that the student give an appropriate visual impression. The preceptor is allowing the student midwife access to the preceptor's place of business. Any failure on the student's part to be appropriately dressed can affect the business. Additionally, if in the client's eye the student does not look professional, it may affect the student's ability to interact with the client. Standards of clinical appearance and attire are set, expected and enforced by the clinical preceptor, within reason. Southwest Tech asks that the preceptor make very clear to the student the clinical site expectations of dress code.

DRESS CODE

It is expected that students will adhere to the dress code as established for their clinical site. In general 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.

- Clothes should reflect professionalism and adhere to clinical site dress code guidelines. Clothes (and any jewelry) should be neutral, free of slogans, symbols and words, modest, clean and free of wrinkles. Shoes should be clean and professional.
- 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, clothing or body odors) during classroom, clinics nor especially at birth. Due to the nature of the pregnant person's diminished ability to tolerate noxious odors, the student may be sent home if presenting with offensive odors on their body, clothes and/or breath.
- Students may not wear any scented products in during on-campus lab class sessions. Many people have severe chemical sensitivities that can be triggered by perfumes or scented products. This includes hair products, lotions and perfumes.
- Chewing gum is considered unprofessional, and not allowed in a clinical assignment or in class.
- Students are expected to bring spare professional change of clothing in case a transport to the hospital is necessary during a labor/delivery or in the event that it is necessary to go directly from a delivery to the office for a prenatal day. It is suggested that the student keep this change of clothing in their personal vehicle at all times.

PRECEPTOR STUDENT RELATIONSHIP

The integrity of the preceptor-student relationship is a substantial portion of the student's educational experience. This relationship requires mutual trust between preceptor and student. It is recognized that there is an unequal power dynamic in this relationship which requires the preceptor to maintain professional boundaries to avoid unprofessional or unethical behavior (or even the appearance of unprofessional or unethical behavior) and to limit the possibility for coercion. The relationship between preceptor and student must be free from influences or activities that can interfere with learning or the goals and principles of the program and the College. It should be noted that relationships, such as friendships or business partnerships that interfere with the objectivity of the preceptor may threaten the integrity of the educational process. As such students are required to maintain a professional relationship with their assigned preceptor. The preceptor is not your friend, confidant, counselor or colleague.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

CLINICAL GUIDELINES

- It is expected that there be a signed contract in place at the time of any clinical work performed.
- Students are expected to attend **all** scheduled clinical sessions.
- Students are expected to arrive to their clinical site on time, prepared to work and learn.
- Students are expected to have all necessary clinical experience documentation available for the preceptor.
- Students may not leave the clinical site until expressly released by the clinical preceptor.
- The Direct Entry Midwife Program **requires** students who are assigned to a clinical site to communicate with the clinical preceptor in the agreed upon format.
- Since punctuality and reliability are essential for success within a career, students who are consistently late or absent from clinical assignments will receive **a 10% grade reduction and risk failing this portion of the academic program.**
- Tardy is defined as >10 minutes late.
- Students who leave their assigned clinical site without consent of the preceptor of record will receive a written warning and 10% grade reduction. Repeated offenses will be deemed excessive absences from clinical time and may result in course failure and the need to repeat the entire clinical course.
- Students may not be transferred to another midwife without first discussing this with the clinical site coordinator and program director to ensure the midwife meets NARM requirements for preceptors, is a Southwest Tech approved preceptor and a student contract signed.

DELINEATION BETWEEN CLINICAL TIME AND CLINICAL SITE EMPLOYMENT

While enrolled in and attending the midwife program there must remain a clear distinction between the student and employee roles; and to that end:

- o Students may not be employed or utilized at their assigned clinical sites as administrative staff. This does not include training/mentorship in business aspects of practice.
- o Students may not complete clinical coursework while working in an employee status, whether in a midwifery practice, a clinic, hospital or other facility.
- o Students may not receive/accept remuneration in exchange for work performed at their assigned clinical site.

DELINEATION BETWEEN ROLE AS STUDENT AND ROLE AS EMPLOYEE IN ANY BIRTH-RELATED PROFESSION

While enrolled in and attending the midwife program there must remain a clear distinction between the student and employee roles; and to that end:

- o Students may only work in any birth-related or healthcare-related capacity providing direct patient/client care within a practice, clinic or facility which has a minimum \$1million/\$3million liability coverage.

CLINICAL SITE COORDINATOR STUDENT EXPECTATIONS

The following are student expectations for progression of clinical courses. The information provided is how the clinical site coordinators prefer that students proceed throughout their clinical courses. Midwife Clinical Site Coordinators may have specific expectations or requests, but the following guidelines will be universal. Students are to be aware of any specific expectations their clinical site coordinator may have. Students should meet with their Clinical Site Coordinator at least twice a semester, at mid-term and the end of the semester. Also, refer to the document entitled *NARM and Southwest Tech Midwife Program Clinical Requirements* for general guidelines for clinical experiences.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

NARM AND SOUTHWEST TECH MIDWIFE PROGRAM CLINICAL REQUIREMENTS

SELECTION OF PRECEPTORS

The Clinical Site Coordinators will utilize student's introductory letters, student questionnaires, and the student's assistance in identifying potential preceptors. There may be additional requirements set forth by preceptors prior to acceptance of a student into their practice. These may include, but are not limited to, interviews and applications. The clinical site coordinator will be acting as student's liaison to coordinate clinical placement.

Every effort is made to secure clinical placement close to the student's place of residence. Students may be required to drive a maximum of 3 hours to a clinical site. There also may be times a student is asked to temporarily relocate even further away from home for clinical placement, due to lack of clinical placement opportunities or to add diversity of practice and knowledge. Southwest Tech does not have an unlimited number of preceptors willing to take student midwives into their practice. We try to work with students to minimize any personal and financial strain during their clinical courses. Clinical course work will not be limited to out-of-hospital providers. Clinical site coordinators will work with students to secure placement with appropriate preceptors in an appropriate location(s).

The integrity of the preceptor-student relationship is a substantial portion of the student's educational experience. This relationship requires considerable trust in the preceptor, who, by virtue of their position, carries significant authority and accountability as an educator, evaluator, and mentor. The unequal power dynamic in this relationship requires the preceptor to maintain professional boundaries to avoid unprofessional or unethical behavior (or even the appearance of unprofessional or unethical behavior) and to limit the possibility for coercion. The relationship between preceptor and student must be free from influences or activities that can interfere with learning or the goals and principles of the program and the College. It should be noted that relationships, such as friendships or business partnerships that interfere with the objectivity of the preceptor may threaten the integrity of the educational process. As such the student cannot be placed with a preceptor where a friendship or business relationship or and partnership is current.

- ✚ It should be noted that students cannot attend a clinical practice site placement in a state that does not recognize the legal practice of the Certified Professional Midwife.

DOCUMENTATION FOR CLINICAL EXPERIENCES

All clinical experiences will need to be documented appropriately. All contact with preceptors and clients will have some type of documentation done to show evidence of participation. You will have access to Typhon online clinical documentation program for documentation during your corresponding clinical courses. It is very easy to fall behind on documentation during clinic. All students are advised to stay on top of their documentation. It is suggested that students complete documentation on a daily basis. Students are to have discussions with preceptors as to when and how they would like to complete this task. It is not the preceptor's responsibility to ensure that this gets done. Completion of documentation is the student's responsibility. **If student fails to have their documentation reviewed and approved by their preceptor for a period of more than 2 weeks' time, the preceptor is not required to approve clinical encounters and the student may lose those clinical experiences.**

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

CLINICAL COURSE EXPECTATIONS

Students are required to know what is expected of them during their respective clinical courses. Please refer to the *Midwife Clinic Course Expectation (SDAT)* for the respective clinical course to know what the expectations are. Also be aware of the preceptor's clinical site expectations and abide by them appropriately. It is up to the preceptor, Clinical Site Coordinator and course instructor to agree when the student has met the stated clinical skills and course competencies and will proceed on.

During the student's preceptorship the *Midwife Clinic Course Expectation (SDAT)* will be used to evaluate the student's overall semester progress. Each clinical course will require completion of the competencies and skills as outlined in the corresponding clinical course expectations. The student can view the document as a tool to understand what skills, clinical hours and numbers are required in order to be successful in the clinical course. The student should note that the total clinical hours and numbers assigned to each clinical course is based on NARM's requirements for basic beginning midwife performance. It should also be noted that the clinical hours and numbers may not be sufficient for the student to reach competency for the course, and should expect that additional clinical time may be necessary for the student to reach competency.

The *Midwife Clinic Course Expectation (SDAT)* will be completed as a survey by the preceptor prior to a site visit. It will be used to facilitate discussion between the student, the preceptor and faculty. It is the student's responsibility to request that the preceptor complete this survey and the preceptor evaluation survey prior to a site visit.

SDATS:

[Introduction to Midwife Clinic](#)

[Midwife Clinic 1](#)

[Midwife Clinic 2](#)

[Midwife Clinic 3](#)

[Midwife Clinic 4](#)

[Midwife Clinic 5](#)

[Midwife Clinic 6](#)

[Midwife Clinic 7](#)

PROCESS FOR SUBMISSION OF DOCUMENTATION

Submit introductory documentation at the beginning of each clinical course.

At the beginning of each year, it is the student's responsibility to print, review, date and sign a copy of *NARM and Southwest Tech Clinical Requirements*, then submit it into Typhon. This form outlines the expectations of students in the clinic setting.

The student will also need to review the appropriate student-preceptor contract with their preceptor(s). One contract is to be signed with each preceptor at the start of each clinical course. This is to occur even if the student is with the same preceptor. If the student is conducting their clinical experience at a birth center with more than one preceptor, the student will need to have a separate contract with each preceptor. This contract must then be email to the Clinical Site Coordinator (CSC) for a signature, as the contract is a 3-way agreement between the preceptor, student and college. The CSC will email this back to the student, who must upload this into Typhon prior to starting clinic.

All clinical experiences will need to be documented appropriately. Any contact with preceptors and/or clients will have some type of documentation done to show evidence of participation. It is very easy to fall behind on documentation during clinical. All student is advised to stay on top of their documentation. It is suggested that student's complete documentation of both case logs and timelogs in Typhon on a daily basis. This will make the process not feel so overwhelming.

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Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

SITE VISITS

A routine site visit is to be scheduled at least once per clinical course. It is the student's responsibility to notify the assigned Clinical Site Coordinator that a site visit is needed. At that point the Clinical Site Coordinator will notify the preceptor to arrange a mutually agreed date, time and place. The visit will generally occur virtually using ZOOM. It is understood that a site visit may be cancelled and need to be rescheduled due to a client labor/birth or other extenuating circumstances.

All case logs and time logs will need to be approved, surveys submitted by both student and preceptor(s). The clinical documentation is based on NARM standards and MANA core competencies. The Clinic Course Assessment (SDAT) is used as a tool to assess student progress and helps to narrow NARM standards and MANA competencies into manageable parameters per semester.

There will be a review of the student's clinical experiences and performance during the site visit. An assessment and plan will be discussed as to how the student's clinical experiences should proceed in order to obtain the necessary required midwifery clinical experiences for competency and completion of the program. Additional site visits may be held as necessary based on student need and performance.

PROGRESSION OF CLINICAL COURSES

Progression to the next clinical course will not occur until after the site visit has occurred, clinical documentation is completed and a grade submitted by the course instructor. Remember that the numbers of hours and experiences listed on SDATs are *minimum* requirements. Some students may gain competence at these minimum requirements while others may take longer.

Please note that the program academic success coach/advisor will be contacted by the clinical course instructor to ensure that the student is properly enrollment into the next clinical course has occurred. If the student has yet to enroll in the clinical course, access to the Schoology course will be suspend until the student is properly enrolled.

Southwest Tech's goal is to have students gain experiences with 3 different preceptors, with additional goal of those preceptors *being located at 3 separate practice sites*, throughout the duration of their clinical courses. By being placed with a variety of preceptors and practice sites, students will be able to witness a variety of styles of practice and gain skills with some midwives that may not be attainable with others.

Please remember to inform the clinical site coordinators of any questions/concerns that may arise throughout the course of clinical experiences. Please note that the clinical course instructor and program director are available for help at any point, if necessary. Southwest Tech Faculty and Staff are there for student's and preceptor's assistance and strive for everyone to succeed and have an enjoyable experience. Communication is the key to help things flow smoothly.

CONTRACTS FOR CLINICAL EXPERIENCES

Contracts will be provided to the preceptors and the students at the start of each clinical course by their CSC. The contracts outline the role of Southwest Tech, the preceptor, and the student. It is the responsibility of the student and preceptor to review the contract together and sign that they agree of said terms. Students cannot be placed with preceptors without a signed contract in place.

A new contract is to be signed at the beginning of each clinical course, regardless of whether the student and preceptor are in a continuing relationship or not.

Separate Student-Preceptor contracts exist for the observed role and for the assist and primary roles during clinical placements:

1. Observational Contract: to be used for observational clinical experiences/placements only
2. General Contract: to be used for all hands-on clinical skill building experience

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

DOCUMENTATION OF DAILY CLINICAL ENCOUNTERS

All student clinical documentation occurs in a 256-bit secured electronic system. Currently Southwest Tech uses Typhon. All data entered there should be de-identified per HIPAA guidelines. In addition, please do not send any clinical paperwork that could be client-identified to the college, preceptor, clinical site coordinator or program director via email. The college's email system is not HIPAA protected. The student is asked to enter clinical documentation into the Typhon system without any identification markers, as specified in Typhon instructions.

All contact with preceptors and clients will have some type of documentation to show evidence of participation and progression of competency. Any and all clinical experiences will need to be documented. This includes case logs for each appointment attended, a case log for each birth, a separate case log for newborn care, and a time log for each clinic day attended. Students are also expected to put daily evaluation and birth management evaluations into case log notes. All case logs and time logs must be preceptor approved; making sure this occurs is the student's responsibility.

[STEPS FOR CLINICAL DOCUMENTATION](#)

[FLOW CHART FOR CLINICAL DOCUMENTATION](#)

CONTINUITY CLIENT

All students will attend five "continuity of care" clients (as defined by NARM) spanning the two final Midwife Clinic courses. Students will be expected to write a case study and labor SOAP note for one of these clients

[CONTINUITY CLIENT CASE STUDY](#)

[CONTINUITY CLIENT SUMMARY FORM](#)

CLINICAL GRADING RUBRICS

Clinical Grading Rubrics will be used along with the *Midwife Clinic Course Expectation (SDAT)* to evaluate student performance and attainment of midwifery skills and competence.

[INITIAL COURSE GRADING RUBRIC](#)

CLINICAL CONCERN FORMS

In order to help ensure the safety of students, clients, preceptors, faculty and staff; we must always be evaluating ourselves. The following forms are to be used by students, preceptors, faculty, and staff associated with Southwest Tech, to help identify less than optimal occurrences. You will find a brief description of each form to help you decide which form is most appropriate. Completion of these forms will help us all to discuss the situations at hand and help us to determine how to proceed, as a team.

[PROBLEM IDENTIFICATION FORM](#)

This form will help with the basics of problem identification. The student and the preceptor should each fill one out, then meet to discuss. Sometime simply identifying the problem can help with effective strategies. If necessary, don't hesitate to contact a Southwest Tech Clinical Site Coordinator for help and input.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

CRITICAL ASSESSMENT OF CLASSROOM, CLINICAL OR LABORATORY INCIDENT

This form is to be used for critique of student performance. The preceptor will use this form when there is a concern (i.e. not adhering to the student contract expectations, being careless with equipment, etc.) or if there is a student-related incident (i.e. a needle stick, etc.).

A *Critical Incident* is defined as **any** situation that occurs within the clinical setting, with a preceptor, in the classroom and/or laboratory setting. Critical incident concerns could include but are not limited to, situations such as: failure to follow standard precautions, sterile technique, failure to meet safety standards, failure to follow proper safety protocol for midwife procedures, failure to follow specific preceptor guidelines for safety, failure to fulfill points of responsibility in the clinical setting, and/or failure to demonstrate growth in meeting identified clinical/lab objectives.

DEFINITION OF TERMS

1. Critical thinking/assessment: self-directed, disciplined reasoning in which assumptions, weigh evidence, evaluate conclusions, discriminate between good and bad arguments, and seek to justify those facts and values that result in credible beliefs and actions.
2. Key issue/critical incident: focal point of the student's performance that actually or potentially affects delivery of midwifery care or classroom/laboratory behavior
3. Principles: fundamental midwifery care concepts that guide midwifery practice.
4. Assumptions: basic beliefs that are generally accepted as true.
5. Consequences: actual or potential result of the behavior involved in the key issue
6. Implications: the relationship between the key issue and the resulting consequences.
7. Evidence: relevant data upon which a judgment or conclusion might be based or by which proof may be established.

INCIDENT REPORT

- o The incident report is a form to be used if there was a problem with the client's care or birth.
- o Use this form if there might be a reaction by either the client, the state regulating body, or someone else in regards to the clinical situation.
- o This form is not to be used in relation to student performance.

Southwest Tech would prefer that you submitted incident reports that were unnecessary, rather than not to have one on file in the case of a problem.

When an incident occurs, please send the completed form to the Program Director as soon as is reasonable to do so. This Incident Report will then be forwarded to the Dean of Health and Service Occupations and the Clinical Site Coordinator would be informed. Follow up will occur as is deemed necessary by all involved.

Southwest Wisconsin Technical College

Direct Entry Midwife Program Student Handbook

LINKS TO EXTERNAL DOCUMENTS: LAW, ETHICS, AND STANDARDS

CHAPTER 440 – WISCONSIN ACT 292

<http://docs.legis.wisconsin.gov/2005/related/acts/292.pdf>

STANDARDS OF PRACTICE: WISCONSIN RULES & REGULATIONS FOR LICENSED MIDWIFE PRACTICE

<http://wisconsinguildofmidwives.files.wordpress.com/2013/07/rl182.pdf>

MIDWIVES ALLIANCE (MANA) CORE COMPETENCIES

<https://mana.org/resources/core-competencies>

MIDWIVES ALLIANCE (MANA) STATEMENT OF VALUES AND ETHICS

<http://mana.org/pdfs/MANASTatementValuesEthicsBW.pdf>

MANA STANDARDS AND QUALIFICATIONS FOR THE ART AND PRACTICE OF MIDWIFERY

<http://mana.org/pdfs/MANASTandardsQualificationsColor.pdf>

NACPM ESSENTIAL DOCUMENTS

<http://nacpm.org/about-cpms/professional-standards/>

ICM INTERNATIONAL CODE OF ETHICS FOR MIDWIVES

<http://hrlibrary.umn.edu/instree/midwives.html>

NARM EXAM APPLICATION FOR MEAC ACCREDITED SCHOOL

<http://narm.org/equivalency-applicants/meac-download-application-forms/>