**Heart & Hands Midwifery Intensives**

**BEGINNING/INTERMEDIATE MODULES**

**INTRODUCTION**

**HISTORY AND FORMAT:**

The HEART & HANDS MIDWIFERY INTENSIVES class wasfounded in San Francisco in 1982, at the request of a group of doulas seeking to acquire basic midwifery skills. Over the years and by demand, the course evolved to include core academics plus intuitive and interpersonal skills essential for caregiving. The purpose of HEART & HANDS has always been to provide a strong, integrated foundation in the art and science of midwifery, laying the ground for further in-depth studies.

The distance format now makes this material available to students everywhere, so that they may work and train in their own communities. These modules cover all academic material and many classroom activities of the onsite course. If they choose, distance students may attend onsite, space permitting, at a nominal charge per class. Certain classes are particularly rich in hands-on practice—ask for schedule and details.

**HOW TO USE THESE MODULES:**

Each module lists **learning objectives** (what you will be learning), **learning activities** (what you will do to learn), **items to submit** (which verify your learning), and **completion requirements** (which include the scoring system for your work). Please submit these items in Word or other word processing format, making sure to include your name and date, and the question with your response. Worksheets/diagrams (as posted in the Student Portal) may be submitted by mail, scanned and emailed, or texted to me.

1. **To avoid errors,** **do not attempt to complete module work before doing the reading.** Reading firstmakes a huge difference in the quality of your responses and your integration of the material, and over time it will be increasingly evident if you have not done so. I tell my onsite students to refrain from asking questions in class if they have not done their reading for the week; the same goes for my distance students.
2. *Heart & Hands: A Midwife’s Guide to Pregnancy and Birth* is your **primary text; always consult it first.**
3. Other study resources are listed in each module**.** Pleaseuse the most recent editions of all texts, and use the index to find material that is relevant to your studies.
4. To successfully complete a module, all items must be answered correctly**.** Work that is incomplete or incorrect will be returned to you with guidelines for completion**. All work must be your own, and in your own words!**
5. Work on only one module at a time, submitting any changes/corrections before going on to the next, and always include my comments as highlighted. **If you do not hear back from me within 10 days, please contact me again to make sure your work was received.**
6. If you feel any assignment to be culturally offensive, too basic or too advanced, please let me know and I will make some adjustment.
7. **Regarding Completion Requirements**, please note that if you do not get a passing score after two retries, I will advise you regarding resources for addressing unmet learning objectives, with guidelines based on your areas of weakness, as cited in rubric scoring. You must then repeat the entire module, but you must wait three months before re-submitting it.
8. The Beginning/Intermediate course of ten modules must be completed within 15 months (2 per quarter), and the Advanced Course of three modules, within 5 months (2 per quarter).

**HOW TO INTERACT WITH ME:**

My cell number is 707-695-6520. I am available during regular business hours, 10 AM to 5 PM Pacific time Monday through Friday, or if your work schedule prohibits this, leave me a message and I will call you back when it is convenient. You may also email me at elizabeth@elizabethdavis.com. Please do not hesitate to reach out to me! I want you to be assertive in your learning process and use me as a resource; no question or concern is too minor. My role as your instructor is to provide both praise and critique for your work, but **if there is anything you don’t understand, or if you feel you need more guidance**, **please let me know at once**.

HEART & HANDS course work is ever evolving, largely in response to student feedback. As you complete your modules, please comment on your learning experience and feel free to give suggestions regarding content, format, and additional resources you have found helpful.

Please be aware that this course work is non-refundable, non-transferable, and not for resale.

Thank you for being part of the Heart & Hands program. Enjoy your studies!

Sincerely yours,

Elizabeth Davis

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**BEGINNING/INTERMEDIATE MODULES**

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**BEGINNING/INTERMEDIATE MODULES**

READING LIST

*REQUIRED READING*:

1. Heart & Hands: A Midwife’s Guide to Pregnancy and Birth, 5th edition, Davis, Elizabeth (Celestial Arts: Berkeley, CA) 2012.

2. The Rhythms of Women’s Desire: How Female Sexuality Unfolds at Every Stage of Life, Davis, Elizabeth (Hunter House: Alameda, CA) 2013.

3. Orgasmic Birth: Your Guide to a Safe, Satisfying and Pleasurable Birth Experience, Davis, Elizabeth, and Pascali-Bonaro, Debra (Rodale: New York) 2010.

4. Myles Textbook for Midwives, 16TH Edition, Marshall, Jayne, Raynor, Maureen, ed. (Churchill Livingston: New York) 2014.

5. Dr. Jack Newman’s Guide to Breastfeeding, Newman, Jack and Pitman, Teresa (HarperCollins: Canada) 2015.

6. Nutrition Almanac, 6th edition, Kirschmann, John, (McGraw-Hill Education) 2007.

ONLINE RESOURCES

*FOR RESEARCH PURPOSES***:**

[www.midwifethinking.com](http://www.midwifethinking.com)

[www.evidencedbaedbirth.com](http://www.evidencedbaedbirth.com)

[www.gentlebirth.org/archives](http://www.gentlebirth.org/archives)

[www.midirs.org/midwifery-studies/](http://www.midirs.org/midwifery-studies/)

[www.journals.elsevier.com/midwifery](http://www.journals.elsevier.com/midwifery)

[www.midwiferyjournal.com](http://www.midwiferyjournal.com)

[www.cochranelibrary.com](http://www.cochranelibrary.com)

[www.contemporaryobgyn.net](http://www.contemporaryobgyn.net)

*PODCASTS:*

[www.freebirthsociety.com](http://www.freebirthsociety.com)

[www.indiebirth.org/podcastarchive](http://www.indiebirth.org/podcastarchive)

<https://thebirthhour.com/giving-birth-in-america-as-a-black-woman>

<https://evidencebasedbirth.com/evidence-based-birth-podcast>

<http://www.drstuspodcast.com/>

(Note: Please feel free to let me know of others you would recommend!)

**Heart & Hands Midwifery Intensives**

**BEGINNING/INTERMEDIATE MODULES**

**Module One: Orientation**

***DESCRIPTION***

This module serves as an introduction to historical and cultural factors that have shaped the practice of midwifery today. It covers educational pathways and entry-routes to the profession, as well as current barriers to practice. It also introduces the Midwives Model of Care™. Students explore their motivations regarding midwifery practice, and identify resources for networking and support. Anatomy and physiology pertaining to human sexuality are also covered in this module.

***LEARNING OBJECTIVES***

***To understand midwifery’s political context and practice issues:***

1. Know the history of midwifery in the United States (since 1930)
2. Identify, and describe the function of key midwifery organizations in the United States
3. Cite various training options for direct-entry and nurse midwifery
4. Explain current barriers to the practice of midwifery
5. Identify resources for student networking and support
6. List the core principles of the Midwives Model of Care, and explain how it
	1. Is woman-centered
	2. Works in any setting
	3. Produces excellent outcomes

***To understand your relationship to the art and practice of midwifery***

1. Cite differences between woman/person-centered and standardized perinatal care (incorporating the Midwives Model of Care™)
2. Identify common factors that motivate the study of midwifery
3. Identify personal motivations, strengths and limitations regarding midwifery practice

***To understand basic female reproductive anatomy, physiology, and sexuality:***

1. Know the hormonal underpinnings of the menstrual cycle
2. Cite factors in sexuality during pregnancy, birth and postpartum
3. Understand how sexual abuse can impact childbearing
4. Appreciate hormonal and sexual changes throughout the lifecycle

***LEARNING ACTIVITIES***

1. Read e-zine: Burning Women: <http://www.rebelnet.gr/files/burningwomen_en.pdf>
2. Listen to podcasts at: <https://thebirthhour.com/giving-birth-in-america-as-a-black-woman/>
3. Research and briefly describe the history and current legal status of midwifery in your anticipated state of practice (using midwifery newsletters, local/state experts)
4. Read “Midwives Model of Care™” (available at mana.org or in the Online Resources section of NMI Student Portal)
5. Read Heart & Hands, Chapters 1 and 7
6. Read Orgasmic Birth, Chapters 1 and 2
7. Study resource lists in Heart & Hands Appendix B for midwifery texts and supplies
8. Read The Rhythms of Women’s Desire: How Female Sexuality Unfolds at Every Stage of Life and do worksheet
9. Journal work:
10. Identify personal motivations for studying midwifery, and roots of these in personal history, e.g., “I will be a good midwife because...”
11. Identify personal biases with regard to ideal behavior of pregnant or birthing women/persons and their partners, e.g., “Every pregnant or birthing woman/person should...”, or, “A pregnant or birthing woman/person should never...”, or, “A pregnant or birthing woman/person’s partner should always...” Choose the bias you hold most strongly, then look deeper and write on why this issue is triggering for you…what happened in your personal life to engender such strong feelings on this subject? Finally, write briefly on the potential impact this bias could have on the self-determination of your birthing clients/associates.
12. Identify your greatest personal shortcoming with regard to becoming a midwife (apart from lack of knowledge). Name one thing you can do to work on this shortcoming in the coming week.

***SUBMIT***

1. Summary of your research findings regarding history and regulatory guidelines in anticipated state of practice
2. Brief commentary on assigned e-zine and podcasts
3. Worksheet on The Rhythms of Women’s Desire: How Female Sexuality Unfolds at Every Stage of Life
4. Completed module post-test
5. Module Evaluation Sheet (available at the end of each module)
6. Summary of journal work on biases (your primary bias, its roots in your personal life, and how it might disempower your clients)

***COMPLETION REQUIREMENTS***

In order to successfully complete this module, you must complete all learning activities and submit all items as listed above. Your work will be reviewed item by item and with the rubric below. A passing score is 7.5/10. You will have two opportunities to correct any errors/omissions in your work, at which point a final score will be assigned.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Level 1 (0 Points) not adequate | Level 2 (1 Points) developing adequacy | Level 3 (1.5 point) Meets basic expectations | Level 3 (2 points) exceeds expectations | Student Score |
| Completion of module prompts and elements | -Module not completed | -Major elements of module are missing | All aspects of module present, with some minor questions unanswered or missing | -All aspects of module elements present and answered completely |  |
| Demonstrates Comprehension of module content and concepts | - Lack of comprehension | - Responses are unclear and do not reflect basic comprehension of module concepts | - Responses are clear and reflect basic comprehension of module content and concepts | - Responses are clear, well written, and reflect in-depth comprehension of module content and concepts. Added subpoints and additional reflections demonstrate a deeper knowledge and curiosity. |  |
| Analysis | - Key terms not defined | -Inaccuratedefinition of key items,-Limitedconnection made between learning resources and learning activities, | -Accurate definitions of key items -Connections made between evidence, subtopics and some clinical experience  | - Accurate definitions of key items -Strong connections made between evidence, subtopics and clinical experience-Incorporation of original ideas and incorporates some clinical experiencein responses where possible |  |
| Critical Thinking and Integration | -Critical thinking not demonstrated,-Integration of material from previous modulesnot demonstrated | -Elements of Critical thinking are present,-Some integration of materials from previous modules demonstrated | -Critical thinking demonstrated-Integration of material from previous modulesdemonstrated | -Outstanding critical thinking demonstrated-Full integration of material from previous modules demonstrated. |  |
| Engagement with learning resources | -Evident study sources were not utilized | -Evident study sources were partially utilized | -Evident that study sources were fully utilized | -Evident that study sources were fully utilized and independent research was undertaken -Full incorporation of original ideas, personal analysis and incorporates relevant clinical experience in all areas possible |  |

**Worksheet**

The Rhythms of Women’s Desire

1. Diagram typical hormonal changes during the menstrual cycle.

2. Describe sexual changes during pregnancy trimester-by-trimester, citing physiological and psychological factors.

3. Cite potential negative effects of episiotomy (both physical and psychological) on postpartum sexuality, with appropriate suggestions/remedies.

4. What might you suggest to a couple having trouble finding time for sex in the early years of parenting?

5. What are the physiologic reasons for sexual role-reversal common in midlife?

6. Describe sexual changes likely to occur during and after menopause, citing both physical and emotional factors.

7. Describe behaviors typical of mothers/gestational parents who have suffered sexual abuse, with appropriate response of health care provider.

**Module One: Orientation**

POST-TEST

***Please answer these questions as concisely as possible:***

1. List at least five crucial events that have prompted midwifery’s resurgence in the United States.
2. How does the above contrast with midwifery’s place in the healthcare system of Scandinavian and many Western European countries?
3. Cite similarities and differences between direct-entry and nurse-midwifery training in the United States.
4. Briefly describe barriers to practice for both direct-entry and nurse-midwives in the United States.
5. Cite several good sources for:
	1. Midwifery and birth-related books
	2. Midwifery and birth-related supplies
	3. Student midwife networking/support
	4. Practicing midwife networking/support
	5. Midwifery-related legal advice
6. ESSAY: With regard to the Midwives Model of Care,™ explain how it:
	1. Is woman-centered
	2. Works in any setting
	3. Produces excellent outcomes

**Module One: Orientation**

Module Evaluation Sheet

1. What did you like about this module?
2. Were there any surprises for you in this module?
3. Was there anything in his module that was particularly challenging for you?
4. Do you feel you met this module’s stated learning objectives?
5. Did the leaning activities enable you to meet the learning objectives?
6. Were the suggested learning resources (books and materials) adequate to meet the learning objectives? Did you utilize additional resources?
7. Any comments/suggestions for improving the module?