

THREE LEVELS OF LEARNING COMPETENCIES

1. Self
2. Others
3. Wider community

“SELF” COMPETENCIES

1. MCH KNOWLEDGE BASE/CONTEXT

(Maternal and child health (MCH) is specialized area of public health, focusing on the health and wellness of women, children, and young adults.)

OBJECTIVES

- Define public health and its relation to MCH
 - What is health equity?
- Understand the history of MCH and its' background structure
 - Domains and focus populations (ex. maternal/women's health, adolescent/young adult, perinatal/infant, etc.)
 - Services offered (OB/GYN, midwifery)
- Adhere to the policies that directly affect MCH populations (US and Canada)
 - How does accessibility to healthcare impact birth outcomes?
- Recognize the differences between traditional indigenous midwifery vs. westernized
- Access and recognize reliable sources when gathering information and data
- Address health disparities among MCH populations (specifically, among indigenous women)
 - Risk factors
 - Adverse birth outcomes

DISCUSSION

As a group discuss the background of Maternal and Child Health, and associated professions. Discuss how health care and societal norms affect different populations. Ask students to describe personal experiences (good or bad) the students may have faced in society or in the healthcare practices (such as doctor visits, etc.).

READING(S)

1. Kolahdooz, F., Launier, K., Nader, F., Yi, K., Baker, P., McHugh, T., . . . Sharma, S. (2016). Canadian indigenous women's perspectives of maternal health and health care services: A systematic review. *Insight Medical Publishing Group, 13(5)*, 334-348.
<http://diversityhealthcare.imedpub.com/canadian-indigenous-womens-perspectives-ofmaternal-health-and-health-care-services-asytematic-review.pdf>
2. Provincial Council for Maternal and Child Health: Strategies and Initiatives
<https://www.pcmch.on.ca/health-care-providers/paediatric-care/pcmch-strategies-and-initiatives/>

2. SELF-REFLECTION

(Process of assessing the impact on personal and professional leadership through analyzing one's own personal values, beliefs, culture and experiences.)

OBJECTIVES

- Understand the impact and importance of conducting a self-assessment
- Distinguish the characteristics of leaderships styles
 - How can attitudes and beliefs influence leadership?
 - How to choose the best leadership style for best team function
- Conduct a self-reflection
- Identify and apply public health-based frameworks
- Discuss the importance of emotional intelligence, specifically in healthcare professionals
 - Identify the five key attributes of emotional intelligence (self-awareness, motivation, empathy, self-regulation, and social skills)

ACTIVITY

Students will register with the MCH Navigator and begin the self-assessment. After each module, they will return to the online self-assessment and complete the self-assessment for that particular module.

<https://www.mchnavigator.org/assessment/>

DISCUSSION

Students will discuss emotions that are often involved with healthcare. This includes pride, guilt, and shame. Discuss what emotional intelligence (EQ) is. After identifying the five key attributes, why are they important in responsible decision-making? What is the importance of EQ in healthcare settings? What patient outcomes, good or bad, can come from a healthcare professional with high and/or low emotional intelligence?

READING(S)

1. Example of a self-assessment

<https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/healthlittoolkit2-tool4b.html>

2. The Importance of Emotional Intelligence: in Delivering Patient-Centered Care

<https://online.regiscollege.edu/blog/importance-emotional-intelligence/>

3. ETHICS

(Healthcare workers must be able to conduct themselves in a professional manner with a solid knowledge of principles and values, known as ethics. Workers must display skills such as honesty, responsibility and cultural awareness. Ethics must align with your target MCH population.)

OBJECTIVES

- Demonstrate a solid knowledge of ethical laws, policies, values, and behaviors
- Summarize a professional associations' code of ethics
- Identify common ethical issues in healthcare and research
 - Discuss ethical dilemmas affecting MCH (EX. abortion laws, access to birth control co)
- Identify ethical implications of health disparities (EX. indigenous women and negative birth outcomes)

ACTIVITY

Students will be given a worksheet with scenarios on controversial ethical situations and will asked to examine each one to determine whether the actions of the healthcare worker(s) are “ethical”.

DISCUSSION

Students will conduct a discussion as a class (or in small groups) after completing the given worksheet. Students will explain their scenario with the class and justify their choice (was it ethical or unethical).

READING(S)

1. Professional Standards for Midwives of Ontario, Canada
<http://www.cmo.on.ca/resources/standards-of-practice/professional-standards-for-midwives/>
2. Rescinded Code of Ethics for the College of Midwives of Ontario, Canada
<http://www.cmo.on.ca/wp-content/uploads/2018/02/Code-of-Ethics-September-2015.pdf>
3. International Code of Ethics for Midwives
https://www.internationalmidwives.org/assets/files/general-files/2019/01/cd2008_001-eng-code-of-ethics-for-midwives.pdf

4. CRITICAL THINKING

(Complex challenges that many MCH populations and systems face, which require the use of critical thinking.)

OBJECTIVES

- Define critical thinking, describe what it requires and its' purpose in public health
- Define evidence-based
- Identify types of information sources (primary, secondary, tertiary)
- Identify the components of a research article (abstract, introduction, methodology, results, discussion)
- Understand the process of making evidence-based decisions and how to implement them
 - Differentiate between good and bad sources/peer-reviewed journals
 - Understand reliability and validity
- Describe the importance of statistics, epidemiology and evidence-based research in public health
 - Using data when determining the needs of a population
- Formulate a research question
- Define the CRAAP test (Currency, Relevance, Authority, Accuracy, and Purpose)

ACTIVITIES

1. Students will formulate their own research question, with independent (exposure) and dependent (disease/illness/disorder/health issue) variables, and a target population.
Example: Is there a relationship between frequent alcohol use and pre-term birth in pregnant indigenous women?
2. Students will play a virtual game on Factitious.com. They will be provided with articles that may or may not be reliable, valid, or evidence-based. They will read them and evaluate the accuracy of the article. They will conclude whether the source is reliable or not using the CRAAP test
<http://factitious.augamestudio.com/#/>

DISCUSSION

Students will discuss why evidence-based practice is important in attaining and using research information and data.

READING(S)

1. Is My Source Credible? – University of Maryland Library
<https://sites.umuc.edu/library/libhow/credibility.cfm>
2. Website Research: CRAAP Test – Central Michigan University Library
https://libguides.cmich.edu/web_research/craap

“OTHERS” COMPETENCIES

5. COMMUNICATION

(The verbal, nonverbal, and written sharing of information.)

OBJECTIVES

- Relate public health and communication
- List various methods of communication (verbal, written, oral, nonverbal, visual, etc.)
 - Identify “message sender” and “message receiver”
 - Recall non-verbal cues (body language, facial expressions, body movements, etc.)
- Discuss the importance of communication in understanding culture, language, literacy levels, etc. in MCH professionals and populations
 - Summarize complex information for specific audience
 - Cultural competency
- Tailor messages for individuals or segments of a population

ACTIVITY

Students will be provided a short quiz summarizing the in-class discussion about communication. Topics included on the worksheet will be communication methods, non-verbal cues, cultural competency, tailoring the “message” to the target audience, literacy levels, etc.

DISCUSSION

After completing the quiz, students and the professor will go over the answers and discuss any questions or comments related to this module.

READING(S)

1. Communication skills – Nurse & Midwife Support Australia
<https://www.nmsupport.org.au/students-and-graduates/communication-skills>
2. Effective communication – Comprehensive Midwifery: The role of the midwife in health care practice, education, and research by Terri Rypkema, MED, RCC
<https://ecampusontario.pressbooks.pub/cmroleofmidwifery/chapter/effective-communication/>

6. NEGOTIATION AND CONFLICT RESOLUTION

(Process using cooperation to obtain a solution/agreement that is satisfactory for both parties involved.)

OBJECTIVES

- State the types of conflict that occur in organizations (personal, intragroup, intergroup)
- Understand the sources of who and how conflict can be resolved
- List conflict management theories (accommodating, avoiding, collaborating, compromising, competing)
- List negotiation strategies
- Link previous modules (self-reflection and communication) to conflict resolution and negotiation
 - Understand others' viewpoints as valid

ACTIVITY

Individuals or groups are assigned a conflict and conflict management theory. Given the conflict, the students must assess the situation with the given conflict management theory.

DISCUSSION

Ask students whether they have ever witnessed or personally experienced conflict in the workplace and/or organization. How was the problem resolved?

READING(S)

1. Thompson, F. E. (2003). The practice setting: Site of ethical conflict for some mothers and midwives. *Nursing Ethics*, 10(6), 588-601. doi:10.1191/0969733003ne649oa
<https://journals.sagepub.com/doi/pdf/10.1191/0969733003ne649oa>
2. Principles of negotiation and influencing
<https://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5a-understanding-itd/negotiating-influencing>

7. CULTURAL COMPETENCY

(A process that occurs continuously throughout one's life. It represents the knowledge and communication skills that allow for effective and respectful interactions among people of all ages, genders, race, religion, sexual orientation, etc.)

OBJECTIVES

- Define bias
 - Understand the influence of bias and its' consequences in research, programs, health care, organizations or workplaces.
- Define health literacy and linguistic competence
 - Explain how and why health literacy may differ among populations
- Understand how demographics and socio-cultural factors impact health and access to health care
 - Play "Your Zip Code: The Key to Your Health" video via YouTube (https://www.youtube.com/watch?v=JolHp3k_hUU)
- Link cultural competence and its' impact on health care practices
- Complete a community needs assessment for given communities
- Define "cultural safety"

ACTIVITIES

1. Students will fill out a provided worksheet related to the assigned reading: *Residential schools and the effects on Indigenous health and well-being in Canada*.
2. Watch CDC's video on health literacy

DISCUSSION

After filling out the worksheet, students will be asked to explain/describe their thoughts, feelings, opinions, etc.

READING(S)

1. Wilk, P., Maltby, A., & Cooke, M. (2017). Residential schools and the effects on Indigenous health and well-being in Canada—a scoping review. *Public Health Reviews*, 38(1). doi:10.1186/s40985-017-0055-6
2. Malott, A. (2008). teaching skills for cultural competence: Are midwives prepared for practice? *Canadian Journal of Midwifery Research and Practice*, 7(3). <http://www.cjmrp.com/articles/volume-7-2008/teaching-skills-for-cultural-competence-are-midwives-prepared-for-practice>
3. Cultural Safety – Midwives Association of British Columbia https://www.bcmidwives.com/indigenous_cultural_safety.html
4. Health Literacy (video and text) – CDC <https://www.cdc.gov/healthliteracy/learn/index.html>

8. FAMILY-PROFESSIONAL PARTNERSHIPS

(A partnership between families and healthcare professionals that is necessary in decision-making. This relationship is sacred because individuals want to believe their healthcare provider has their best interest at heart. Cultural norms, beliefs and traditions must be accounted for.)

OBJECTIVES

- Define family-professional partnerships and its' effect on MCH
- Tailor recommendations to cultural family issues
- Use evaluation methods for quality assurance, improvement, and monitoring

DISCUSSION

Students will discuss their individual experiences involving their relationships with doctors – both positive or negative experiences are encouraged.

READINGS

1. Family/Professional Partnerships
<http://familyvoices.org/familyprofessionalpartnerships/>

9. DEVELOPING OTHERS THROUGH TEACHING, COACHING, AND MENTORING

(Three strategies used to develop knowledge and skills in others. *Teaching* is the process of designing curricula, learning objectives and conducive environments that encourage dynamic education. *Coaching* refers to guiding and creating structures to help others set goals, make action, and reflect on their experiences. *Mentors* use positive influence to help others develop and grow into whatever they want to be through encouragement and enthusiasm.)

OBJECTIVES

- List types of teaching strategies
- Explain the responsibilities of coaches and mentors
 - Give/receive feedback on behaviors and performances
 - Improve listening skills
- Explain what it means to be a good mentor or coach
 - Understand expectations and boundaries
 - Encourage active and continuous learning from all life experiences

ACTIVITY

Every month students will conduct an evaluation on their teacher which will include their performance and understanding of course. Students will also give helpful feedback on how to improve the class. Teacher while this is being done will conduct an evaluation of the students overall to see where there can be improvements.

DISCUSSION

Students will discuss their experiences as a mentor or mentee. Have they ever been a teacher, coach, or any other leadership position? What were their experiences, and would they do it again?

READING

1. Policies & Practices: Mentoring and Coaching Teachers.
<https://www.scholastic.com/teachers/articles/teaching-content/policies-practices-mentoring-and-coaching-teachers/>

10. INTERDISCIPLINARY/INTERPROFESSIONAL TEAM BUILDING

(Most MCH systems are interdisciplinary and interprofessional in nature. When providing services to mothers, children, youth, disabled, etc., it's extremely important to be supportive, nurturing, and positive at all aspects of care.)

OBJECTIVES

- Identify various MCH professionals (advocacy/non-profit groups, community partners, families, MCH populations)
 - Explain their roles, responsibilities, and scope of practice
- Define community stakeholders
 - Explain their roles, responsibilities and scope of practice
- Describe the process of assembling a “team”
 - Explain the importance of diversity in the team (different perspectives)
- List team building concepts
 - Explain how the importance of good relationships and communication among team members
- Relate Module 6: Negotiation and conflict resolution and Module 10: ID/IP team building
 - Identify ways to diffuse conflict and redirect negative influences

ACTIVITY

Students will be put into groups and assigned a fictitious situation. It may be positive, negative, or neutral, but will require the students to make decisions based on the given situation.

READING(S)

1. Holkup, P. A., Tripp-Reimer, T., Salois, E. M., & Weinert, C. (2004). Community-based participatory research: an approach to intervention research with a Native American community. *ANS. Advances in nursing science*, 27(3), 162–175.
2. Gatekeepers: The Politics of Community – Cooperative Innovation Project
<https://coopinnovation.files.wordpress.com/2015/12/gatekeepers-cip-final.pdf>

“WIDER COMMUNITY” COMPETENCIES

11. WORKING WITH COMMUNITIES AND SYSTEMS

(Improving the health of others, especially within MCH populations, it’s important for healthcare workers to combine all intersects of an individual and the systems surrounding them. These systems include multiple levels within a community: the environment, cultural norms, laws, resources, institutions, and infrastructures.)

OBJECTIVES

- Link community, cultural norms, and laws
- Understand how organizations function as a “system”
 - Identify the multiple levels of influence
 - Define “stakeholders”
- Understand how systems influence behaviors in a community
- Define inclusion and accessibility
- Describe the process of funding a program

ACTIVITY

Students will create a hypothetical program for their target community to combat an adverse health issue (EX. reducing infant mortality). Students will conduct research for the populations needs, risk factors, current health data, and levels of influence. How will the program receive funding?

DISCUSSION

Students will explore possible ways of connecting with the community and to its stakeholders. Students will discuss different options and methods on how to do so and how to counter resistance.

READING

1. Public Health Model in Tribal Communities – SAMHSA: Native Connections
<https://www.samhsa.gov/sites/default/files/nc-public-health-tribal-communities-fact-sheet.pdf>
2. Midwives Help with the Rebirth of Indigenous Pregnancy Care – The Globe and Mail Inc.
<https://www.theglobeandmail.com/canada/article-in-ontario-midwives-help-with-the-rebirth-of-indigenous-pregnancy/>

12. POLICY

(MCH workers must possess skills to understand policy and how it interacts with their target population, and its' effect on resources and health. MCH workers must examine changes in political power, bans, regulations, policy reforms, etc. and understand its' impact on the community.)

OBJECTIVES

- Define public policy. Briefly explain the policy-making process
- List current policies affecting indigenous women and midwives in Ontario, Canada
- Discuss penalties for not following policies (fines, jail time, etc.)
- Explain the importance of using valid data when identifying problems and proposing policies

ACTIVITIES

Students will be put into groups and be given a policy related to the MCH curriculum. Students will examine what each policy imposes, what it means for indigenous women. Is the policy “good” or “bad” – does it truly benefit the target population? The group will then decide if they will keep the policy the same, revise, or remove it.

DISCUSSION

Examine how certain policies may negatively or positively affect your target population.

READING

1. Midwifery in Canada – LawNow.org
<https://www.lawnow.org/midwifery-canada/>