

**Accreditation Commission for
Midwifery Education
- ACME -**

**The Knowledge, Skills, and Behaviors
Prerequisite to Midwifery Clinical Coursework**

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ACCREDITATION COMMISSION FOR MIDWIFERY EDUCATION

THE KNOWLEDGE, SKILLS AND BEHAVIORS PREREQUISITE TO MIDWIFERY COURSEWORK

The knowledge, skills and behaviors described in this document are basic to the preparation of individuals for a program of coursework in midwifery. These competencies have been delineated for those choosing direct entry midwifery education. This document must be used in conjunction with the most current ACNM *Core Competencies for Basic Midwifery Practice, which delineates competencies which must be demonstrated upon the completion of midwifery coursework*. Together these two sets of competencies constitute the basic requirements for graduates of all nurse-midwifery and midwifery education programs, and therefore the essential elements for nurse-midwifery and midwifery education program implementation as defined by the Accreditation Commission for Midwifery Education.

There are three types of midwifery programs for the applicant who is not a registered nurse: Certificate (Post-Master's), Graduate and Pre-Certification. Each of these provides all the essential components of the midwifery curriculum. Based on the Accreditation Commission for Midwifery Education criteria, applicants entering a midwifery program without a registered nurse background must have completed a baccalaureate degree. In addition, the following college-level coursework must be completed prior to admission or as a part of the midwifery program preclinical curriculum:

- Biology, including embryology and human development
- Basic Chemistry
- Basic Microbiology with lab component
- Human Anatomy and physiology, including pathophysiology
- Psychology, including principles of interaction, child development and interpersonal communication
- Sociology, including principles of societal structure, cultural, and health care
- Health Care, including history in the USA, provision of services and underserved populations
- Nutrition

Applicants are responsible for choosing coursework that is at or above the level expected of an undergraduate nursing student.

The knowledge, skills, and behaviors identified below must be completed prior to entry into the midwifery clinical courses of the curriculum. They comprise the foundation upon which the basic midwifery competencies are built.

Professional Knowledge Prerequisites, including but not limited to:

An overview of the history of health and illness care in the United States

Governmental policies and legislation affecting health policy and health care delivery, including reimbursement patterns/mechanisms

Legislation and initiatives that promote high quality health care services, including licensure/regulation of health professionals

Variety of health care delivery systems for women's health and childbearing care

Principles of primary, secondary and tertiary prevention

Principles of community and population based primary health care

The scientific method and what constitutes evidenced-based health care

The influence of values and ethics on health care practice and the role of a profession's code of ethics

Health Care Ethics (e.g. Informed consent, patient advocacy, patient autonomy, the patient's Bill of Rights, choice, professional accountability, use of technology, right to privacy, confidentiality, honesty)

Specific ethical issues related to reproductive, maternity, and perinatal care

Basic principles of quality assurance and risk management in health care

Components of cultural variation and how they influence one's response to health and illness

Spiritual dimensions of health/caring for others

Components of individual, family and community support systems, and how to mobilize sources of support when indicated

Identification of community resources to assist with the health, economic, legal or social needs of the person seeking health or illness services

Theories of collaborative work relationships

Knowledge of how to assemble, use and maintain basic health care equipment and supplies

Theories of stress, coping, and adaptation behaviors; crisis intervention theory; intervention strategies including anticipatory guidance for developmental and situational crises; and change theory

Principles of asepsis and infection control including universal precautions

Basis and use of health screening and diagnostic tests especially related to women's health

Standard medical terminology

Different forms for health care documentation: patient's database, assessment, plan of care, actions taken, and follow-up; components of SOAP notes.

Professional Skills Prerequisites, including but not limited to:

Thinking critically, reasoning morally, and using problem-solving skills

Making good decisions by producing, interpreting, and using appropriate information

Using evidenced-based health care practices

Demonstrating principles of effective communication with patients, families, other members of the health care team and staff

Establishing supportive interpersonal relationships

Using universal precautions and other infection control techniques; e.g. sterile gowning and gloving, correctly applying principles of asepsis and sterile technique

Taking a health history using appropriate screening and assessment tools to collect baseline data about health and developmental status (e.g., physical, nutritional and mental status; family health and risk factors; substance use/abuse; social and sexual history; religious orientation/spiritual values)

Developing a basic genogram on the woman and her family to aid in the identification of genetic and other patterns of family risk

Assessing the physical, psychological, developmental, situational, family and community aspects of a patient's life; e.g. signs/symptoms of early or recurring illness; high level health and health risk status; social adjustment and support

Performing a physical examination of adult women and newborns using inspection, palpation, percussion and auscultation

Using a microscope and other medical equipment

Demonstrating facility with basic nursing procedures, such as catheterization, measuring intake and output, therapeutic touch, safe transfer and physical support of patients

Providing health education using appropriate teaching materials, aids and resources

Calculating correct dose and administering medications to adults and newborns by appropriate route

Monitoring medication effects, drug interactions and side effects

Initiating emergency intervention to facilitate survival: (e.g. basic cardiac life support, controlling hemorrhage, managing shock or convulsions, administering oxygen, or providing basic first aid and resuscitation)

Using therapeutic physical presence and other methods of support to promote safety and reduce fear

Using appropriate measures to prevent or control pain/discomfort

Assisting patients to recognize their own strengths and coping behaviors

Recording health data, assessments and interventions

Evaluating outcomes of patient care and levels of satisfaction with care

Offering clients/families opportunities and alternative strategies to exercise control (self-determination) and move toward self-care and independence

Working collaboratively with others in health care

Professional Behaviors Prerequisites, including but not limited to:

Willingness to think critically and reason morally

Willingness to accept responsibility for decisions and the outcomes of those decisions (accountability)

Promote respect for all people

Respecting cultural variations and the spiritual dimensions of health/caring for others

Advocating for informed choice, participatory decision-making and the right to self-determination

Embracing a public health perspective

Commitment to teamwork

Participation in self-evaluation, peer review, continuing education and other activities that ensure and validate quality practice

*Board of Commissioners, Accreditation Commission for Midwifery Education, ACME
(formerly Division of Accreditation)*

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