



*Commonsense Childbirth*  
School of Midwifery

# Student Handbook

*2023*

*Version 3*

Licensed by the Commission for Independent Education

License Number: 4052

Additional information regarding this institution may be obtained by contacting the Commission at: 325

West Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

(888) 224-6684

[www.fldoe.org/cie/](http://www.fldoe.org/cie/)

**OWNERSHIP, LICENSING AND APPROVAL**

**COMMONSENSE CHILDBIRTH SCHOOL OF MIDWIFERY (CCSM)** is committed to providing the finest educational program throughout the national and international direct-entry midwifery community for individuals with a desire to provide a high standard of care for childbearing women and their families. Our goal at CCSM is to educate and prepare students to become skilled, caring midwives who will be accessible and available to serve women and families in all communities. The School is owned and operated by Commonsense Childbirth, Inc, a non-profit corporation formed under the laws of the State of Florida.

CCSM is licensed by the Florida Commission for Independent Education, which licenses and regulates independent non-public post-secondary schools, colleges and universities in the state. CCSM License Number: 4052

**For further information:**

Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400  
(888) 224-6684  
[www.fldoe.org/cie/](http://www.fldoe.org/cie/)

CCSM is approved by the Florida Department of Health, Council of Licensed Midwifery to provide midwifery education to individuals seeking to become Florida Licensed midwives under Chapter 467 F.S The Midwifery Practice Act.

**For further information:**

Council of Licensed Midwifery, Florida Department of Health, 4052 Bald Cypress Way, Bin # CO-6 Tallahassee, FL 32399-3256  
(850)-245-4587

[http://www.doh.state.fl.us/Mqa/midwifery/mw\\_approvedschools.html](http://www.doh.state.fl.us/Mqa/midwifery/mw_approvedschools.html)

**NON-DISCRIMINATION**

**CCSM** welcomes students, faculty and staff of any sex, gender identity or expression, race, color, national and ethnic origin or ancestry, marital or familial status, religion or creed, age, sexual orientation, or ability.

We do not discriminate 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.

Additional information regarding CCSM may be obtained by contacting:

The Commission for Independent Education 325 West Gaines Street, Suite 1414 Tallahassee, FL 32399-0400.

**This handbook belongs to:** \_\_\_\_\_

The goal of Commonsense Childbirth School of Midwifery (CCSM)'s instruction is to provide students a rigorous academic, experiential, and ethical education based on midwifery practices. CCSM's faculty teach students to strive for high academic achievement, live midwifery values, build community. and give service to others. CCSM

welcomes all qualified students who accept and understand that professionalism is an essential and required part of the curriculum. We count on our students to partner with our Director, faculty and school staff in the student's educational experience. CCSM admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students pursuing professional development.

Screening is mandatory for all applicants to CCSM. Students with special needs, whether intellectual, physical, or emotional, will be considered based on the school's ability to fulfill the needs of the student becoming a midwife. To this end, this decision will be made consistent with midwifery professional educational requirements and practices.

### ***Privacy Policy***

CCSM maintains academic, attendance, health, and personal information about students. This information is limited to what is relevant to the educational needs of the student. Information in these records is made available to appropriate school personnel and is available to the student. CCSM will make reasonable efforts to guard confidential information.

### ***Purpose of the Handbook***

The success of a student at CCSM depends in great measure upon the cooperation between the student and school personnel. This handbook is intended to promote cooperation by defining policies and procedures. Students should benefit from knowing what is expected of them, especially regarding behavior as a midwife. The Student Handbook is intended to be a reference guide, and may not touch upon all contingencies.

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# ABOUT CCSM

## Location and Facilities

213 S. Dillard St, Suite 340, Winter Garden, Florida  
34787



## Clinical Sites and Lab

CCSM provides support and liaison to external clinical sites and preceptors, and assists in the placement process and maintenance of the clinical relationships on behalf of all students. If a student has an existing relationship with a qualified preceptor, CCSM will review their application for appointment as clinical preceptor upon request.

## Library

The school library is a source of information and education for faculty and students. Each class has regular opportunities for obtaining books and using the library under the direction of the Program Director. The library provides internet access for student research.

Faculty may place items on class reserves, request required films be made available via streaming media for their courses, and request library media for viewing in the classroom or in screening rooms. The library is open to any student who desires a more in-depth study, in class studies, or for a special interest.

Library hours are upon request. Reference books and journals may not be checked out or removed from the school. All other books may be checked out for a maximum of 14 days. Delinquent books/materials are assessed a late fee of \$1.00 per day. Additional resources may be found at the Orange County Library located a couple of blocks from the school.

## Printing and Copier Machine

Access is provided on site for the use of a photocopier with printing, faxing and scanning capabilities.

## Study Area

The school study area has two desktop computers, and a laptop available for research and the library holds reference and textbooks for student and faculty use. There are also desks and chairs for written study and a sofa for quiet reading. Wifi is available throughout the school. The school office is in a separate room where all school administration is held securely. This is where all one-to-one meetings take place with faculty, staff or the director. There is a second conference room in the shared Executive Suite, available to all tenants in the building, located on the second floor, which can be booked and used as an alternative meeting room and for classes as needed.

# ADMINISTRATION AND FACULTY

## Administration



**Jennie Joseph LM, CPM**  
**Founder, Preceptor, Instructor**

DIPLOMA IN NURSERY NURSING 1978  
| National Nursery Examination Board, UK  
| Harrow College of Technology and Art, London, England

DIPLOMA IN MIDWIFERY 1981  
| Central Midwives Board, UK  
| Barnett College of Nursing and Midwifery, London, England

CERTIFICATE IN MIDWIFERY 1994  
| School of Complementary Medicine, Oviedo, Florida

CERTIFIED PROFESSIONAL MIDWIFE 1995  
| North American Registry of Midwives (NARM)

**Jennie Joseph**, a British-trained midwife and women’s health advocate, moved to the United States in 1989 and began a journey which has culminated in the formation of an innovative maternal child health care system, *The JJ Way*®. (<https://commonsensechildbirth.org/the-jj-way/>)

Jennie has worked extensively in European hospitals, American birth centers, clinics and home birth environments. Jennie has been instrumental in the regulation of Florida midwives since the 1990’s and has been involved in midwifery education since 1995. She is a former Chair of Florida’s State Council of Licensed Midwives. Currently, she owns a Florida licensed midwifery school attached to her nationally-renowned birth center and maternity medical home in Winter Garden, Florida. She also developed and administers perinatal professional training and certification programs to address the health care provider shortage, diversify the maternal child health (MCH) workforce, and address persistent racial and class disparities in birth outcomes.

Due to the high prematurity rates experienced by low income and uninsured women Jennie established an outreach clinic for pregnant women, who are at risk of not receiving prenatal care. Her ‘*Easy Access*’ Prenatal Care Clinics offer quality maternity care for *all*, regardless of their choice of delivery site or ability to pay and has successfully reduced both maternal and infant morbidity and mortality in Central Florida. There are both quantitative and qualitative studies underway regarding Jennie’s work as well as continuous reviews of the impact of her clinical and educational programs.

Jennie’s model of health care, *The JJ Way*®, provides an evidence-based system to deliver MCH services which improve health, reduce costs and produce better outcomes all round.

As Founder and Executive Director of her own non-profit corporation *Commonsense Childbirth Inc.* Jennie firmly believes that: **“Every woman wants a healthy baby and every woman deserves one”**.



**Carmen Mojica, BA, LM, CPM**  
**Director of Operations**

BACHELOR OF ARTS IN BLACK STUDIES & TV/RADIO  
PRODUCTIONS

|State University of New York at New Paltz

DIPLOMA IN MIDWIFERY

|Maternidad La Luz

LICENSED MIDWIFE

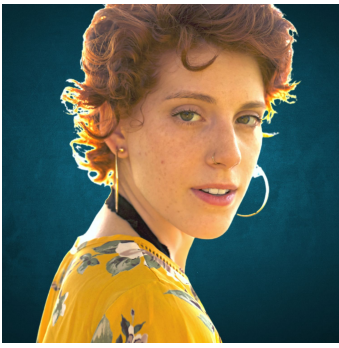
|State of New Jersey Department of Health

CERTIFIED PROFESSIONAL MIDWIFE

|North American Registry of Midwives

**Carmen Mojica** is a Black Dominican, born and raised in the Bronx. She is a certified professional midwife, educator, writer, and reproductive justice activist with a particular focus on birth justice. She utilizes her experience as a midwife to raise awareness on maternal and infant health, highlighting the disparities in the healthcare system in the United States for Afro-descendant people. Carmen is one of the co-creators of Bronx (Re)Birth and Progress Collective, a group of Black mothers, doulas, and organizers who aim to build alternate solutions outside of the system that protect and honor birthing people in the Bronx and their families.

In August 2010 through a fellowship with Hudson Perinatal Consortium, Carmen became a certified birth doula. Graduating from Maternidad La Luz in 2014, a midwifery school and birth clinic in El Paso, Texas, Carmen attended over 90 births and provided prenatal and postpartum care in Spanish to mothers. As a doula, she has provided mental, emotional, and spiritual support for women during and after the course of the pregnancy as well as providing additional support to the women's family and friends.



**Nicole Lawrence, BA**  
**Director of Student Services**

BACHELOR OF ARTS IN CREATIVE WRITING  
|Emerson College

CERTIFIED PERINATAL EDUCATOR  
|Commonsense Childbirth Institute

CERTIFIED JJWAY® PROVIDER  
|Commonsense Childbirth Institute

**Nicole Lawrence** is an Emerson College graduate with a degree in Writing and Communications. With 4 years of writing and tutoring experience, she is passionate about providing quality educational support, interpersonal connections, and fostering community wherever she goes. Nicole has been involved in reproductive justice advocacy for the past 5 years and recently gained certification as a Community Outreach Perinatal Educator to further support her efforts as a full spectrum reproductive rights activist.

Nicole is currently working toward a certification in herbalism, so she may further serve her community. At CCSM, Nicole works closely with students in all aspects of their educational experience from the admissions process through graduation. Through her work with CCSM, Nicole strives to further build upon the proactive and revolutionary environment at CCSM so that students gain the access, connections, knowledge, and empowerment they need to be successful midwives.



**Stephanie Sibert, BS, CPM, RM**  
**Clinical Coordinator**

BACHELOR OF SCIENCE IN MIDWIFERY  
|Midwives College of Utah

REGISTERED MIDWIFE  
|State of Colorado Department of Health

REGISTERED MIDWIFE  
|State of Texas Department of Health

CERTIFIED PROFESSIONAL MIDWIFE  
|North American Registry of Midwives

**Stephanie Sibert** is a practicing midwife with licensure in both Colorado and Texas; she graduated with her Bachelor's of Science in Midwifery from the Midwives College of Utah in 2021 and now sits on the clinical faculty teaching new students. She is a registered NARM preceptor with a passion to support students to become the best midwives they can be for their own communities. She currently resides in CO, where most of the year she enjoys spending time with her family, cycling with colleagues, and advocating all things reproductive justice and birth equity.





**Gabriella Gonzalez**  
**Executive Assistant and Program Administrator**

BACHELOR OF SCIENCE IN PSYCHOLOGY  
|Southeastern University

**Gabriella Gonzalez** is a Cuban-American who was born and raised in a small town in South Florida. After high school, Gabriella wanted to find better opportunities to branch out into the unknown and wanted to pursue a career in the veterinary field.

Working with both animals and people for a better part of eight years, Gabriella saw an opportunity to work more people-based and understand the struggles and emotions of daily life and wanted to pursue a career in psychology. Life had different plans while going through education and Gabriella birthed a baby girl while being a single mom. She started to acknowledge how important midwives and third-party advocacy were while struggling with daily life.

Through social media platforms, church gatherings, and several meet-up groups, Gabriella has broken a stigma about mental health and being a single mom, tolerating negativity and changing others' perspectives on the supportive rights of others. She continues her education in the psychology field in hopes to continue breaking the cycle and shape the minds of future generations to come.

## Faculty



**Justine Clegg - MS, LM, CPM, LMHC, BA, CLC**

**Instructor, Academic Coordinator, Midwifery Program Strategist - Licensure by Endorsement Program**

MASTER OF SCIENCE IN EDUCATIONAL COUNSELING

|Florida International University, Miami, Florida

CERTIFICATE IN MIDWIFERY

|South Florida School of Midwifery, Miami, Florida

CERTIFIED PROFESSIONAL MIDWIFE

|North American Registry of Midwives (NARM)

BACHELOR OF ARTS IN COMMUNICATIONS AND  
MARKETING

|University of Miami, Miami, Florida

CERTIFIED LACTATION COUNSELOR

|Academy of Lactation Policy and Practice

**Justine Clegg** has been active in maternal and child health since 1974 when she became a La Leche League Leader, then a childbirth educator, labor coach and birth assistant. She holds a Bachelor's degree in Communications from the University of Miami, a 3-year Diploma from the South Florida School of Midwifery, and a Masters in Science degree in Counseling from Florida International University.

Ms. Clegg is a homebirth midwife licensed in Florida since 1986. She has been a Certified Professional Midwife through the North American Registry of Midwives since 1993. She has been a Florida Licensed Mental Health Counselor since 1993. She became a Certified Lactation Counselor, Academy of Lactation Policy and Practice, in 2008. She was Midwifery Program Director at Miami Dade Community College, Medical Center Campus, 1994-2008, and received an Endowed Chair, 2003-2006.

Ms. Clegg was a member of the Board of Directors of the Midwifery Education Accreditation Council from 1994 to 2002. She participated in developing the North American Registry of Midwives certification process, exam item writing and grading, and is a former Qualified Evaluator. She was Chairperson of the Council of Licensed Midwifery, the Florida state regulatory board for midwives, January 1993 through December 2001. She chaired the Fetal and Infant Mortality Review team, Healthy Start Coalition of Miami-Dade County, 2004-2009. She is currently President of the Association of Midwifery Educators, and has been a board member since 2007. Ms. Clegg is the mother of three and attended the births of three of her six grandchildren, making her a proud "grandma midwife."



**Janell Moore, MPH, BA, LM, CPM**  
**Faculty Instructor**

MASTER OF PUBLIC HEALTH  
|University of California, Los Angeles

BACHELOR OF ART IN ANTHROPOLOGY  
|University of California, Berkeley

DIPLOMA IN MIDWIFERY  
|Maternidad La Luz

LICENSED MIDWIFE  
|Medical Board of California

CERTIFIED PROFESSIONAL MIDWIFE  
|North American Registry of Midwives

**Janell Moore** (she/her) is a California Medical Board Licensed Midwife (LM) and a Certified Professional Midwife (CPM). She holds a Masters in Public Health (MPH) with a concentration in community health sciences. Her career in sexual and reproductive health spans over 16 year – from working as a medical assistant in free and low-cost community clinics to managing federally funded research and doctoral training programs. After earning her masters, Janell dedicated her career to working in epidemiology in HIV research and prevention, specifically among BIPOC and LGBTQI communities. She has worked with

HIV-positive pregnant and lactating people in Uganda and the DR Congo as well as coordinated HIV research projects in Cambodia and the US. In 2018, she took a leave from academic research to attend the direct-entry midwifery program at Maternidad La Luz in El Paso, Texas. She is now a home birth midwife in private practice in Los Angeles where she provides body positive, gender-affirming, trauma informed holistic care. As an instructor, Janell draws from the varied experiences of her

students to encourage agency and communal ways of knowing in hopes of dismantling the divide between academia and the public. She is fluent in Spanish and enjoys traveling, reading, yoga and (novice) surfing.



**Courtney Smith, MSM, LM, CPM**  
**Teaching Assistant**

MASTER OF SCIENCE OF MIDWIFERY  
|Bastyr University

BACHELOR OF ARTS IN SOCIAL SCIENCE  
|Washington State University

LICENSED MIDWIFE  
|Washington State Department of Health

CERTIFIED PROFESSIONAL MIDWIFE  
|North American Registry of Midwives

My name is **Courtney Smith**, I am a Licensed Midwife practicing in Washington State. I am excited to have the opportunity to empower the next generation of midwives by creating an inclusive environment. Our work as students and midwives is important and life-changing for families who encounter us. I was born in the panhandle of Idaho and have resided in Washington state for the last 28 years. I began my family very early in life and have been blessed with three outstanding children. In 2014, I graduated from Washington State University with a Bachelor of Arts in Social Science. My medical experience started in 2008 when I began working as a medical assistant with the University of Washington's Department of Family Medicine. This work exposed me to a wide variety of people and their needs. I wanted to expand my scope of practice and was drawn to midwifery after attending my neighbor's birth and the birth of my nephew. I was lucky enough to find obstetric training in my own backyard and completed my Master of Science in Midwifery with a Botanical Medicine focus at Bastyr University. Thank you for inspiring me to do this work.

# ORGANIZATIONAL PHILOSOPHY

## Mission Statement

The Commonsense Childbirth School of Midwifery (CCSM) mission is to provide quality, practical, and culturally sensitive midwifery training and education that will prepare midwives of caliber who can represent themselves and their profession in any arena. We aim to inspire our students to become perinatal leaders in the maternal child health field, willing to provide access to maternity care for all communities and to educate and empower women and families so that they can once again *safely* experience ‘their birth, their way’.

## Vision Statement

We envision a maternity care climate saturated with culturally sensitive and racially congruent care that results in equitable and superior outcomes in maternal and infant health for all populations.

We seek to reach as many as we can because there is no time to lose. We are in the business of saving lives. In order to achieve our vision we seek to open a pathway for midwives of color to again become autonomous community providers, to address and redress the historical, structural and institutional inequities that continue to decimate Black and indigenous people, and to restore trusted birth workers to the heart of their communities once again.

## Introduction

CCSM was established to provide midwifery education and training. We designed this program to enable students to gain the knowledge and skills needed to become highly competent midwives. We place an emphasis on teaching the art of out-of-hospital birth, differentiating between low-risk and high-risk pregnancies, and preparing students to organize and operate as a professional midwife after licensing. Our graduates will know how to work within their legal scope of practice and will be educated in collaborative management with other medical professionals. Our graduates will possess the knowledge and skills essential to practice as a Licensed Midwife under the Midwifery Practice Act, Florida Statute 467. The Department of Health, Council of Licensed Midwifery and the Division of Medical Quality Assurance in the State of Florida regulate Licensed Midwives. The protocols for Licensed Midwives in Florida are contained within the Council of Licensed Midwifery Rules, Chapter 64B24, of the Florida Administrative Code. Core Competencies of the Midwives Alliance of North America (MANA) and the American College of Nurse Midwives (ACNM), as well as the Florida Department of Education - Health Science Core and the Midwifery Education and Accreditation Council (MEAC) Curriculum Essential Competencies are incorporated into our midwifery programs.

Graduates of the Three-Year Direct-Entry Midwifery Program and the Four-Month Licensure by Endorsement will be eligible to sit for the North American Registry of Midwives (NARM) exam. The NARM is the Florida licensing exam for the Midwifery profession. Graduates will receive a Diploma from CCSM and on passing the NARM they will also be awarded the Certified Professional Midwife (CPM) national credential from NARM.

Students must pass the NARM exam and be granted licensure by the Council of Licensed Midwifery before they may work as a midwife in the State of Florida. Contact NARM at [www.narm.org](http://www.narm.org) for testing information and details about the CPM credential and the Council of Licensed Midwifery for licensure information at <http://www.floridahealth.gov/licensing-and-regulation/midwifery/>

Commonsense Childbirth School of Midwifery was granted institutional accreditation by the Midwifery Education Accreditation Council ([MEAC](http://www.meac.org)) on July 8, 2020.

For more information go to [www.meacschools.org](http://www.meacschools.org).

## Educational Philosophy

The educational philosophy is to facilitate and encourage lifelong learning and assist students in building upon the knowledge and skills acquired in their chosen program of study. CCSM focuses on creating a learning environment which provides emotional support, encouragement, and the mutual respect that is conducive to the development of a positive self image.

We are dedicated to educating midwifery students in the ancient art and modern science of midwifery practice with the belief that any student wanting to reach their goal will be able to benefit from the education offered.

We believe that every person should have access to a maternity care provider of their choice and to the information needed to make informed decisions. Our goal is to develop competent, highly educated midwives who can provide this option.

We believe that midwives should be based in their communities where they are able to provide maternity care, education and social support to women and their families.

We believe that midwives should be an integral part of the international midwifery community and we will offer opportunities to become world healthcare service providers.

Graduates will leave CCSM with the finest academic background throughout the national and international community in direct-entry midwifery as well as above average communication and counseling skills, prepared to meet the global challenges as midwifery professionals.

Faculty at CCSM will motivate students to use academic abilities to their greatest capacity.

## Non-Discrimination Policy

CCSM welcomes students of any sex, gender identity, race, color, national and ethnic origin, marital status, religion, age, sexual orientation, or disability. CCSM does not discriminate on the basis of sex, gender identity, race, color, national and ethnic origin, marital status, religion, age, sexual orientation, or disability in:

- administration of its academic policies
- administration of its clinical policies
- administration of its student admissions policies
- hiring, recruitment, appointment, or promotion of faculty

- any other organization-administered programs or processes

At CSSM we promote equity, equality, diversity and inclusion consistently throughout everything we do.

CCSM believes that exposure to diversity will best prepare our students to serve all women and families. Because of our strong commitment to equity and social justice the school promotes non-discrimination in all its facets, policies and procedures. Equity and inclusivity is inbred into the culture of the school and throughout our organization. It starts at the very top of the organization and is modeled and encouraged by all. There is a broad spectrum of diversity throughout the school employees and contractors, including administration. All students, faculty, guest lecturers and staff are invited and encouraged to be confident to challenge, confront and report discriminatory practice if you see this in our school at any time. All staff and faculty orientation training contains a session on equity and diversity as well as information about the school ethos and the JJ Way®. (<https://commonsensechildbirth.org/the-jj-way/>)

## Descriptions

The following descriptions are used to further understanding of our non-discrimination beliefs:

### Equity

is providing equitable treatment at all times and acknowledging diversity by recognizing and celebrating differences; and by eliminating the structural and interpersonal barriers that limit the opportunities for underrepresented and underserved people and groups.

### Equality

is about treating people alike according to their needs.

### Diversity

can be described as 'difference'. All individuals are different; the many different parts of a person's character and identity make them unique including age, appearance, ability, disability, occupation, health, background, gender identity, family, friends, sexual orientation, religion, belief, values, culture, marital status.

### Inclusion

is 'being included within either a group or society as a whole'. Excluding people *because* of their differences is known as discrimination.

### Discrimination

is action that is often based on a person's negative attitude towards others. The following can all lead to discrimination:

- Labeling - this is to give a group of people a name because of characteristics. For example, 'Goth'.
- Stereotyping - to have an opinion about a group and applying this to anyone belonging to the group. For example, 'women cannot park a car'.

## **Prejudice**

involves treating people differently because of assumptions made about them or a group of people based on their differences.

## **Code of Ethics**

All students should familiarize themselves with the Code of Ethics which we expect all members of our community to follow and to adhere.

### **Ethics and qualities as they affect learning skills:**

- Have a sincere commitment to provide the highest quality care to those who seek their advice and professional service.
- Have a sincere commitment to high educational standards.
- Acknowledge the inherent worth and individuality of each person, and treat all students fairly and equitably.
- Have cultural and environmental diversity sensitivities that create a learning-rich environment within the classroom.
- Have a desire to learn, to reach high levels of learning, and to integrate knowledge in order to make connections between themselves and the real world.
- The personal opinions, political philosophy, and spiritual beliefs of the student are not to be discussed unless, and only if and to the extent that, such discussion is part of the instructional content. Furthermore, it must encourage an open dialogue and sharing of diverse opinions in an atmosphere which validates the right of each individual to their own opinions, political philosophy, and spiritual beliefs without censorship, discrimination, or disparagement.



**Ethics and qualities as they affect professional growth:**

- Actively support the profession through participation in local, state, and national organizations which promote high standards of practice in midwifery.
- Work in communities toward the understanding and acceptance of midwifery as a valuable health service.
- Acknowledge the confidential nature of the professional relationship with instructors, clients, and other students and respect their right to privacy.
- Respect all ethical health care practitioners and work together amicably to promote health and natural healing.

**Ethics and qualities as they affect your professional self-assessment:**

- Conduct business and professional activities with honesty, reliability, and integrity. Project a professional image in all aspects of your life.
- Disclose promptly any situation which could be perceived as a conflict of interest, or a compromise of educational integrity.
- Abide by all laws governing midwifery and work for the repeal or revision of laws detrimental to the legitimate practice of midwifery.
- Strive for professional excellence through regular assessment of personal strengths, limitations, and effectiveness, as well as through continued education and training.

# CCSM PROGRAM OVERVIEW

CCSM employs a variety of teaching methodologies and current best practices to ensure each student's individual success in midwifery.

## Direct-Entry Midwifery Program

The Direct-Entry Midwifery program is designed to meet the educational needs of the student who enrolls with no prior midwifery or nursing education and requires the completion of our Midwifery Core Curriculum. This program provides students with the academic and clinical learning experiences required for graduation pursuant to Florida's Midwifery Practice Act, FS 467.009 and the Department of Health, Council of Licensed Midwifery. The Midwifery Core Curriculum is 2332.5 clock hours over three years.

Graduates of the Direct-Entry Midwifery Program will be eligible to sit for the North American Registry of Midwives (NARM) exam. The NARM is the Florida licensing exam for the midwifery profession. Graduates will also receive a diploma from CCSM. Students must pass the NARM exam and be granted licensure by the Council of Licensed Midwifery before they may work as a midwife in the State of Florida.

## Licensure by Endorsement

The Licensure by Endorsement Program is designed to prepare experienced foreign-trained midwives or doctors, or registered or licensed midwives from other states for careers as Florida Licensed Midwives. The program focuses on the art of out-of-hospital birth, equipping students with the knowledge and skills necessary to be a safe, independent practitioner. Course work is both academic and clinical, with a strong emphasis on the laws and rules that govern practice as a Florida Licensed Midwife. The Licensure by Endorsement curriculum consists of 472.5 clock hours.

Graduates of the Licensure by Endorsement will be eligible to sit for the North American Registry of Midwives (NARM) exam. The NARM is the Florida licensing exam for the midwifery profession. Graduates will also receive a Certificate of Completion from CCSM. Students must pass the NARM exam and be granted licensure by the Council of Licensed Midwifery before they may work as a midwife in the State of Florida.

# Education Competencies

**Midwifery Education Accreditation Council Essential Competencies for Midwifery Education** The Midwifery Education Accreditation Council (MEAC) Essential Competencies for Midwifery Education\* are based on the ICM Essential Competencies, NARM Knowledge and Skills List, and MANA Core Competencies and they form the basis for the Direct-Entry Midwifery Program and the Licensure by Endorsement Program at CCSM.

**1. COMPETENCY IN SOCIAL, EPIDEMIOLOGIC & CULTURAL CONTEXT OF MATERNAL AND NEWBORN CARE**

Midwives have the requisite knowledge and skills from obstetrics, neonatology, the social sciences, public health, and ethics that form the basis of high quality, culturally relevant, appropriate care for women, newborns, and childbearing families.

**2. COMPETENCY IN PRE-PREGNANCY CARE AND FAMILY PLANNING**

Midwives provide high quality, culturally sensitive health education and services to all in the community in order to promote healthy family life, planned pregnancies, and positive parenting.

**3. COMPETENCY IN PROVISION OF CARE DURING PREGNANCY**

Midwives provide high quality antenatal care to maximize health during pregnancy and that includes early detection and treatment or referral of selected complications.

**4. COMPETENCY IN PROVISION OF CARE DURING LABOR AND BIRTH**

Midwives provide high quality, culturally sensitive care during labor, conduct a clean and safe birth and handle selected emergency situations to maximize the health of women and their newborns.

**5. COMPETENCY IN PROVISION OF CARE FOR WOMEN DURING THE POSTPARTUM PERIOD**

Midwives provide comprehensive, high quality, culturally sensitive postpartum care for women.

**6. COMPETENCY IN POSTNATAL CARE OF THE NEWBORN**

Midwives provide high quality, comprehensive care for the essentially healthy infant from birth to two months of age.

\*Adopted by Midwifery Education Accreditation Council, July 2013; Revised December 2014.

<http://meacschools.org/wp-content/uploads/2014/12/Curriculum-Checklist-of-Essential-Competencies-rev-2014.pdf>

## CCSM Clinical Requirements for Direct-Entry Midwifery Program Students

Per Florida Statutes: Chapter 467 MIDWIFERY

<https://www.flsenate.gov/Laws/Statutes/2011/Chapter467/All>

467.009 Midwifery programs; education and training requirements.

467.009 (4) A student midwife, during training, shall undertake, under the supervision of a preceptor, the care of 50 women in each of the prenatal, intrapartal, and postpartal periods, but the same women need not be seen through all three periods.

467.009 (5) The student midwife shall observe an additional 25 women in the intrapartal period before qualifying for a license.

We follow these requirements regardless of our students' locations.

## **Clinical Category Definitions**

At CCSM we categorize experiences into 2 categories: observation and managing. Observation experiences (births, prenatals, postpartum visits and newborn exams), include any level of involvement from literal observation to assistance at any level during the birth process, and in any location, with any practitioner, not necessarily a preceptor. During the observation period, students' participation and skills should slowly build and progress until they are ready to manage that experience. For Direct-Entry students with little to no prior birth experience we recommend 10 births at which the student literally observes. Students with prior experience may progress to assisting before reaching 10 births, at the discretion of the Clinical Director and preceptor. All experiences where the student assists but is not managing should be included in the observation category. All NARM observation and assist experiences fall within our observation category.

During the managing phase the student will demonstrate their ability to perform all aspects of midwifery care to the satisfaction of the preceptor who is physically present and supervising the student's performance of skills and decision making. To count as a managing experience the student must be responsible (under supervision) for all skills needed for prenatal care, labor support and monitoring of the birthing person and baby, risk assessment, the birth of the infant, newborn exam, the immediate postpartum assessment of the birthing person and baby, and postpartum care. All NARM primary experiences fall within our managing category.

## **CCSM Clinical Requirements**

### **Direct-Entry Midwifery Program**

- 25 Observed Births
- 50 Managed Prenatal Exams
- 50 Managed Births
- 50 Newborn Exams
- 50 Postpartum Exams
- The Practical Skills Guide for Midwifery book is completed and signed off

### **Clinical Requirements for Graduation**

#### Required by CCSM:

- Minimum 1350 externship hours and 176 lab hours
- Passing grade on all externship and lab courses

#### Required by Florida Midwifery Practice Act, F.S. 467

- Observe 25 births
- Manage the care of 50 women during pregnancy

- Manage 50 women during the intrapartum (labor and birth)
- Manage the care of 50 women during the postpartum
- Perform 50 newborn exams

Reference:

[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=0400-0499/0467/Sections/0467.006.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0400-0499/0467/Sections/0467.006.html)

## **CCSM Clinical Requirements for Licensure by Endorsement Students**

Per Florida Statutes: Chapter 467 MIDWIFERY

<https://www.flsenate.gov/Laws/Statutes/2011/Chapter467/All>

467.0125 Licensure by endorsement

### **CCSM Clinical Requirements**

#### **Licensure by Endorsement Program**

- 10 Managed Prenatal Exams
- 5 Managed Births
- The CCSM Licensure by Endorsement Student Competency Skills Checklist is completed and signed off

#### **Clinical Requirements for Graduation**

Required by CCSM:

- Minimum 135 externship hours and 15 lab hours
- Passing grade on all externship and lab courses

#### **Credits : Hours Ratio**

Theory/lecture courses: 1 credit = 15 hours

Lab courses: 1 credit = 30 hours

Externship: 1 credit = 45 hours

# STUDENT INFORMATION AND POLICIES

## New Student Admission

CCSM does not discriminate on the basis of any sex, gender identity, race, color, national and ethnic origin, marital status, religion, age, sexual orientation, or disability. Students are admitted on an annual basis into a cohort.

## New Student Orientation

All students who are attending CCSM for the first time are required to attend a new student orientation class. The orientation class is three days in duration and when appropriate is held on campus in Winter Garden, FL. There is no charge for the class, however, it will appear on the student's transcript.

## Student Record Policy

All students' records are permanently on file in the Administration Office. Any student requesting to see personal records may do so by appointment.

[The Family Educational Rights and Privacy Act \(FERPA\)](#) is a federal law regarding the privacy of student records and the obligations of an institution, primarily in the areas of release of the records and the access provided to these records. Consistent with FERPA Guidelines, then, students have the right to review their educational records, and to ask for corrections if any are found. Records will be made available in a timely fashion, and administrative responses to any student request will also be timely. Student information will be kept private, unless the student authorizes CCSM to release it. There are some exceptions to this rule, for directory information and emergencies. Directory information generally includes the student name, class, local and permanent addresses, telephone number(s), email address, enrollment status, most recent previous educational institution attended, dates of attendance at CCSM, diploma earned, honors and awards received, participation in officially recognized activities.

(\*From: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

## Transcript Requests

Student financial obligations must be met in order to receive an official transcript. A complimentary official transcript will be provided to students upon graduation or withdrawal from the program. For additional transcripts, students must request them in writing or email. A \$5.00 fee will be assessed each time a student requests a physical transcript to be mailed from the school. Electronic transcripts will be emailed for free upon the request of a student.

## Advanced Standing

Advanced Standing may be granted for students with prior nursing or midwifery education. Credit for previous education will be evaluated and granted when appropriate. If credit is granted, both education time and tuition will be reduced proportionately. The student's contract will clearly state the specific tuition cost, courses and number of credit hours needed for completion of the program.

## Transfer of Credit

New students beginning the program who wish to have previous education experiences evaluated must submit their official transcripts and a formal request for transcript evaluation upon notification of acceptance to CCSM.

Current students may request a transcript evaluation for an upcoming semester no later than eight weeks prior to the beginning of that semester. Transcript evaluation requests not submitted within the outlined time frame will not be accepted and students will not be charged.

Only official transcripts will be accepted and reviewed for transfer credit. Transcript evaluation costs are tiered and the fees are non-refundable.

Please complete this [Transcript Evaluation Request form](#) in order to initiate the transcript evaluation process.

## Cancellation and Refund Policy

Should a student's enrollment be terminated or canceled for any reason, regardless of the reason for dismissal or termination, all refunds will be made according to the following refund schedule:

1. Cancellation can be made in person, by electronic mail, by Certified Mail or by termination.
2. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment, with the exception of the application fee (not to exceed \$150.00).
3. Cancellation after the third (3rd) Business Day, but before the first class, will result in a refund of all monies paid, with the exception of the application and enrollment fee (not to exceed \$150.00).
4. Cancellation after attendance has begun will result in a Pro Rata refund computed on the number of hours completed to the total program hours. Students who cancel prior to 40% completion of the term will result in a Pro Rata refund computed on the number of hours completed to the total program hours.
5. Cancellation after completing more than 40% of the program will result in no refund.
6. Termination Date: When calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice was received. Refunds will be made within 30 days of termination of the student's enrollment or receipt of a Cancellation Notice from the student.

## Policy If Program Is Canceled By CCSM

Any student who has paid all fees and is enrolled in a program canceled by CCSM may apply the fees to the same or a different class offered within 12 months or request a return of the fees paid. Students are required to make all requests in writing.

## Copyright and Fair Use

Course materials should not violate federal copyright law and the principles of "fair use" and copyright infringement must still be observed. Copies of portions of articles can be made for classroom use without obtaining copyright permission only if they are spontaneous, brief, and contain notice of copyright. Faculty

and/or students who have course materials reproduced are responsible for ensuring that proper copyright permissions have been obtained.

Faculty and students bear the legal responsibility for complying with copyright laws and obtaining copyright permission from the copyright owner. A comprehensive and reliable source of legal information is found on the government website: <https://www.copyright.gov/>. An additional source of information and resources can be found here:

<http://libguides.geneseo.edu/copyright>.

## Technology Skills and Equipment Requirements

CCSM uses Google Suite as its main platform for communication between students, faculty, and staff. As a result, CCSM students should have continuous access to a computer and reliable internet connection.

We recommend the following hardware requirements for successful participation:

- Processor: Intel i3 or i5 Processor
- RAM: 8GBStorage: 250GB+
- SSDWireless: AC or AX adapter
- Peripherals: Integrated Webcam

CCSM students should be proficient with software such as various email, document, spreadsheet, and presentation programs. Access to the Google Suite including the above types of software are provided to all students. Zoom is a required software installment for all members of the CCSM community. Although students are not required to have the following software we do recommend:

- Google Chrome

## Student Email & Internet Access

CCSM students are provided with email accounts through our school intranet account for their use for all school related academic, clinical, and business interactions as well as communications between students, faculty, and staff.

Email accounts will be configured thus: [student.name@commonsensemifery.org](mailto:student.name@commonsensemifery.org).

This email allows connection to the school's Google Suite including Google Classroom and Google Drive. It is expressly forbidden to use the school email account for any purpose outside of CCSM, it is the student's responsibility to keep the email account, passwords, and data secure.

While on campus, secure wireless internet is provided via a private network, and is available throughout The Birth Place. Students will be provided with the password for internet connection when on campus. Please use professional business etiquette while accessing personal electronic devices, keep the personal use of such devices to a minimum during school hours, and use common sense, good judgment, and discretion when posting on social media. At all times represent the school positively to prospective students, students, preceptors, clinical sites staff, supporters and the general public.

## Electronic Media Policy

At CCSM, we recognize that electronic media is an essential part of ensuring the success of our students.



Through all aspects of technology we are afforded the opportunity to utilize a wide scope of instructional resources thereby enhancing educational opportunities. The use of technology supports the vision and mission of CCSM. Electronic media enhances the opportunities for students, faculty, and school staff to collaborate, create, and share ideas both locally and internationally.

Electronic Media includes but is not limited to; television, Internet, facsimile, CD-ROMs, DVD, handheld devices, PC's, laptops, tablets, and "any other medium that requires electricity or digital encoding of information."

(Source: [www.businessdictionary.com](http://www.businessdictionary.com))

- Regarding inappropriate content, it is impossible to state that every filter is 100% safe. Therefore, CCSM holds all persons responsible for their behavior on the internet and will be held accountable in the event they do not abide by school policies.
- When utilizing electronic media, members of faculty, school staff, and students are expected to show proper care and handling of all equipment. Anyone who is found intentionally damaging any software or hardware will receive appropriate disciplinary action as deemed by the Dean or designee. This includes but is not limited to loss of use privilege or financial responsibility for the repair or replacements of said device.
- Anyone who deliberately alters a standard software menu, toolbar, or screen or attempts to bypass security which has been put in place may receive disciplinary action. Faculty, school staff, or students may not load/copy personal software on any machines without the express permission of the Dean or designee.
- Faculty, school staff, or students may never use offensive or inappropriate language at any time, harass, insult or threaten others, engage in illegal activities online, create or share computer viruses or subscribe to unauthorized news or mail lists.
- Instructors may also request required films be made available via streaming media for their courses.

Use of electronic media is a privilege. Not following electronic media policy may result in disciplinary action consistent with CCSM's conditions for dismissal.

# Student Attire and Decorum

CCSM students are to behave professionally in dress, speech and demeanor at all times.

Professional appearance is required and defined as:

- Scrubs or business casual attire. Attire should be neat and clean.
- Jeans, shorts, revealing necklines, exposed midriffs, open-toed shoes and so on are not allowed while on campus
- No strong or offensive smells (cigarettes, perfumes/body sprays, body odor, etc.)
- Appropriate shoes are to be worn, i.e. closed-toed shoes, sneakers, Crocs, etc.

The Program Director will meet privately with anyone who does not consistently exhibit professional attire and decorum.

# SCHOOL CONNECTIVITY

The CCSM administration believes strongly in encouraging student midwives to feel connected within the student body. Participation in such activities will help develop certain responsibilities and experiences that cannot be gained through the regular classroom. We encourage students to organize activities amongst themselves and in their community to further bonding and strengthen connections. Student Body Representatives can achieve this by coordinating activities and events during the once-a-trimester skills lab week.

## Student Body Representatives:

Each new cohort of students will be asked to elect a Student Body Representative from their group in Year One, Semester One. The purpose of this election is to promote harmonious student, faculty, and community relationships and to provide direct channels of communication between the student body and CCSM's administration. The Student Body Representative strives to reach these goals by helping to develop school pride, spirit, and morale, working with faculty on school matters and projects, and are expected to act as a support and advocate for students throughout their time at CCSM.

The Student Body Representative has the following responsibilities:

- Communicating with the students of their cohort on issues, concerns and plans, and relaying this information to the CCSM Administration at a scheduled meeting.
- Relaying information shared with the Student Representative by CCSM to their cohort, and vice versa.
- Support and advocate for fellow students during once-a-trimester Advisory Board meetings, and whenever a student may appear before the Advisory Board. Submission of a basic
- Student Body Representative Report, as needed, to be reviewed by the Program Director.

# Student Services

The Administrative Team is available to provide students with academic advising, financial aid advising, and personal advising. Staff members are available for personal, academic, and career counseling. Graduating students and graduates will have job placement assistance available. However, job placement is not guaranteed.

The Director of Student Services is available to support students through their educational journey at CCSM. The student services that CCSM currently provides are as follows:

- Mentorship
- Disability Accommodations
- Acute Accommodations
- Coaching Services:
  - Time Management
  - Organization
  - Academic
  - Professional
- Study Hall
- Critical incident Support Program (CISP)

Additional to these services, CCSM provides graduating students and graduates with job placement assistance. However, it's important to note that CCSM cannot guarantee job placement.

## CCSM Mentorship Program

The CCSM Mentorship is meant to support and impart knowledge to student midwives (mentees) through their CCSM educational experience. Support and knowledge will be shared primarily through virtual mentor sessions, which will include developing SMART goals, restorative justice practices, establishing boundaries and preventing burnout, managing difficult birth outcomes, stress management, time and organization management, professionalism, NARM prep, and more.

CCSM Mentors will work with mentees to develop and meet their goals and garner the necessary knowledge and skills to be proficient professional community midwives. CCSM Mentors will actively listen and provide advice, information, and resources through means of nonviolent communication with the goal of preparing mentees for a career in midwifery and improving their midwifery educational experience.

The CCSM Mentorship is offered in two phases, with the first phase beginning in Year 1 Semester 2 (15 sessions) and the second phase during Year 3 Semester 2 (8 sessions). Each session is one-hour in length and can be facilitated via Zoom or phone call.

## Disability Accommodation Policy:

In accordance with the JJWay® and the four tenets, CCSM believes in providing equitable educational experiences to all individuals that promote accessibility and connection.

At CCSM, we adhere to the CDC definition of disability which states, "A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions)." For more information, please visit [the CDC website](#).

The School will work with enrolled students to figure out reasonable accommodations. Though we cannot guarantee full accommodations, we are committed to assisting students to brainstorm and locate resources.

Upon enrollment, all students will be given access and the opportunity to complete the self-identification & disclosure form. This form is voluntary though strongly encouraged so that CCSM may best be able to support students' unique educational needs. CCSM students will have continued access and opportunity to complete the self-identification & disclosure form at any time during their education at CCSM. To self-identify/disclose your needs to CCSM, please contact the Director of Student Services and [complete this form](#).

All responses and answers to this form are held strictly confidential according to FERPA, HIPAA, ADA, and CCSM Policy & Procedure on confidential information, and are only viewed by select staff members as needed to complete their job duties. It's important to note, any responses to this form will be filed in the student's folder, but access will be limited to select staff members as needed to complete their job duties. Additionally, the Director of Student Services may need to share some information about a student's disability with applicable members of staff to ensure their needs are being met. This information will only be shared if/when necessary, upon consent from the student, and within the guidelines of the policies, procedures, and laws listed above. Failure to receive consent from students on disclosure may result in a student's needs not being met fully.

Once a CCSM student completes the self-identification & disclosure form, that student must meet with the Director of Student Services to discuss their request, need(s), and possible accommodations that CCSM can offer. After this meeting, the Director of Student Services will meet with applicable members of CCSM Leadership to establish a plan within the School's means and capacity. Students will receive their disability accommodation plan via Adobe for review prior to signing off on the outlined accommodations. Should the student have concerns about the plan provided, they may request a follow-up meeting with the Director of Student Services.

However, should CCSM students wish not to complete the self-identification/disclosure form, they can still request student services utilizing [this form](#). Should the student request acute or disability accommodations, this will result in a meeting with the Director of Student Services to discuss their request and need(s). After this meeting, the Director of Student Services will meet with applicable members of CCSM Leadership to establish a plan within the School's means and capacity. Students will receive their disability accommodation plan via Adobe for review prior to signing off on the outlined accommodations. Should the student have concerns about the plan provided, they may request a follow-up meeting with the Director of Student Services.

While CCSM strives to holistically support educational needs, we remain transparent that support for students who identify as disabled within their clinical externship requires further discussions with the preceptor, CCSM Staff, and student. This may result in the need to disclose information about a student's disability so that the student's needs can be addressed in the Student-Preceptor Agreement to ensure safety. CCSM cannot guarantee that a student's need(s) will be fully met at a clinical site, although it is committed to communicating and brainstorming ways the preceptor-student relationship can thrive.

Students with previous IEPs are advised to provide a copy of their IEP to CCSM. While IEPs expire after high school, CCSM is committed to reviewing and working with students who require unique needs and making an appropriate plan based on CCSM's capabilities. IEPs may or may not result in a disability or acute accommodation plan, and will be discussed between the student and the Director of Student Services.

CCSM does not discriminate against qualified individuals with disabilities in decisions about admission, enrollment, registration, and participation in learning activities and the CCSM community at large.

Should CCSM students experience discrimination due to their disability, we encourage students to follow the Grievance and Complaints policy which can be [found here](#). If no resolution is made towards the complaint/grievance, students have the right to take their concerns to the Florida Department of Education Commission for Independent Education (CIE). Please follow the student concerns process outlined on [the CIE website](#). Furthermore, students have the right to take their concerns to the Midwifery Education Accreditation Council (MEAC). Please follow the student concerns process outlined on [MEAC's website](#).

## **Acute Accommodation Policy:**

CCSM is committed to supporting our student midwives to achieve their goals of becoming proficient and culturally competent midwives. However, we understand that life doesn't go on pause during our student's educational experience and that our students may need some additional acute support during expansive life experiences. With this in mind, CCSM is devoted to supporting our students who may need temporary accommodations during their education in order for them to process, heal, and repair during challenging times.

\*Accommodation plans are available for students who may experience the following during their studies at CCSM:

- Physical injury such as a concussion, broken bone, carpal tunnel, etc
- Family/health emergency
- Loss/death
- Witness to or victim of traumatic event such as violence, loss of housing, loss of income, global pandemic, etc.
- Mental & emotional health disturbance related to traumatic events such as Anxiety, Depression, PTSD, etc.
- Maternity Leave
- As deemed by CCSM Director of Student Services and/or CCSM Leadership

Students who experience any of the above events during their time at CCSM should [complete this form](#) as soon as possible. Once completed, students must meet with the Director of Student Services to discuss their request and need(s). After this meeting, the Director of Student Services will meet with applicable members of CCSM Leadership to establish a plan within the school's means and capacity.

Once a plan is established, the student will receive [an accommodation document](#), which must be signed by the student and applicable members of CCSM leadership in order to implement the accommodations. This accommodation plan will be shared with academic instructors as well as the student's preceptor, if applicable.

Accommodation timelines vary depending on the unique situations each student encounters. Accommodations are not to surpass four weeks in length. If after four weeks, the acute condition is not resolved, a meeting with the applicable members of CCSM leadership and the student will be required to reassess the student's need(s) and options.

CCSM does not discriminate against qualified individuals with disabilities in decisions about admission, enrollment, registration, and participation in learning activities and the CCSM community at large.

Should CCSM students experience discrimination due to their disability, we encourage students to follow the Grievance and Complaints policy which can be [found here](#). If no resolution is made towards the complaint/grievance, students have the right to take their concerns to the Florida Department of Education

Commission for Independent Education (CIE). Please follow the student concerns process outlined on [the CIE website](#). Furthermore, students have the right to take their concerns to the Midwifery Education Accreditation Council (MEAC). Please follow the student concerns process outlined on [MEAC's website](#).

\*It's important to note that depending on the situation, a doctor's note may be required in order to fulfill accommodation requests.

## **Coaching Services:**

Coaching services offered by the Director of Student Services to help students who've identified organizational, time management, and procrastination struggles and wish to become the most efficient student midwife they can be. To request a coaching session, reach out to the Director of Student Services directly.

## **Study Hall:**

Scheduled every Friday of each trimester, Study Hall is a space for students to maintain accountability while getting work done and have the opportunity to ask their asynchronous teachers questions about assignments and class content in general.

## **Critical Incident Support Program (CISP):**

CCSM has partnered with Dancy Perinatal Counseling to offer our students support each school year for two (2) acute critical incidents, with 6 counseling sessions per incident, per year. Dancy Perinatal Counseling's Critical Incident Support Program consists of a "structured one-on-one support program is meant to address the symptoms of acute work-related stress quickly and effectively," so student midwives, and all CCSM community members, can heal and feel well when returning to the important work that calls us daily. Each member of our community is given a CISP card, with means of contacting and accessing this free counseling service.

To learn more about this service and schedule a session with Dancy Perinatal, [please click this link](#).

# **Communication Guide**

Our hope is that all communication within CCSM reflects the JJ WAY® and leaves students, faculty, and staff empowered in their roles. To support this desire we have created a communication structure designed to encourage healthy access and connection among everyone at CCSM. Below is an outline of how we can optimize communication with our school to help it function smoothly.

## **Community Communication Forums**

When sharing in a public setting we ask that you consider the following:

- Is this relevant to midwifery school? Does this reflect the JJ WAY®?
- Does it increase access, connection, knowledge, and/or empowerment?
- Is this something I should state with caution and/or trauma informed mindset?

- Am I honoring my audience?
- Is this relative and edifying for all?
- Have I used my resources first? (i.e. checked the syllabus, catalog, handbooks, website, etc)
- Should this go to a faculty or staff member first?
- When you have questions about a process, need info on finding resources, are experiencing an issue, bring these things to the appropriate faculty or staff member or student representative.

## 1. Student Google Chats

We encourage students to connect via google chat. This is a space to encourage one another, set up student groups, share resources, and coordinate travel for lab workshops. We expect students to ask themselves the same questions listed above for community forums.

## 2. Google Classroom Stream and Discussion Posts

Public communications in the google classroom should be relevant to the course and assignment they are posted to. These spaces should be used to enhance learning and connection and not as a place to have your personal questions answered. All posts should be respectful.

## Direct/Personal Communication Forums

When connecting on a personal level we ask students to consider the following:

- Does this reflect the JJ WAY®?
- Does it increase access, connection, knowledge, and/or empowerment?
- Is this something I should state with caution and/or trauma informed mindset?
- Am I honoring the recipient?
- Is this the appropriate person for my message? (please see our staff contact information and roles outline below)
- Have I used my resources first? (i.e. checked the syllabus, catalog, handbooks, websites, etc)

### 1. Student Body Representatives

We encourage students to get to know their student representative personally and learn how they prefer to communicate. Consider encouraging them and thanking them for their service. Student representatives are a resource to help you answer questions about a process, finding information, or if you are experiencing a systematic issue. Personal issues should be brought to a staff member.

### 2. Faculty

In general, the best way to communicate with faculty is through email. With that being said, students should review the syllabus from each class to learn how their instructors prefer to connect. We expect faculty to respond to students within 48 business hours and they are not expected to respond outside of normal working hours (i.e. evenings and weekends). This means that you should proactively message faculty members well in advance of the deadline if you have questions. Google Classroom private messaging can be used as a back-up but turn around times might be longer than the expected 48 hours turnaround time.



If you would prefer to speak with a faculty member we encourage you to review their syllabus to understand how their office hours work and how they prefer to set up private virtual meetings or phone calls. Please note, all CCSM staff and faculty are required to follow up any student phone calls with an email outlining what was discussed. This is to ensure proper documentation of verbal conversations and appropriate follow through.

Some faculty might use Google Chat but this is optional. Students should not text message faculty unless otherwise stated in the syllabus. We encourage students to install Gmail on their mobile devices and connect their student accounts so they are able to email faculty members regardless of their access to their computer.

### **3. Preceptors**

Prior to starting at a clinical placement, students should have a conversation with their preceptor to learn about their preferred communication styles and systems for clinical and on-call communication. Students are expected to follow the guidance of their preceptor. Preceptors should be available to participate in pre- and post-conferences for clinical experiences in order to prepare for and debrief from each experience (i.e. the clinical day or birth). We expect students to be proactive in obtaining signatures on their clinical paperwork with preceptors. This includes signing forms at the end of clinical day or week and setting appointments for end of semester evaluations well in advance of the deadlines. If students encounter communication difficulties with their preceptor they should connect with their clinical coordinator.

### **4. Staff**

The best way to communicate with staff is through email or a video/phone call. We expect staff to respond to students within 24 business hours and they are not expected to respond outside of normal working hours. As a sign of mutual respect, we do expect students to take the time and attention to respond to any attempts to connect by faculty and staff in a reasonable timeframe.

If you would prefer to video chat we encourage you to email the staff member to set up a meeting.

All our staff also use Google Chat. Students should check a staff member's status prior to engaging in a chat to ensure they will receive the message. If they are away, an email or phone call is a better option. Please note, all CCSM staff and faculty are required to follow up any student phone calls with an email outlining what was discussed. This is to ensure proper documentation of verbal conversations and appropriate follow through. Text messaging staff should be reserved for emergency situations only. Emergencies include clinical emergencies, natural disasters, hospitalization of yourself or an immediate family member, or a death in the family.

We have outlined the areas of responsibility for each [staff member](#), as well as the [student representatives](#) for your guidance and reference.



# FINANCIAL POLICIES

CCSM is a private institution and is neither currently subsidized by the Government, nor are students eligible for Federal Grants or loans. A non-refundable enrollment fee of \$150 is required for all programs. Tuition fees are due per the contract signed during enrollment. Fees may be subject to change. All fees and policies are subject to revision.

## Advisement

The Administrative Team is available to provide students with academic, financial aid, and personal advice.

## Returned Check Fee

There is a \$30.00 service fee for any returned checks. Upon notification of a returned check, the student must clear the debt within 24 hours after receiving notice. If the notice is received on the day before a holiday or on a Friday or a weekend day, the debt must be cleared by the first 24 hours of the next business day. Returned checks may be redeemed from the Administrator by paying in cash, certified check, or by money order. Noncompliance will result in action to have the student immediately dismissed from the institution.

## Past Due Tuition, Fees, Library Books

Tuition for CCSM is to be paid by periodic automatic withdrawals (ACH), check, credit card, or PayPal payments. If a payment is returned, a charge of \$30 will be assessed. A second occurrence will result in a mandatory meeting with the Dean. If payment is blocked or tuition is delinquent, the student will not be allowed to return to CCSM until the account is current. As stated in the student enrollment agreements, non-payment of academic costs is “defined as being 3 months delinquent per the payment plan as outlined in this agreement.” Students delinquent on payment or library books may not register for the following semester until the account is reconciled in full. The school will withhold final grades under the following situations:

- Outstanding financial debt on the student’s account
- Outstanding library book(s)

# ATTENDANCE POLICY

Students may not attend classes unless they have registered and paid for the class. Students who do not attend at least one of the first two meetings of a class or clinical experience may be dropped from the course/clinic. Students are permitted to miss one hour of class per fifteen clock hours of course. These absences are without grade penalty although make-up work must be completed. In addition to the allowed one hour of absence for each fifteen clock hours of a course, students are allowed excused absences for the following reasons:

1. Illness of the Student Midwife
2. Illness of the student's immediate family for which the student has caretaking responsibility
3. Death in the immediate family
4. Religious/spiritual holidays for which advance notice was given
5. Circumstances deemed appropriate by the administration and/or faculty member

The student is responsible for completing any and all assignments from a missed class via the make-up form which will be submitted by the instructor. Students may be required to supply written documentation of the reason for the absence, at the discretion of the administration and/or faculty member. Students are responsible for completing all attendance requirements of CCSM and its faculty. Attendance of Friday classes constitutes camera and mic on, and active participation during course time.

## Tardiness

Students who have absences that exceed the one hour of class per fifteen clock hours may be given a lower final grade. Students are expected to arrive at class on time, ready to work. An occasional late arrival is not cause for concern; however, if a pattern of tardiness should appear, the student must confer with the Program Director or designee.

## Leave of Absence

### Types of Leaves of Absence:

- Programmatic LOA: a complete LOA from the program
- Clinical LOA: a LOA from clinical externship only.

### Programmatic Leave of Absence

If necessary, a student may request a leave of absence. A request must be submitted via [this form](#) which will prompt notification for a meeting with the Program Director. All tests, assignments, and clinical work must be made up on a schedule approved by the faculty. A leave of absence may be requested for no less than one semester, and no more than three consecutive semesters. In order to be considered for an approved leave of absence a student must:

- Be in good academic standing with no "incomplete" courses pending (this requirement may be waived by the administrative team due to extraordinary circumstances)

To ensure a continuity and logical progression in the student's studies, it may be necessary for a student concluding their leave of absence to return on a less than full time basis, depending on course progression and availability.

## **Clinical Leave of Absence**

In order to enroll in a clinical externship course, students must have an established relationship with a registered clinical preceptor. If the student is unable to establish a preceptor relationship prior to the start of the semester they will not be enrolled in the current clinical externship course and will be placed on a clinical leave of absence. A student can be on a clinical leave of absence for a maximum of 3 semesters during their program of study. Students who lose their preceptor relationship mid-semester may be given an incomplete in their clinical externship course. An incomplete in a clinical externship course will not result in the student being placed on academic probation.

Students are expected to [fill out this form](#), which may also be located in your externship classroom, in order to request a Clinical LOA for approval.

## **Birth-Related Absence Policy**

Students will not be excused from class to attend or manage births. Observation and participation in birth is an integral part in Midwifery Education; however, classroom time, due to limited hours, takes precedence over birth number requirements. Therefore, students will need to make adequate arrangements with their preceptors to ensure that classes are attended. As a student, you are responsible to inform/remind your preceptor(s) that you will not be on call for births from Thursday evening through the end of class day Friday, and any other day that an additional class may be scheduled (for example, a weekend seminar). Students who find themselves at a prolonged labor that extends into Thursday evening need to remind their preceptor that they must leave the birth to attend class Friday morning.

Exceptions may be made in individual circumstances if birth numbers are lacking. The Clinical Coordinator will use their discretion to determine if a student is falling behind on birth numbers. When exceptions are made, students must receive prior approval from both the clinical coordinator and any instructors affected by the absence. Students will need to coordinate with the Clinical Coordinator to construct a plan for student's completion of both required numbers along with schoolwork.

Work missed due to an approved absence from a course must be completed in a manner acceptable to the instructor. Incomplete or unfinished make-up work for an absence may be reflected in the student's grade. An absence due to attending a birth will not be counted as part of the student's allotted absences, providing the student complies with the following before or during the next class:

1. The student must submit to the instructor completed documentation on the appropriate form, signed by the attending midwife, including the date and time the student arrives and leaves the birth site, and the time of the birth.
2. The student is responsible for procuring and/or completing on time any course work, quiz, test, class notes, homework, or other required coursework for the class time that was missed.

Any births the student attends that result in an unapproved absence will not be counted toward the students clinical experiences.

## **Pregnancy & Postpartum Leave Policy:**

If a student is pregnant, or becomes pregnant, during the course of the CCSM program, that student will be required to take a mandated six-week postpartum leave period from their clinical externship. Extensions for pregnancy/postpartum leave may be granted on individual circumstances through a meeting with the Clinical Director. After the student's pregnancy/postpartum leave, they will need:

- A medical clearance from their OB GYN or midwife in order to return to work at their clinical externship,
- Meet with the Clinical Director to assess the student's postpartum well-being and their plans for returning to clinical,
- Meet with the Program Director and Program Coordinator to assess the student's postpartum well-being and their academic progression.

The pregnant student may also choose to pause their academic courses while on their pregnancy/postpartum leave. The following condition must be met:

- Be in good academic standing with no "incomplete" courses pending (this requirement may be waived by the administrative team due to extraordinary circumstances)

To ensure continuity and logical progression in the student's studies, it may be necessary for a student returning from pregnancy/postpartum to enroll on a less than full time basis if the core midwifery courses are being taught only once each year.

If additional time is required for your emotional, mental, and physical health, please reach out to the Program Director immediately. CCSM is here to support our students through the postpartum period while on their midwifery journey.

## **Lactation Policy**

Nursing babies under 6 months are permitted in class, however, the student must leave the room if her baby cries or otherwise disturbs the learning environment. Lactating students, whose babies are not in class, may pump as necessary during class. When on campus, students will be provided clean, private rooms that are easily accessible for nursing or pumping.

# **WITHDRAWAL**

## **Programmatic Withdrawal**

If a student finds that they are unable to remain in the program, for whatever reason, a meeting must be requested with the Program Director and Program Coordinator. In addition, the [Programmatic Withdrawal Request Form](#) must be completed in order to trigger the withdrawal process. Students are solely responsible for

the completion of the [Programmatic Withdrawal Request Form](#).

Once a student's programmatic withdrawal has been processed, the student will have an opportunity to retrieve important information and documents before their CCSM email will be deactivated. Additionally, students will receive a financial report upon their withdrawal and are responsible for any outstanding charges per the Pro Rata outlined in the student's enrollment agreement. Students will receive an official transcript once all financial obligations have been met.

## Authorized Withdrawal

If a student is not in attendance more than five days (due to illness or that the absence was beyond the student's control) the student will be withdrawn from class. This is recognized as an "authorized withdrawal". In such a case the instructor shall record a grade of "W" and document the last date of attendance. Otherwise, un-authorized withdrawals are converted from a "W" to a "F" in the student's academic file.

The student may apply paid funds for the class when offered during the next twelve months. Proof of illness must be documented on letterhead by a physician. Death of a family member must be substantiated by a death certificate or death notice. There are no refunds given for consumable materials.

## Dropping a Course

The initiation of all drop procedures is the responsibility of the student. Any student who wishes to drop a course should complete the withdrawal process by submitting the completed [Drop Form](#) and consult with the Academic Coordinator or Program Director in their absence. Requests to drop a course will not be accepted by telephone or text message. Students are required to personally complete, sign and date all information on the form. Signed [drop forms](#) attached to an email are acceptable. Confirmation of receipt is the responsibility of the student.

The effective date of the drop is the first date of notification using published procedures. A course dropped during the official Drop Period before the 3rd weekly meeting in a regular 15-week semester will not appear on a student's academic record.

- Course(s) dropped within the drop period will initiate a full refund of course fees.
- After the official Drop Period, and through the 12th week in a 15-week semester, the course is listed with a grade of W on the official transcript and will be charged the pro rata tuition fee as listed on the student's enrollment agreement. See the CCSM withdrawal policy for detail
- After the 12th week of class, the student receives the grade earned at the end of the semester unless a special withdrawal is granted with approval of the Program Director or designee.

Students should realize that they may be required to enroll at less than full time until the course can be repeated to ensure that all prerequisites are met which could delay their expected graduation date.

If a student drops all enrolled courses for a term, the student will be considered as having fully withdrawn from the Program.

## Withdrawing from a Course

Students may withdraw from a course(s) with a grade of “W” between the end of the drop period and prior to the end of the 12th week of the semester. Provided a [Withdrawal form](#) is received no later than Friday of the 12th week of the semester, no punitive grade will be issued. Students do not receive grade points for Withdraw (W) grades, but a notation appears on the transcript. Financial liability is not reduced when a student withdraws from a course. Pro Rata fee is computed based on the number of hours completed to the total course hours as listed in the agreed upon formula on the student enrollment agreement. If the student has paid more than the calculated fee amount, they will be refunded the remaining tuition paid regardless of payment plan.

Once enrolled in a class, a student is considered a member of that class until they officially drop or withdraw in accordance with institutional policy. A failure to attend class, or advising a fellow student, staff, or adjunct faculty member of an intent to withdraw from class does not constitute official drop or withdrawal. Withdrawals become effective the date the appropriate form is received by the school. When a student stops attending class and does not submit the [Withdrawal form](#) or if a [withdrawal form](#) is received after the 12th week of class, the student receives the grade earned at the end of the semester unless a special withdrawal is granted with approval of the Program Director or designee.

Students must complete the withdrawal process by submitting the completed [Withdrawal form](#) to the Academic Coordinator or Program Director in their absence. Requests to Withdraw from a course will not be accepted by telephone or text message. Students are required to personally complete, sign and date all withdrawal information. Signed [withdrawal forms](#) attached to an email are acceptable. Confirmation of receipt is the responsibility of the student.

Should circumstances prevent a student from physically completing the withdrawal information, the student should contact their Academic Coordinator or Program Director immediately. Directors or other college personnel reserve the right to request substantiating documentation to support the student's inability to complete the withdrawal process in person.

If a student withdraws from all enrolled courses for a term, the student will be considered as having fully withdrawn from the Program.

Prior to withdrawing from a course students should consider the consequences of this decision. Withdrawing from a course may cause a student to drop behind in the projected progress through the program or affect their financial status. For example, since CCSM does not offer rolling semesters, the student may need to wait a year or more for the course withdrawn from to be offered again. Additionally, students may be required to enroll at less than full time until the course can be repeated to ensure that all prerequisites are met. These changes to the normal timing of course may delay a student's expected graduation date. Alternatively, when available, students may incur additional fees to cover the cost of private instruction in order to stay on track. Lastly, students should be aware that withdrawing from a course could jeopardize a student's ability to meet their scholarship requirements as listed in their scholarship acceptance agreement.

# ACADEMIC INTEGRITY POLICY

## Plagiarism at Commonsense Childbirth School of Midwifery

CCSM has very stringent standards and expectations around academic integrity which must be upheld at all times. We strive to maintain a professional program that is renowned not only for its quality but also for students and faculty with the caliber, commitment and integrity to serve in the field of midwifery. Academic honesty is the cornerstone upon which quality is based, as it creates the necessary environment of trust and open communication that make impactful learning possible. CCSM recognizes the shared obligation of the students, faculty, and staff to promote honesty and integrity.

To ensure that all members of the CCSM community are educated about academic honesty we have incorporated this concept into all levels of our institution. In addition to the information found in this handbook, academic honesty is covered in new student orientation, faculty orientation, and staff orientation. The school's stance on academic integrity and plagiarism is also clearly addressed in all syllabi and any unique expectations and guidelines for every assignment. All students are required to sign an Academic Integrity Statement at the beginning of their program and a copy will be kept in the student file.

## Academic Honesty

Academic Honesty requires acting in truth and sincerity when carrying out all aspects of work and maintaining ownership over said work while acknowledging the contributions from the work of others. We expect all members of the CCSM community to complete their work through their own honest efforts and to expect and encourage honesty from others in our community.

CCSM considers dishonest behaviors unacceptable as they weaken the integrity of our institution. Academic dishonesty includes, but is not limited to, the following:

- cheating on an examination; including but not limited to receiving, giving, using or having access to unauthorized aid
- receiving help from others in work to be submitted, if contrary to established course rules
- plagiarism consistent with taking and passing off other's written work as one's own ideas, without citation
- submitting work from another course unless permitted by the instructor
- misconduct in group projects
- fabrication or falsification of any information, citation, text, or data
- stealing examinations or course material or assisting anyone to do any of the above

To keep academic honesty at the forefront of our community's mind, students and faculty will include an Honor Pledge on all examinations and assignments. Examples of an Honor Pledge include:

- "I affirm that I will not give or receive any unauthorized help on this exam, and that all work will be my own."
- "I affirm that I have not given or received any unauthorized help on this assignment, and that this work is my own."
- "I accept responsibility for my role in ensuring the integrity of the work submitted by the group in

which I participated.”

## **Academic Honesty is Required**

Students are responsible for upholding the Academic Honesty Policy whether or not they are instructed to write and sign a pledge. Ignorance of the policy does not excuse actions that violate our requirements. In the event that a student is suspected of classroom cheating, plagiarism, or otherwise misrepresenting their work, the student will be subject to disciplinary action up to and including dismissal.

Any suspected academic dishonesty must be reported to the school administration. The administrative team is responsible for enacting the appropriate next steps. As part of this policy, CCSM may impose one or both of the following sanctions to anyone found guilty of academic dishonesty:

1. a grade of "F" for the entire course;
2. disciplinary probation up to dismissal



# CCSM CODE OF CONDUCT

The Commonsense Childbirth School of Midwifery (CCSM) Code of Conduct is how students, faculty, and staff embody the JJ Way®, and is a reflection of who we are, what we value, and how we engage and communicate with each other. This Code applies to every CCSM setting, including our in-person interactions, meetings, Skills Lab, classroom discussions, preceptor/clinical sites, public-facing engagement (how we represent the school online in forums and social media), and whether this is through verbal, written, or video communication. This Code will be implemented in any setting where CCSM is the facilitator of said space and/or a member of the CCSM community represents the school. This Code of Conduct establishes standards, but it does not cover every situation. You are expected to be respectful and to use good judgment in your words and actions.

Aside from academic excellence, we at CCSM expect a code of conduct to be observed and incorporated into our interpersonal and intrapersonal relationships. Specifically at the school, the following are the clear expectations we have of students conducting themselves with us and in the representation of the school:

The purpose of this CCSM Community Code of Conduct is

- To make explicit the minimum expectations of every member of the CCSM community, which includes administration, staff, faculty and student midwives with regard to conduct as they engage in their professional activities.
- To make explicit the code of professional behavior to members of the public, employers, and other health professionals.

## Conduct Statements

Through their conduct, community members ensure that:

1. They interact with their colleagues in a fair and respectful manner.
2. They do not make malicious or unfounded criticisms of colleagues or preceptors that may undermine the client's trust in the care or treatment they receive or in the judgment of those treating them.
3. They do not bully or harass one another.
4. They are familiar with the appropriate processes to follow if they have concerns about a faculty member, peer, preceptor, or staff's behavior.
5. They are accountable for their conduct. They are accountable to themselves, student midwives, faculty, staff, their preceptor (if applicable), the clients and their families, the midwifery profession, and to the community. The public and midwifery profession expects that community members work under the laws, regulations and codes of their respective states, work within their role, and hold currently applicable certifications where necessary.
6. They respect and advocate for diversity in our community and profession.
7. They communicate in a professional manner.
8. They maintain open, honest, and respectful dialogues. They are expected to use the JJ Way® Conversation Guide to aid in difficult conversations where we are potentially charged emotionally.
9. They avoid using obscene, vulgar, or inappropriate language and/or images as well as engaging in unjustified negative criticisms and any false, malicious, or demeaning comments about colleagues, CCSM decision-making and leadership in verbal, written, and electronic communications with clients, other professionals, or the general public.
10. They avoid engaging in personal attacks against others.
11. They avoid making statements on behalf of CCSM. To safeguard CCSM's reputation and integrity, they are expected to portray their statements as their opinion.

- a. If the community member does have concerns that they would like addressed, they are requested to refer to the Grievance and Complaint policy, as that policy outlines that concerns should be directed to the applicable party depending on where the concern is arising (i.e. academic concerns should be brought to the Program Director).
12. They never share the personal health information (PHI) of anyone in any CCSM Setting. They ensure that they do not disclose any kind of confidential, proprietary, or sensitive business or other information such as personal emails, phone numbers, addresses, family information, employer details, or any kind of private information that should not be released publicly. This is a direct violation of HIPAA and can result in dismissal.
13. They keep CCSM-only communications and material within CCSM. When unsure whether content is consistent with these policies, they err on the side of caution and refrain from the conduct or do not post the content. If they have any questions on what content is appropriate to do, they will contact CCSM administration.

**What to do if you observe a violation of the Code.**

If you perceive a violation of this Code in any CCSM Setting, you may follow the procedures in the Grievance and Complaint Policy. Complaints may be in the form of described conduct, a letter, or an email describing the unacceptable behavior.

# GRIEVANCE POLICY

Honest disagreements can, and sometimes do, occur. For those instances, we request that the students follow the same procedure we follow with faculty (i.e., that discussion first take place between the two parties involved). This is the simplest and most effective way. If it is not satisfactorily resolved, we ask that both parties, together, approach the next level in each step. Settling the complaint or disagreement at the level closest to the disputed question is the most effective way.

## Definitions

### Basic grievance

a claim that any member of the CCSM community has violated a published policy, JJWay® tenants, or the organization's mission and vision.

### Repair

acknowledging and apologizing for harm that occurred as a result of violating a published policy, JJWay® tenants, or the organization's mission and vision.

### Restoration

the process of determining a solution that helps those harmed to feel safe and empowered to rebuild trust.

### Reconciliation

the long-term commitment to enacting and embodying the restoration established by the involved parties to ensure the prevention of future harm.

### Apology

a sincere statement that recognizes the specific harms and conveys sincere remorse that the harm has occurred, coupled with a commitment to prevent future harm.

## Student Grievance/Complaints

Situations may occur where a person (Complainant) believes that the fair and consistent application of a policy, JJWay® tenant, or the mission and vision of CCSM has not been followed. In most cases, CCSM empowers the Complainant to directly address such concerns within their work area or group in hopes of restoring connection.

However, when a recent or continuing problem has not been resolved within a particular work area or group, CCSM wishes to provide a complainant with access to a restorative justice process. It is the policy of CCSM to provide the members of its community with training on the restorative justice model, to ensure they have the knowledge and resources to engage in the process. The restorative justice process that CCSM has chosen to adopt includes; repair, restoration, and reconciliation.

Our [Grievance and Complaints Policy and Procedure](#) outlines the restorative justice process at CCSM.

No Complainant shall be subjected to discrimination, retaliation, or adverse treatment for participating in a grievance procedure.

Unresolved grievances and complaints may be directed to Commission for Independent Education 325 West Gaines Street, Suite 1414 Tallahassee, FL 32399-0400, phone number (888) 224-6684 or the Midwifery Education Accreditation Council [info@meacschools.org](mailto:info@meacschools.org) , phone number (360) 466-2060.

## **Complaint Procedure Information**

Federal regulations and State laws require that public colleges in The Florida College System have processes for students, employees, and applicants to file complaints against any respective college. In almost every situation, the college's process for resolving complaints must be followed first.

<http://www.fldoe.org/schools/higher-ed/fl-college-system/about-us/complaints.stm>

# **STUDENT PROGRESS**

Since education is a cooperative effort, student progress meetings/conferences can afford an opportunity for mutual exchange of insight regarding the attitudes, abilities, and skills of each student.

## **Evaluation**

Recognizing the uniqueness of every student, CCSM strives to provide midwifery opportunities to each student to learn to the best of their ability and to develop a realistic and healthy attitude toward that ability. Student progress is determined by a student's attainable goals, their achievement in the subject matter, and the quality of the work examined in light of the student's ability. A student evaluation process is implemented that encourages and facilitates the student's self-evaluation under the guidance of faculty and the staff. Student progress is reported at midterm through a standardized Google process to each student from their instructors. Further, instructors provide thorough student updates to the Program Director and Program Coordinator. At the end of each term, students are evaluated through their final course grades and clinical standing.

## **Progress Reports**

Each student's clinical hours, experience, grades, academic standing, and performance reviews are compiled into the student's transcript at the end of each semester. Students are sent revised, unofficial transcripts after final grades have been recorded. Progress reports will be automatically sent to "at-risk" students and those requiring remediation. This report is used to evaluate and communicate the student's overall progress and inform decisions on their standing in the program. Any student may request a progress report from the Program Coordinator within one week of the semester ending.

Academically, an "at-risk" student may be considered at risk for a GPA below 2.49 or other circumstances which the administrative team may feel warrant closer observations and communications. Clinically, students are considered "at-risk" if they have had a clinical LOA for more than 3 semesters, an incomplete for more than 3 semesters, or other circumstances that the administrative team may feel warrant closer observations and communications.

# Academic Standing

CCSM student academic standing is assessed on a semester by semester basis and is designated as follows:

Grade Point Average Guide:			Academic Standing Key:	
Grade	Quality of Achievement	Points Per Credit Hour	GPA/ Grade	Standing
A	Excellent progress	4.0	3.75 - 4.00	Honors
B	Above average progress	3.0	2.50 - 3.74	Good Standing
C	Average progress	2.0	2.00 - 2.49	Academic Warning
D	Below average progress	1.0	Any grade of D or F	Academic Probation
F	Failure	0.0	Any grade of D or F in more than one semester	Dismissal

## Remediation

Any student who is actively falling behind, has not been able to maintain academically or clinically, or has failed the performance review is supported through their situation by a series of steps which may or may not culminate in being placed on remediation or probation.

A student who is having difficulty earning a grade of “C” or better is responsible for seeking assistance from their instructor or clinical preceptor. CCSM is proactive with efforts to mentor/tutor or provide individual interventions to support students who have a willingness to complete the program and achieve their goals. A student who is unable to earn a grade of “C” or better, or is unable to pass a lab skill, will be required to repeat academic and/or clinical course work until the student is able to earn a satisfactory grade.

## Academic Probation

The first time a student falls into the academic probation range, the student is cautioned, which then places the student in danger of dismissal. Students on academic probation will be required to meet with the school Director or designee at the beginning and middle of the session that they are on probation, and will be required to pay for, retake and pass the failed course in order to remain enrolled and before being able to graduate. If the student falls into the academic probation range a second time, the student is dismissed.

## Conditions for Dismissal

The essence of midwifery is self-discipline. The purpose of this is for respect of others, their property and one's own actions. Conditions for dismissal and discipline include:

- Academic dishonesty/plagiarism
- Failure to fulfill academic or financial requirements (per enrollment agreement)
- Attending classes or clinical experiences under the influence of alcohol or drugs
- Behaving in any manner that may be harmful to the learning environment or harmful to the reputation of CCSM
- Health Insurance Portability and Accountability Act of 1996 (HIPAA) violations (<https://aspe.hhs.gov/report/health-insurance-portability-and-accountability-act-1996>)
- Bullying or hazing

## Disciplinary Policy

When a problem is identified, a verbal and written warning will be given to the student. If the problem persists, the student will meet with a disciplinary committee comprised of administration, and the faculty member involved, if any. A probationary period may be assigned. At the end of the probationary period, if the problem has not been remedied, the student may be dismissed from the program.

## Dismissal and Readmission

When a student is dismissed, it will be communicated to the student by the Administrative team the reason for dismissal and options for readmission.

Students who are dismissed for academic failure may apply for readmission after one session. The student must provide evidence of having remedied the academic problem and indicate promise of successful performance. Re-admission is at the discretion of the Director and Advisory Board. Students who are dismissed for financial indebtedness will be allowed to reenter the program when the indebtedness has been resolved, and the student has reapplied for admission.

Students who are dismissed for plagiarism, theft, alcohol or drug use, violence, or any other behavior that may be harmful to the learning environment or reputation of CCSM, and/or that would endanger the safety or well being of any person, the school, preceptor site, or anyone present at a birth, will not be readmitted.

## Conditions for Re-Entry

If a student wishes to re-enter school after dismissal, a request must be made in writing to CCSM Administration. The Administration shall review the request and give a written response by email/mail within 14 business days. The student should expect to repeat the entrance procedure, including fees, before being readmitted.

# Grading System

Grading criteria for each course is established by the instructor. Instructors are expected to use rubrics to communicate assignment expectations to students. All courses at CCSM use a letter grading system. The student is required to pass each course with a grade of “C” or better. Letter grades have the following numerical equivalents:

- **A = 93% -100%**
- **B = 84% - 92%**
- **C = 75% - 83%**
- **D = 70% - 74%**
- **F = below 70%**
- **I = Incomplete**
- **W = Withdrawal**
- **X = Audit**
- **IP = In progress across multiple terms**
- **IW = Involuntary Withdrawal**

## Basic Grading Scale

Grade	Quality of Achievement	Points/Credit Hour*
A	Excellent progress	4.0
B	Above average progress	3.0
C	Average progress	2.0
D	Below average progress	1.0
F	Failed	0
I	Incomplete	-
P	Passed	-
W	Withdrawn	-
X	Signifies enrollment in a special class for which no credit was earned or recorded	-
IP	Course was not completed within the semester it was taken	-
IW	Student was withdrawn from the class involuntary for instance such as non-payment	-

\*The credit points awarded for the course are calculated by multiplying the points per credit hour by the hours of credit for the course. The points per credit hours are awarded based on the grade earned in the course as described above.

A student who is having difficulty earning a grade of “C” or better is responsible for seeking assistance from their instructor, clinical preceptor, or the CCSM Student Services. CCSM is proactive with efforts to mentor/tutor or

provide individual interventions to support students who have a willingness to complete the program and achieve their goals. A student who is unable to earn a grade of “C” or better, or is unable to pass a lab skill, will be placed on a remediation plan which will require the student to repeat academic and/or clinical course work until the student is able to earn a satisfactory grade.

Any student who is actively falling behind, has not been able to maintain academically or clinically, or has failed the performance review is supported through their situation by a series of steps which may or may not culminate in being placed on a remediation plan resulting in probationary status.

## **Student Conduct, Effort, Attributes**

Individual achievement of standards should be the only basis for grades. Effort, attitude, participation, and other behaviors shall not be included in academic grades, but will be reported separately and/or reflected in the comment section of the student progress reports, as indicated.

Teachers record evidence of student achievement on an ongoing basis by:

- Recording and providing feedback to students on a reasonable number of assignments each grading period.
- Basing grades on a number of assessments and/or projects over the grading period.
- Using rubrics and checklists with students to help them focus on the targets of their learning.

## **Incomplete Policy**

A student may request an incomplete grade from an instructor. Incompletes are given at the discretion of the instructor. Poor performance in a course does not qualify as a reason for an incomplete grade. A student must offer a compelling reason for the request and a plan for completing the course work. At least 80% of the course work must have been completed at the time of the request. At the instructor’s discretion, an incomplete can be issued for no more than 30 days after the end of the session with the exception of students taking a leave of absence in which case the deadline for the incomplete will be set on the reinstatement plan. An “I” will appear in the transcript until the instructor submits a final grade. If the course is a prerequisite to another course, the student may not register for the subsequent course until a passing grade is on record. If the student does not complete the course work, an “F” will automatically become the final grade.

A student who fails a course with a “F” grade may repeat it again. Failure to improve to passing status, with a maximum of one repetition of the course, will result in dismissal and the student may not enroll at CCSM for at least one semester. More detailed information on this process can be found in the re-admission section of this document.

## **Late Assignments**

All assignments are to be handed in on time unless prior arrangements have been made individually between the student and the instructor. If the assignment is a summative assignment, it must be submitted and receive a passing raw score in order for the student to pass the course. Instructors will accept no more than 3 three late assignments in one semester.



- a. If a student communicates with their instructor prior to the due date, agreeing upon a new deadline, no point deduction will be made for late work. If said assignment is not turned in by the new deadline, a zero will be given for that assignment.
- b. If a student fails to communicate with their instructor prior to the due date and the assignment is not turned in, a deduction of 10% per day up to five days will be taken.
- c. If the assignment is not turned in by the 5th day, a score of zero will be assigned.

## Skills Lab and Clinical Externship Courses

Each skills lab must be passed before progressing to the next skill level. A minimum grade of C is required for each skills lab. The standard CCSM grading scale applies to all skills lab courses.

A student who is having difficulty earning a grade of “C” or better is responsible for seeking assistance from their instructor, clinical preceptor, or the CCSM Student Services. CCSM is proactive with efforts to mentor/tutor or provide individual interventions to support students who have a willingness to complete the program and achieve their goals. A student who is unable to earn a grade of “C” or better, or is unable to pass a lab skill, will be placed on a remediation plan which will require the student to repeat academic and/or clinical course work until the student is able to earn a satisfactory grade.

Any student who is actively falling behind, has not been able to maintain academically or clinically, or has failed the performance review is supported through their situation by a series of steps which may or may not culminate in being placed on a remediation plan resulting in probationary status.

## Grading Rubrics

A grading rubric is an assessment tool, used to grade a student’s assignment, written paper, oral presentation, or required performance. It is usually in the form of a table or grid, which contains both the stated objectives, specific skills or accomplishments being assessed, and the criteria for determining how well the student has met each objective.

Instructors will provide a rubric with appropriate assignments so that the student will have full understanding of expectations in order to pass the course. Instructor rubrics may be in the following formats but will vary according to each course subject and criteria.

### Example 1: Content:

- 5 = excellent, thorough, comprehensive, complete, detailed
- 4 = very good, covered all major information
- 3 = good, covered most important content areas
- 2 = fair, missing much of the important content areas
- 1 = poor, inadequate, omitted major important information
- 0 = not done

### Example 2: Presentation:

- 5 = excellent, superior presentation
- 4 = very good, above average
- 3 = good, met but not exceeded expectations
- 2 = fair, partially met
- 1 = poor, inadequate, deficient
- 0 = not done

## Auditing Courses

Students may audit certain courses when space is available. Students wishing to audit a course must obtain instructor and administrative approval, and register for the course during regular registration. There is no credit given for a course that has been audited, and a grade of “X” will be assigned. Students who register to audit are expected to attend class and fully participate in the course, except on test days. In order to audit any course, necessary prerequisites must be met. To change from a grade to an audit, students must apply in writing within the first two weeks of the course.

Students wishing to audit a course must complete [this request form](#), which will be sent to the Program Director. After review of the student’s request, the Program Director will consult the course instructor and send an auditing agreement upon approval. A copy of the completed document will be added to the student’s file.

## Failing A Course

In the unfortunate event that a student fails a course, the student may be required to enroll at less than full time until the course can be repeated to ensure that all prerequisites are met. A student must pass the course on the second attempt.

## The Performance Review

The purpose of the review is to evaluate the student’s academic and clinical performance, and student behavior. The Performance Review will be conducted by a Performance Review Team designated by the Program Director and may include one or more members of the administration, staff, faculty, and preceptors. The Performance Review is separate from academic standing. Failure to receive a favorable review may result in the dismissal of the student from the Program, the placing of the student on dismissal probation, or suspension of the privilege to attend preceptor sites until such time as a favorable review is obtained.

In order to be a successful midwife, certain qualities are necessary. CCSM wants to ensure that student midwives display these qualities whenever they represent the School, particularly in clinical settings.

Criteria for TPR include, but are not limited to, the following areas:

- Proper respect for the birth setting, birthing people and their families
- Maintaining confidentiality
- Timeliness to classes and clinic sites
- Respect toward preceptors, faculty, peers, staff, and clients
- Demonstration of skills
- Follow-through on commitments and projects

- Prompt response when paged or called on the student's cell phone
- Completion of midwifery service project
- Professional behavior when on call, in class, or in any student midwife capacity
- Sound judgment, including performing only authorized procedures
- Positive attitude
- Appropriate attire and hygiene at births, in clinic, and during professional duties

TPR is a compilation of the student midwife's behaviors and attitudes with respect to the School and the practice of midwifery. Students will receive advance notice of TPR scheduled meetings and will be informed as to the nature of the review.

The best preparation, to ensure a positive review, is for the student to honor all obligations, in a timely manner and with a professional attitude. The aim of CCSM is to graduate highly trained professionals who will be respected by other practitioners in the healthcare profession and in the communities they serve.

## CLINICAL TRAINING

CCSM preceptors practice the Midwives Model of Care and are aware of the need to support students' development as out-of-hospital providers of full-scope midwifery. Our school actively supports students in finding a preceptor or clinical site, and fully facilitates and consolidates the relationship on behalf of the student and the school. We continue to play an active and supportive role throughout the placement.

CCSM provides clinical experience concurrent with academic coursework and lab classes, giving relevance to classroom material. All CCSM students will have completed a MEAC Skills Competency Handbook, *The Practical Skills Guide for Midwifery*, upon graduation. The student will have compiled a Clinical Protocol notebook of materials and practice protocols, and will be prepared to practice as a Florida Licensed Midwife.

All clinical skills are taught, practiced, demonstrated, and signed off as part of lab classes. Clinical learning experiences happen in real time at the preceptor site during externship. Students must receive a passing grade for each clinical lab and externship course in order to proceed through the clinical program.

In order to enroll in a clinical externship course, students must have an established relationship with a registered clinical preceptor. Preceptors who work with our students include Licensed Midwives (per jurisdictional regulations), Certified Professional Midwives, Certified Nurse Midwives, and physicians who are licensed in Florida and with at least three years experience in their field. We believe it is important that students rotate through various types of clinical settings in order to learn valuable skills and to be prepared for all venues of practice. The Clinical Director is able to assist our students with locating potential preceptors and will walk the preceptors through the application process.

If the student is unable to establish a preceptor relationship prior to the start of the semester they will not be enrolled in the current clinical externship course and will be required to [request a clinical leave of absence](#). It is the sole responsibility of the student to complete and ensure receipt of their clinical leave of absence request form. A student can be on a clinical leave of absence for a maximum of 3 semesters during their program of study. Students who lose their preceptor relationship mid-semester may be given an incomplete in their clinical externship course. An incomplete in a clinical externship course will not result in the student being placed on academic probation.

As part of clinical externship courses and/or lab classes, students will be required to attend birth review classes, participate in a weekly check-ins with the Clinical Director and complete clinical experience forms as outlined in the clinical externship handbook, syllabus, and classrooms. Students should have their practical skills guide book, clinical hours, and clinical experiences signed as they go throughout the semester by their preceptor. All paperwork must be completed before submission prior to the end of the semester (including signatures). Incomplete paperwork will not be signed off by the staff and will not be accepted. As the clinical externship class is a pass/fail class it is essential that all items are signed on time and that you maintain a professional relationship with your preceptor.

## CCSM Clinical Observations

As an **Observer**, the student is not required to participate in any hands-on aspect or application of skills during the experience.

As an **Assistant Under Supervision**, the student *may* participate in hands-on aspects or closely-supported application of basic skills during the experience, while continuing to observe and learn routines, protocols, and clinical expectations at the clinical site.

Clinical site-based observations may overlap with clinical experiences as an Assistant Under Supervision. These experiences do not need to be documented individually but hours need to be logged and signed by any supervisory clinical witness or preceptor.

## CCSM Birth Observations

In the **Observer** role, the student must witness the actual birth. Births as an **Observer** may overlap with births

as an **Assistant Under Supervision ('Birth Assistant')**. As an Assistant Under Supervision, the student can be taught to perform the basic skills of a midwife. Clinical skills should be performed as an assistant in increasing degrees of responsibility and the student must be present throughout labor, birth, and the immediate postpartum period. For example, delivering the baby and placenta is a skill that can be taught and performed in the Assistant Under Supervision phase but emphasis is placed on moving the student to the level of readiness to begin managing births as a 'Primary Under Supervision' student midwife.

## CCSM Clinical Requirements For Observation Phase:

- Complete and document a minimum of **25 births** on the Birth Observation Form
  - 10 are in the **Observer** role
  - 15 are in the **Assistant Under Supervision ('Birth Assistant')** role
- Observed Births may be signed by any witness, preferably a midwife where possible.
- Observed Births may take place in any setting (we recommend students complete the **2 planned hospital births** requirement in this phase)
- Assistant Under Supervision Births must take place in a home or birth center environment and forms must be signed by either a licensed/certified midwife, physician or a CCSM Preceptor

## CCSM Managed Clinicals

In the **Primary Under Supervision** role the student manages the entire clinical experience while under supervision of the CCSM preceptor. The student participates in the hands-on aspects and closely-supported application of intermediate skills during the experiences, while applying the learned routines, protocols and clinical expectations of the clinical site.

The preceptor remains involved as necessary for safety or educational purposes and observes the student while he/she conducts all aspects of the clinical exam. In order to count any clinical experience the student must complete all preceptor and CCSM required paperwork and have it signed by the CCSM preceptor only.

## CCSM Clinical Requirements for Management Phase

- Complete and document a minimum of **50 prenatal exams** (initial and return visits) on the Managed Clinical Exam Form
- Complete and document a minimum of **50 postpartum exams** (immediate, interim and six weeks) on the Managed Clinical Exam Form
- Complete and document a minimum of **5 Well Woman Gynecology exams** on the Managed Clinical Exam Form
- Complete and document any other managed clinical experiences, including new patient physical exams, women's health/gyn and family planning exams
- Managed Clinicals must be signed by a CCSM Preceptor
- Managed Clinicals must take place in an out-of-hospital setting - home or free-standing clinic, out-patient or birth center

# CCSM Managed Births

In the **Primary Under Supervision** role the student provides all aspects of care as if they were in practice while under complete supervision of the CCSM preceptor. As the student participates in managed births we expect that their level of management to increase until they are managing the entire birth experience for the last 20 births of their clinical externship. The student participates in the hands-on aspects and closely-supported application of intermediate skills during the experience, while applying the learned routines, protocols and clinical expectations of the clinical site.

The preceptor remains involved as necessary for safety or educational purposes and observes the student while he/she conducts all aspects of the labor, delivery and postpartum recovery, as well as supervising the birth assistant, family and friends, if any. If the mother or father is delivering the baby, the student remains responsible for all elements of the delivery. If the birth ends in a transport to the hospital up to 2 such births can be counted as managed births. In order to count any birth, the student must complete all preceptor and CCSM required paperwork and have it signed by the CCSM preceptor, only.

Continuity-of-Care (COC) clients are clients whose care has been managed during a part of the prenatal period, whose birth has been managed in its entirety, and whose postpartum care has been administered by the same student midwife. COC cases are approved and signed off by CCSM preceptors, only.

## CCSM Clinical Requirements For Births In Management Phase

- Complete and document a minimum of **50 births** (including 5 'Continuity-of-Care' clients) on the Birth Management Form
  - Continuity of care is defined as 5 prenatals spanning two trimesters, the birth, newborn exam and two postpartum exams,
  - **10 births** (excluding the continuity of care clients) should have at least **1 prenatal exam** that corresponds to the client.
  - **5 births** (in the observation, assistant or management phase) should be **planned home births**
  - **2 births** (in the observation, assistant or management phase) should be **planned hospital births**
- Complete and document a minimum of **50 newborn exams** on the Birth Management Form
- Complete and document a minimum of **5 Suturing Clients** on the Managed Clinical Exam Form
- Managed Births must be signed by a CCSM Preceptor
- Managed Births must take place in an out-of-hospital setting - home or free-standing birth center unless part of a transport from such setting

# Skills Book

## Practical Skills Guide For Midwifery Book

This book is used exclusively throughout the clinical training to document students' skills ongoingly. Both preceptors and clinical instructors may sign off students during the externship experience or during classroom lab courses. This book should be completed by the end of the full three-year training period and presented for final evaluation in order to be eligible to apply for the NARM exam through CCSM.

<http://www.morningstarpub.com/psgm.html>

## PROTOCOL NOTEBOOK

This notebook is created in a looseleaf binder and will be fully completed before graduation. It houses everything needed to start a midwifery practice. It contains a student's philosophy, statement of ethics, clinical chart forms, other forms like informed consent, client waiver, HIPAA protocols and forms, etc. It will also contain a collection of practice protocols, and management plans for each complication of pregnancy, labor, delivery and the newborn. The student works on this book throughout the semesters culminating in a complete and up to date protocol notebook ready to be signed off and graded by faculty or the Program Director during the final semester of the program.

## MIDWIFERY SERVICE PROJECT

The Midwifery Service Project is a component of the educational experience at CCSM. The Administration and Board Members, supported by the Advisory Members, believe that volunteer service is vitally important. Volunteer service should not end upon graduation. It should continue throughout the lifespan.

The Midwifery Service Project will involve twelve (12) hours of volunteer service during the three year period. Each year a minimum of four (4) service hours will be completed. Students will keep track of their hours, service locations, and volunteer services completed utilizing the Midwifery Service Project Verification Form found in each externship classroom. A summary of projects and the student's records will be submitted through the externship classroom, or directly to the Program Coordinator, no later than the end of each academic year.

The Midwifery Service Projects must relate to the midwifery profession and may include, but are not limited to, the following:

- having a table at a birth expo or event in your community
- helping plan and run a birth event in your community
- volunteering with a non-profit company focused on birth justice, education, and/or services
- setting up a community fridge specifically for birthing people and their families
- providing free childbirth educational courses to individuals in your local community
- providing free doula services for a family in your local community
- teaching sex education at a local school

# REQUIREMENTS FOR GRADUATION

A student must have passed all courses, fulfilled clinical requirements, paid tuition/fees in full, returned all library materials, and complied with rules and regulations of the school to be awarded a Diploma or Certificate.

## Minimum and Maximum Time Frames for Completion

The minimum time frame to complete the Direct-Entry Midwifery Program didactic training is twenty-seven (27) calendar months and the equivalent of ninety (90) credits total, including the clinical component of the program which must span the twenty-seven (27) months in duration. The maximum time frame to complete this program is six (6) years which includes the completion of clinical experiences as well as all credits that are applied to this program.

The minimum time frame to complete the Licensure by Endorsement program didactic training is four (4) weeks and the equivalent of twenty-four (24) credits total, including the clinical component of the program which must span the sixteen (16) weeks in duration. The maximum time frame to complete this program is two (2) years which includes the completion of clinical experiences as well.

The minimum time frame to complete the clinical externship is two (2) weeks and one hundred and twenty (120) clock hours. The maximum time frame to complete this program is two (2) years.

## Certification Ceremony

Individuals who successfully complete the CCSM coursework and examinations, and whose successful application of the coursework through the Direct-Entry Midwifery Program is verified, will receive their Diploma in Midwifery.

Those who successfully complete the coursework and examinations for the Licensure by Endorsement program will receive their Certificate of Completion.

All graduates will be honored at a combined graduation awards ceremony which is held to distribute diplomas, certificates, congratulatory notes, and take a group photo.

## JOB PLACEMENT

CCSM has a strong history of students passing their certification exams and working in the birth field after graduation. For more information you can see our [Job Placement Resource for CCSM Graduates](#). CCSM staff members are available to all students for personal, academic, and career counseling throughout the program. Graduating students and graduates will have job placement assistance available, however, job placement is not guaranteed.

## ADMINISTRATION OFFICE HOURS

The administrative office is open on Fridays from 8:30 am to 5:00 pm with the exception of the legal holidays listed above. The office may be closed during vacation times. The school administration may also be reached



by phone, text message or email. We encourage you to review our [CCSM Communication Guide](#) and [Staff Information and Roles Outline](#) to guide you in the best ways to communicate with our staff.

# CALENDAR

CCSM will not hold classes on the following holidays. Additional holidays may be declared at the discretion of the Administration:

New Year's Day Memorial Day	Martin Luther King Day Juneteenth	Good Friday Independence Day
Labor Day Day after Thanksgiving	Indigenous People's Day Christmas Eve Day after Christmas	Thanksgiving Christmas Day New Year's Eve

## School Office Hours:

The school office hours are from 8:30 a.m. to 5:00 p.m. with the exception of the legal holidays listed above and the additional days listed in the table below which are aligned with each semester's break. The school administration may be reached by phone or email.

## School Office Closings

2022	2023	2024	2025	2026
Nov 23	April 6 & 7	March 28 & 29	April 17 & 18	April 2 & 3
	July 3	July 5	July 3	July 3
	Nov 22	Nov 27	Nov 26	Nov 25

## Direct Entry Midwifery Hybrid Program Calendar Class of 2024 (March) Graduation: March 16, 2024

<b>Year 1</b>	
Semester 1	May 14 – August 20, 2021
Semester 2	September 10 – December 17, 2021
Semester 3	January 7 – April 22, 2022
<b>Year 2</b>	
Semester 1	May 6 – August 12, 2022
<i>Lab Workshop</i>	<i>May 9 - 12, 2022</i>
<i>Break</i>	<i>July 4 - 8, 2022</i>
Semester 2	September 9 - December 16, 2022
<i>Lab Workshop</i>	<i>September 12 - 15, 2022</i>
<i>Break</i>	<i>November 21 - 25, 2022</i>
Semester 3	January 6 - April 14, 2023
<i>Lab Workshop</i>	<i>January 9 - 11, 2023</i>
<i>Break</i>	<i>April 3 - 7, 2023</i>
<b>Year 3</b>	
Semester 1	May 5 - August 11, 2023
<i>Lab Workshop</i>	<i>May 8 - 10, 2023</i>
<i>Break</i>	<i>July 3 - 7, 2023</i>
Semester 2	September 8 - December 15, 2023
<i>Lab Workshop</i>	<i>September 11 - 13, 2023</i>
<i>Break</i>	<i>November 20 - 24, 2023</i>
Semester 3	January 5 - February 23, 2024

**Direct Entry Midwifery Hybrid Program Calendar for Class of 2024 (December)  
Graduation: December 14, 2024**

<b>Year 1</b>	
Semester 1	January 7 – April 8, 2022

Semester 2	May 6 – August 19, 2022
<i>Lab Workshop</i>	<i>May 23 - 27, 2022</i>
<i>Break</i>	<i>July 4 - 8, 2022</i>
Semester 3	September 9 - December 16, 2022
<i>Lab Workshop</i>	<i>September 12 - 14, 2022</i>
<i>Break</i>	<i>November 21 - 25, 2022</i>
<b>Year 2</b>	
Semester 1	January 6 - April 14, 2023
<i>Lab Workshop</i>	<i>January 9 - 11, 2023</i>
<i>Break</i>	<i>April 3 - 7, 2023</i>
Semester 2	May 5 - August 11, 2023
<i>Lab Workshop</i>	<i>May 8 - 11, 2023</i>
<i>Break</i>	<i>July 3 - 7, 2023</i>
Semester 3	September 8 - December 15, 2023
<i>Lab Workshop</i>	<i>September 11 - 13, 2023</i>
<i>Break</i>	<i>November 20 - 24, 2023</i>
<b>Year 3</b>	
Semester 1	January 5 - April 12, 2024
<i>Lab Workshop</i>	<i>January 8 - 10, 2024</i>
<i>Break</i>	<i>March 25 - 29, 2024</i>
Semester 2	May 3 – August 9, 2024
<i>Lab Workshop</i>	<i>May 6 - 8, 2024</i>
<i>Break</i>	<i>July 1 - 5, 2024</i>
Semester 3	September 6 - October 18, 2024

**Direct Entry Midwifery Hybrid Program Calendar for Class of 2026 (August)  
Graduation: August 15, 2026**

<b>Year 1</b>	
Semester 1	September 8 - December 15, 2023

<i>Lab Workshop</i>	<i>September 11 - 14, 2023</i>
<i>Break</i>	<i>November 20 - 24, 2023</i>
Semester 2	January 5 - April 12, 2024
<i>Lab Workshop</i>	<i>January 8 - 10, 2024</i>
<i>Break</i>	<i>March 25 - 29, 2024</i>
Semester 3	May 3 - August 9, 2024
<i>Lab Workshop</i>	<i>May 6 - 8, 2024</i>
<i>Break</i>	<i>July 1 - 5, 2024</i>
<b>Year 2</b>	
Semester 1	September 6 - December 13, 2024
<i>Lab Workshop</i>	<i>September 9 - 11, 2024</i>
<i>Break</i>	<i>November 25 - 29, 2024</i>
Semester 2	January 10 - April 11, 2025
<i>Lab Workshop</i>	<i>January 13 - 16, 2025</i>
Semester 3	May 9 - August 15, 2025
<i>Lab Workshop</i>	<i>May 12 - 14, 2025</i>
<i>Break</i>	<i>June 30 - July 4, 2025</i>
<b>Year 3</b>	
Semester 1	September 5 - December 12, 2025
<i>Lab Workshop</i>	<i>September 8 - 10, 2025</i>
<i>Break</i>	<i>November 24 - 28, 2025</i>
Semester 2	January 9 - April 17, 2026
<i>Lab Workshop</i>	<i>January 12 - 14, 2026</i>
<i>Break</i>	<i>March 30 - April 3, 2026</i>
Semester 3	May 8 – June 19, 2026

Students may enroll full-time. Classes will be offered on Friday. Normal class hours will be 8:30 am to 6:00 pm with 1 hour for lunch. All Midwifery Lab classes will be offered as a workshop on site during the first month of each semester. Any changes to the schedule will be posted prior to the start of the session.

# STUDENT ACKNOWLEDGEMENT OF RECEIPT OF CCSM HANDBOOK:

By signing below, the student acknowledge that they have both received, reviewed, and understand all content within the CCSM Student Handbook. Additionally, by signing below, students acknowledge that they have been afforded opportunities to ask questions and agree to uphold all expectations and policies set forth.

**NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**CITY/STATE:** \_\_\_\_\_ **ZIP CODE:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**STUDENT SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## ADMINISTRATION:

**Signature:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Name (print):** \_\_\_\_\_