Rationale

The overall objective for this course is for students to be able to confidently discuss each fertility awareness based method (FABM) in a way that is understandable to patients new to FABM and helpful to those already familiar with FABM. By the end of this course, students will be able to discuss the advantages and disadvantages, the similarities and differences, the research supporting the effectiveness, and the ideal populations for the use of each fertility awareness method.

Objectives

Overview and History of FABM
Reproductive Physiology

Objectives:
1. Define fertility awareness.
2. List three benefits of fertility awareness.
3. Discuss underlying science of FABM.
4. Identify key events in development of FABM.
5. Discuss the philosophical basis of FABM.

Two-Day Method
Standard Days Method

Objectives:
1. Explain how the Standard Days Method and Two-Day Method work.
2. Describe the medical eligibility criteria for TDM and SDM.
3. Demonstrate how to use the SDM with Cycle Beads.
4. Demonstrate an understanding of the scientific basis of these methods.
5. Review results of effectiveness trials and behavioral research studies.

Billings Ovulation Method
Teen Star / Applications of FABM to adolescents

Objectives:
1. Female participants will be able to observe and interpret their cervical mucus fertility patterns, and apply this understanding to the achievement or avoidance of conception.
2. Male participants will be able to teach females how to observe and interpret their fertility patterns and apply this understanding to the achievement or avoidance of conception.
3. Participants will be able to recognize patterns of ovulation and anovulation, and conduct appropriate investigations for the latter, when indicated.

Creighton Method
NaPro Technology

Objectives:
1. Explain how women identify their Peak day of fertility regardless of their cycle regularity or irregularity.
2. List the different ways to describe fertile days and non fertile days that any woman can identify easily through Creighton Method's Fertility Care instruction.
3. Describe ways to invite all women to consider learning their fertile days and non fertile days through the Creighton Method, or any other FAM method.
4. Describe the standardization and reproducibility of Creighton Model System and how it forms the basis for the emergence of the science of Naprotechnology.
5. Identify the normal biomarkers to do Naprotracking with Creighton Model.
6. Contrast with the abnormal biomarker patterns in a Creighton Model chart (Naprotracking) for a number of common gynecological problems: chronic vaginal discharge, premenstrual syndrome, PCOS, recurrent ovarian cysts, endometriosis, recurrent miscarriage, thyroid dysfunction and infertility.

7. Visualize in Creighton Charts how the implementation of cooperative measures restores the fertility cycle to normalcy.

**Sympto-Thermal Method**  
**Marquette Method**

**Objectives:**

1. Understand the physiological mechanisms that underpin the observable external signs of fertility used in STM.
2. State the effectiveness of STM when used to avoid pregnancy.
3. Understand the applicability of STM to special situations: post-hormonal contraceptive use, postpartum, perimenopause, and as an aide to achieving pregnancy.
4. Describe the Couple to Couple League approach to FAM instruction.
5. Describe the development of the Marquette symptom-hormonal method of natural family planning.
6. Understand the physiological mechanisms that underpin hormonal fertility monitoring.
7. Discuss the efficacy of in-person and online delivery of the Marquette Method of FAM.
8. Apply the Marquette Model fertility algorithm to the “breastfeeding-transition” and other reproductive circumstances.

**Lactational Amenorrhea Method**  
**Ecological Breastfeeding**

**Objectives:**

1. Understand the historical perspective of breastfeeding in the U.S. and the research behind the development of the LAM method.
2. Learn the effectiveness of LAM.
3. Learn about the simplified approach to counseling patients about LAM.
4. Learn why the transition to other methods of family planning is important and identify opportunities for integrating LAM counseling in MNCH and reproductive health services.
6. Distinguish between LAM and ecological breastfeeding.
7. State the "Seven Standards of Ecological Breastfeeding" and describe the function of each standard in extending the delay in return of postpartum fertility.
8. Describe the research that supports the practice of ecological breastfeeding and identify areas that need further study.

**Format**

Twelve 1-hour lectures will be delivered either in person for via webcast with respected professionals from around the country. The minimum number of students for this elective is five and there is no maximum.

**Student Evaluation**

*Grades will be pass / fail. Attendance is required to receive credit for the course.*

**Course Evaluation**

Grading will be pass/fail. To receive transcript acknowledgment, students must:

- attend 10 of 12 lectures
- complete the online course evaluation form
### Schedule (generic)

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Introduction to Fertility Awareness Based Methods (FABM)</td>
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<tr>
<td>Learn to chart with Billings method</td>
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<td>Reproductive pathology</td>
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<tr>
<td>Introduction to Billings Method</td>
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<tr>
<td>TeenSTAR: Adolescents and FABMs</td>
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<tr>
<td>Global Health and FABMS</td>
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<tr>
<td>Introduction to Symptothermal Method</td>
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<td>Follow-up Charting - discussion with class</td>
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<td>Introduction to Creighton Method</td>
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<td>NaPro Technology</td>
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<td>User’s panel</td>
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<tr>
<td>Introduction to Marquette Method</td>
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<tr>
<td>FABMs and an ObGyn Practice</td>
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