

Teaching about Pregnancy, Childbirth, & the Newborn

Tuesday March 8

Time	Topic / Speaker	Minutes
9:00 – 9:30	Introductions and Workshop Orientation / Janelle Durham	30
9:30 – 10:50	Childbirth Educators: History, Role, and Scope of Practice / Janelle	80
10:50 – 11:00	Break	
11:00 – 12:30	Childbirth Education Today: The Students, Classroom Dynamics / Janelle	90
12:30 – 1:30	Lunch	
1:30 – 3:00	Late Pregnancy: Teaching anatomy, warning signs, healthy choices / Janelle	90
3:10 – 4:30	Exercise and Relaxation: How to Teach Physical Skills / Kim James	80

Wednesday March 9

9:00 – 11:20	Stages of Labor: Teaching normal labor / 3 R's for Pain Coping / Janelle	140
11:30 – 12:30	Planning a Class: Objectives, Outlines, Techniques and Timing / Janelle	60
12:30 – 1:30	Lunch	
1:30 – 2:50	Teachbacks: Your turn to teach Exercise & Relaxation	80
3:00 – 4:30	Patterned Breathing, Gate Control, and Attention Focus / Angie Dobbins	90

Thursday March 10

9:00 – 10:20	Presentations: Your turn to teach a challenging topic	80
10:30 – 12:30	Variations, Complications, Interventions: What to Cover / Penny Simkin	120
12:30 – 1:30	Lunch	
1:30 – 2:50	Teachbacks: Your turn to teach Exercise & Relaxation	80
3:00 – 4:00	Informed Choice: Birth Plans and Unexpected Outcomes / Janelle	60
4:00 – 4:30	Interactive Teaching Techniques: Labor Rehearsals / Janelle	30

Friday March 11

9:00 – 10:20	Presentations: Your turn to teach a challenging topic	80
10:30 – 12:30	Pain and Pain Medication: Discussing the Options and Tradeoffs / Kim James	120
12:30 – 1:30	Lunch	
1:30 – 2:50	Postpartum and Newborn Care: Preparing Expectant Parents / Janelle	80
3:00 – 4:20	Planning a Series: Designing, Marketing, Evaluating Your Classes / Janelle	80
4:20 – 4:30	Q&A and Evaluations	10

Requirements for Successful Completion of this Continuing Education Activity:

In order to receive full contact-hour credit for this continuing education activity, you must attend all sessions in full, complete and submit an evaluation form, and fulfill these responsibilities:

Presentations: Each student is expected to do one ten minute presentation on a challenging topic (topics chosen on day one of the workshop). Student chooses the teaching method, but should present as if she is speaking to a classroom of typical expectant parents. After presentation, turn in written lesson plan listing at least two objectives, brief content outline, and teaching techniques used.

Teachbacks: Each student is expected to do two teachbacks. These are ten-minute student teaching sessions where they will demonstrate how they would teach a physical skill (e.g. breathing technique, massage, position for labor, etc.) Teachbacks must include information about why this skill is beneficial, a demonstration of how it is done, practice time, and feedback to the “students”. After teachback, turn in your written notes including a brief outline of what you will cover.

Workshop Purpose:

Provide a comprehensive training program for aspiring childbirth educators, covering teaching techniques, curriculum planning, and review of the content covered in childbirth preparation and early parenting classes. For nurses, the program will also give them educational skills they can use one-on-one with patients.

Disclosures:

Conflict of Interest: All planners and faculty have completed a statement that they do not have any potential conflicts of interest, and that they do not have any relationships with pharmaceutical companies, biomedical device manufacturers, and/or corporations whose products or services are related to pertinent therapeutic areas. The planners and presenters of this CNE activity have disclosed no conflict of interest including no relevant financial relationships with any commercial companies pertaining to this CNE activity.

Off-label Use: Speakers have stated that they will not be discussing off-label use of a product for a purpose other than that for which it was approved by the Food and Drug Administration(FDA), with the exception of a discussion of the widespread practice of using misoprostol / cytotec as a labor induction agent.

Commercial support: No commercial support, nor non-commercial sponsorship, was received for this workshop.

Endorsement: Approved faculty directed activity status does not imply endorsement by Great Starts, Parent Trust, ANCC or WSNA CEARP of any products displayed in conjunction with an activity.

Objectives Grid – 2009 Revised

Name of Activity: Teaching About Pregnancy, Childbirth and the Newborn

Place: Parent Trust for WA Children, 2200 Rainier Ave S, Seattle, WA 98144

Date/Time: March 8 – 11, 2011

Objectives. At the end of this activity, learners will be able to...	Content Outline	Time Frame	Presenter	Teaching Methods / Materials/ Categories of Evaluation
Introductions and Workshop Orientation (30 minutes)				
a) Describe 3 “housekeeping” items to address at the start of a class b) Demonstrate one method for doing introductions in a class	1) Room Set-Up and Logistics Discussion: The importance of first impressions 2) Housekeeping: Help people be comfortable by setting up behavioral expectations, telling them how to get physical needs met 3) Introductions of lead instructor and participants: the three-question method for introductions Please note: this time is serving a dual purpose... it includes participant introductions, which is normally not part of the contact hours calculation; however, they are also being used to illustrate teaching techniques that participants can later use in their own practice.	10 minutes for objective a 20 min for objective b	Janelle Durham	Discussion, interactive demonstration, role-modeling. Nametags, class outlines. <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change
Childbirth Educators: History, Role, Scope of Practice (80 minutes)				
a) Cite three significant concepts in the history of childbirth education b) Describe key aspects of the role and scope of practice of the childbirth educator	1) Key Influences on the History of Childbirth Education Classes a) Overview includes: Dick-Read’s Fear-Tension-Pain triangle; Lamaze / psychoprophylaxis; Kitzinger’s psychosexual approach; ICEA’s Informed Choice model; Bradley’s husband-coached method; Simkin’s 3R’s, Birthing from Within ‘awareness’, etc. 2) Role and Scope of Practice a) Educators should provide: education about the typical labor and birth experience; information about a broad variety of options, including their benefits and disadvantages; discussion of the common emotional experiences of this life transition. b) Educators should not: provide medical advice specific to one client’s situation. Preach that there is one right way for all women. Provide psychological counseling services. c) Note: some educators have specific advocacy stances where they promote or discourage certain options. This is acceptable only if this bias is stated clearly in information advertising the class.	55 min for a 25 min for b	Janelle Durham	Lecture, discussion, powerpoint. Projector; historical book display, articles on scope of practice in readings. <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change
Childbirth Education Today: The Students and Classroom Dynamics (90 minutes)				
a) List common characteristics of their student population that will affect their choices of	1. Characteristics of consumers: pregnant women, partners, age, social class, education level. Adult learners of Gen X / Gen Y. multi-cultural learners. May have complicated	90 for a	Janelle Durham	Lecture, discussion, powerpoint, video. <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement

teaching methods.	<p>histories: childhood sexual abuse, domestic violence, history of miscarriage or abortion, etc.</p> <p>2. Expectations / needs of students: Hoping to learn what to expect during birth; how to handle the pain of birth; how to manage the early days of parenting. Ways to assess specific learning needs and adapt teaching methods to their needs.</p> <p>3. Group process: Understanding influences on classroom dynamics. Exploring ways to help students connect as a group.</p>			<input type="checkbox"/> Skill & attitude change
Exercise and Relaxation: How to teach physical skills (90 minutes)				
<p>a) List four steps to be followed each time an instructor teaches a physical skill</p> <p>b) Demonstrate 2 conditioning exercises.</p> <p>c) Demonstrate 2 relaxation techniques.</p>	<p>1. 4 steps to effectively teach a physical skill: describe, demonstrate, practice, feedback</p> <p>2. Why we teach conditioning exercises</p> <p>3. Demonstration and practice of: posture, kegels, squats, pelvic tilts</p> <p>4. Why we teach relaxation techniques</p> <p>5. Demonstration and practice of: Passive relaxation, touch relaxation, visualization</p>	<p>20 for a 35 for b 35 for c</p>	<p>Janelle Durham</p>	<p>Lecture, demonstration, return demonstration. Pelvis, fetal doll, white board, soothing music</p> <p>X Learner satisfaction</p> <p><input type="checkbox"/> Knowledge enhancement</p> <p><input type="checkbox"/> Skill & attitude change</p>
Late Pregnancy: Teaching anatomy, warning signs, and healthy lifestyle choices (80 minutes)				
<p>a) list 5 warning signs in late pregnancy that women should report to care provider</p> <p>b) Describe two methods for teaching lifestyle choices to expectant couples</p>	<p>1. Anatomy and physiology: normal changes of late pregnancy – what should you cover</p> <p>2. Coping with common discomforts</p> <p>3. Warning signs in pregnancy (signs of preterm labor, PIH, infection, and fetal challenges, vaginal bleeding); How to cover without frightening everyone</p> <p>4. Healthy lifestyle choices (exercise, nutrition, substance) and how to cover them without talking down or sounding judgmental</p>	<p>40 on a 40 on b</p>	<p>Janelle Durham</p>	<p>Lecture, AV aids, brainstorming, game, grab bag. Anatomy posters, effacement / dilation poster, knitted uterus, amniotic sac/placenta, pelvis; lift the flap game, card game, grab bag.</p> <p>X Learner satisfaction</p> <p><input type="checkbox"/> Knowledge enhancement</p> <p><input type="checkbox"/> Skill & attitude change</p>
Stages of Labor: Teaching normal labor / 3 R's for Pain Coping (140 minutes)				
<p>a) Define terms used to describe progress of labor and birth.</p> <p>b) Plan a lesson about stages of labor, addressing physical signs, mom's emotions, what partner can do to help</p> <p>c) Describe the Three R's of coping with Labor Pain</p>	<p>1. Onset of labor</p> <p>2. Stage one: early, active, and transition</p> <p>3. Stage two</p> <p>4. Stage three</p> <p>For each stage, cover: what is happening in terms of cervical changes / labor progress; mom's mood and emotions; what mom and partner can do to help with labor progress and minimizing discomfort (Using the three R's – Relaxation, Rhythm, Ritual.)</p> <p>Note: This presentation is taught as it would be taught to a class full of expectant couples, with the intention of role-modeling effective teaching. At the end of the presentation, a discussion is</p>	<p>10 on a 110 on b 20 on c</p>	<p>Penny Simkin or Janelle Durham</p>	<p>Lecture, AV's, video, role-modeling, discussion.</p> <p>Road Map of Labor poster. Position posters, posters showing effacement, dilation, station, and rotation. Knitted uterus, fetus, pelvis, cloth perineum, plastic/foam perineum.</p> <p>X Learner satisfaction</p> <p><input type="checkbox"/> Knowledge enhancement</p> <p><input type="checkbox"/> Skill & attitude change</p>

	held about why various choices were made, and options for how to present.			
Planning a Class: Objectives, Outlines, Techniques and Timing (60 minutes)				
a) Compose SMART learner-based objectives. b) Develop a content outline and teaching plan for a 20 minute segment of a class.	1. Designing SMART learner-based objectives (Specific, Measurable, Achievable, Relevant, Time-Bound) 2. Outlines: a. Planning Topic and Content for a Class Session. b. Determining what information is essential c. Finding a logical flow / order for presentation 3. Teaching Techniques: Using a Variety of Methods to Increase Engagement and Enhance Retention 4. Timing: Budgeting how much time to allow for each topic	10 min on a 50 min on b	Janelle Durham	Lecture, brainstorming, small group work to practice skills. White board, easel pad, markers. <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change
Teachbacks (Two 80 minute sessions)				
a) Demonstrate conditioning exercises, breathing patterns, and/or relaxation techniques b) Develop a teaching plan which includes description, demonstration, practice and feedback	Class split in small groups, supervised by experienced instructor Each student has 10 minutes to: List benefits of assigned skill (e.g. kegel, squat, touch relaxation, slow breathing) Demonstrate it Have students practice Give and get feedback. Students submit written teaching plan; instructor gives feedback	70 min on a 10 min on b	Janelle Durham and students	White board, pelvis, fetal doll <input type="checkbox"/> Learner satisfaction <input checked="" type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change
Patterned Breathing, Gate Control, Attention Focus (90 minutes)				
a) Discuss the concept of attention focus, or gate control theory, as used for coping with labor pain b) Demonstrate three patterned breathing techniques	1. Why we teach breathing techniques: attention focus and the gate control theory of pain 2. Slow breathing. Discussion, demo, practice 3. Light breathing. 4. Breathing Variations: variable, contraction tailored, and slide 5. Second stage techniques: spontaneous versus directed pushing vs. laboring down 6. External focal points: visual, music, movement, touch	45 min on a 45 min on b	Janet Whalley	Lecture, Demonstration, Return Demo Ice to simulate contractions. Pushing stage posters. Plastic perineum and fetal doll. Focal points. <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change
Participant Presentations (Two 80 minute sessions)				
a) Compose the content for a ten minute presentation b) Utilize at least one AV aid or interactive teaching technique	Each student has 10 minutes to do a presentation on a challenging topic (e.g. substance use, warning signs, pain medication preference, postpartum depression) Students will use AV aids or interactive techniques (e.g. model pelvis, doll, brainstorming, role play) Group reviews teaching plan and objectives and offers feedback on presentation	60 min on a 20 min on b	Janelle Durham and students	Varies depending on presentation topic: may include lecture, AV's, demo and return demo, brainstorming, or role play <input type="checkbox"/> Learner satisfaction <input checked="" type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change

Variations, Complications, Interventions: What to Cover (120 minutes)				
a) Plan a lesson discussing 6 major variations which could occur during labor, birth, and postpartum. b) List self-help techniques for each variation. c) List medical interventions for each variation.	1. Why we teach: learning objectives. Possible concerns about what to present / how to present 2. Common variations: premature, slow to start (induction), precipitous, prolonged labor (augmentation), back pain, cesarean 3. Possible interventions: what parents can do, medical options, surgical options 4. Cesarean Birth. Indications. Procedure. Benefits and risks. Prevention. How to teach	40 min on a 40 min on b 40 min on c	Janelle Durham or Penny Simkin	lecture with AVs, video, brainstorming of objectives; demonstration / return of back labor techniques. Cesarean video, pelvis, baby, position posters – relief of back pain, massage tools, informed consent cards, variations discussion cards. Amnihook, EFM poster, IFM electrode, posters for Pitocin, AROM, forceps, vacuum, episiotomy <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change
Informed Choice: Birth Plans and Unexpected Outcomes (60 minutes)				
a) Discuss key questions for informed choice b) Describe a birth planning technique parents could use for communicating their preferences for birth and for unexpected outcomes	1. Informed Choice: Teaching 4 key questions: Benefits, Risks, Alternatives, Timing 2. Birth planning process: birth plan worksheet to review with partner, discussions with care provider, written preferences for birth 3. Unexpected Outcomes: Definition. How and why to approach subject. Supporting a student with an unexpected outcome	20 min on a 40 min on b	Janelle Durham	Lecture with discussion, stories. White board. <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change
Interactive Teaching Techniques: Labor Rehearsal (30 minutes)				
a) Utilize several methods for a labor rehearsal.	1. Benefits to interactive teaching: get students engaged, appeal to different learning styles, increase retention 2. Benefits of labor rehearsals: allow students to review information used, practice problem-solving scenarios, and get more hands-on practice with comfort techniques within the broader context of an imagined labor. 3. Methods for labor rehearsal: stations posters, scenarios cards, Labor Cranium, dice roleplaying game, video based	30 minutes	Janelle Durham	lecture, AV, scenarios, games, videos. Instructional aids: stations posters, scenarios cards, labor cranium, dice and white board, videos showing early, active, transition, and pushing <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change
Pain and Pain Medication: Discussing the Options and Tradeoffs (120 minutes)				
a) Explain accurate and current information about medications for pain in childbirth. b) Create a lesson plan to guide expectant parents in evaluating their options for pain medication	1. Challenges in presenting pain medications (audience bias, instructor bias) 2. Pain in childbirth: causes and sensations. 3. Helping parents evaluate pain medication preferences 4. Pain Medication: analgesia vs. anesthesia, systemic vs regional, systemic narcotics, epidurals, anesthetic for cesarean and repair 5. How to create a lesson plan to teach about epidurals and the tradeoffs involved in choosing one; ways of reducing the tradeoffs and increasing the benefits	60 min on a 60 min on b	Kim James	lecture, story-telling, discussion, values clarification, brainstorm, role play. Video, Props and AV for epidural procedures <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change

Postpartum and Newborn Care: Preparing Expectant Parents (80 minutes)				
a) Differentiate between normal physical and emotional aspects of postpartum and warning signs. b) Demonstrate methods for teaching newborn care c) Demonstrate methods for teaching infant calming	1. Postpartum: hospital stay, physical recovery, warning signs (e.g. excessive bleeding, signs of infection, fever) 2. Normal Emotional adjustment vs. Postpartum mood disorders 3. Teaching Newborn Care: Bathing, Dressing, diapering, sleeping 4. Teaching crying and calming methods (Swaddling, Swaying, Shh-ing, Sucking)	30 min on a 30 min on b 20 min on c	Janelle Durham	Video, discussion, brainstorming. video, newborn care supplies: diapers, bath stuff, clothes, blanket, doll <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change
Planning a Series: Designing, Marketing, Evaluating Your Series (80 minutes)				
a) Describe the process of planning a class series. b) Identify means for evaluating your teaching, and the learning experience.	1. Preparing a lesson plan a. Format: how many classes, how many hours b. Content: deciding what topics are essential c. Balancing a class: dividing up the materials between class sessions d. Teaching techniques: keeping classes lively 2. Certification options / job options 3. Evaluation / Self-Evaluation: ways to evaluate and improve upon your classes	60 min on a 20 min on b	Janelle Durham	Lecture and group discussion. Sample curriculum that are available on-line or to purchase from various sources <input checked="" type="checkbox"/> Learner satisfaction <input type="checkbox"/> Knowledge enhancement <input type="checkbox"/> Skill & attitude change .
Q&A and Evaluations (10 minutes)				

Total Minutes $1480/60 \text{ min} = 24.6$ contact hours

Specify AV needs

(Note: Laptop, LCD, Screen, and microphone will automatically be provided)

Podium Flip Chart DVD capability VCR capability

Other: specify: white board