Subject Matter/Content: Pregnancy Complications: Part I

Recommended Week in Orientation: 9

Prep Work Prior to Class:

<table>
<thead>
<tr>
<th>Modality</th>
<th>Topics</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>POEP Module IV</td>
<td>Perinatal Infections (GBS, Hep B, HIV, etc) UTI, Pyelonephritis, &amp; Intra-amniotic Infections Bleeding Emergencies (Previa, Abruption, Accreta, DIC) Multiples</td>
<td>POEP Pre-test POEP Post-test</td>
</tr>
<tr>
<td>POEP Module III</td>
<td>Postpartum Hemorrhage</td>
<td>POEP Pre-test POEP Post-test</td>
</tr>
<tr>
<td>Pregnancy Complications Part I: Prep Worksheet</td>
<td>Everyone preps for bleeding emergencies with one additional topic per 1-2 people</td>
<td>Completed worksheet</td>
</tr>
</tbody>
</table>

Educator(s) Needed:

- 1 OB content expert & 1 OB educator
- Enhancement: Person to play the patient if doing live scenarios

Materials Needed:

- Large sticky notes for the wall
- Markers
- Video clips of patient scenarios (provided) for game OR OB expert to play the patient role --
  - If a person is playing the patient, you will also need:
  - Wheelchair and stretcher
  - Towel with blood & mesh underwear
  - Postpartum gown
  - Simulated pregnancy belly
- Various carriers for blood loss (pads, chux, laps, 4x4s, etc) with different quantities of simulated blood
- Scale (number varies based on size of group)
- Materials for show & tell (Floseal, tamponade balloon, hemorrhage cart/bag, documentation, etc)
- Medication poster with “Answer” cards – attached with Velcro
- Provided postpartum hemorrhage case study
- A/V Equipment for case study presentation

Implementation:

<table>
<thead>
<tr>
<th>Time</th>
<th>Learning Activity</th>
<th>Facilitator Actions</th>
<th>Learner Objectives/Outcomes</th>
</tr>
</thead>
</table>
| 30 mins| Ice Breaker & Questions                        | • Spend time answering any questions from the prep work that was done prior to class – this will help you identify where the sticking points are and focus your teaching for the day | • Demonstrate understanding of content reviewed prior to class  
• Distinguish areas of study that require further clarification |
| 2 hr   | Pregnancy Complications Review                  | • Divide learners into teams of 4-5 and explain the concept of the game  
• The first team will stand up in front while the rest become the audience  
• Place a large sheet of paper on the wall and write three topics:  
  1. What do you see?  
  2. What is it?  
  3. What are you going to do about it?  
• Place a second sheet of paper on the wall and write three choices:  
  1. Phone a Friend  
  2. Eliminate a Choice  
  3. Poll the Audience  
• A patient (played by another instructor or OB expert) will be presented to them (see types of patients below) and they must ask questions and do an initial assessment  
• The facilitator says “Pause” when a lot of the initial assessment questions are done and asks “What do you see?” → Take notes on what they say on the sheet of paper  
• Next, ask “What do you think it is?” → List their different ideas under What is It? Do not comment on what they list or try to influence their direction!!  
• Now, the team must narrow down their choices to decided collectively what is happening with the patient BEFORE moving on to their plan  
  o The team may use any of their options listed above once  
  o Phone a Friend is when they pick the person who reviewed a particular topic prior to class (ex: if the team wants to see if Pyelo is | • Analyze assessment data for a patient scenario  
• List possible diagnoses for the patient based on assessment data and prior knowledge  
• Conclude which diagnosis is most appropriate for the patient scenario  
• Develop a plan for the patient based on diagnosis  
• Explain rationale for diagnoses and interventions |
the right option, they would “phone” the learner who studied Pyelo to ask them questions)
  o Eliminate a Choice: the facilitator will eliminate one of their diagnoses from the list without giving the rationale
  o Poll the Audience: the team can ask each person from the audience to vote for what they think it is and either go with the majority or not

- When the team decides what they think the patient’s condition is, then they can move on to “What do you want to do about it?” and make a plan
- When the team returns to the larger group, lead a facilitated discussion about what just happened in the scenario, if that was the correct diagnosis and why, and then any other thoughts the learners have

Notes on the scenarios:
- Each patient scenario should take approximately 20-25 mins
- May use the pre-filmed videos of patient scenarios or use a real person to play the role of patient
  - This will be more of a guided discussion format and less active, but works well when there is only 1 instructor
- Patient scenarios:
  - Abruptio vs. Precipitous Delivery: Visibly term pregnant patient comes in via wheelchair, reporting contractions and lower back pain. Visibly uncomfortable and unable to sit still. Towel between legs with blood on it. Patient reports no known leaking of fluid, + fetal movement, due in 2 weeks, and pain/contractions starting 2 hrs ago.
  - Anxiety vs. PE/Flu: PP patient 12 hours out from delivery in bed. Reporting chest tightness, difficulty breathing, anxiety/sense of doom, normal bleeding on pad, lung sounds clear to auscultation
  - Preterm Labor vs. Pyelonephritis: Antepartum patient in a bed, approximately 30 weeks pregnant. Reporting lower back pain and cramping. No leaking of fluid, spotting when using restroom, + fetal movement.

- Present each scenario exactly the same way twice with separate teams – this allows the learners to see that the same presentation may be different issues

<table>
<thead>
<tr>
<th>1 hr</th>
<th>Hemorrhage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activities may be done in any order</td>
</tr>
<tr>
<td></td>
<td>Calculating Blood Loss Game (may be done in small groups if supplies allow):</td>
</tr>
</tbody>
</table>

- Demonstrate appropriate way to measure blood loss
**Matching, Discussion, Show & Tell, Blood Loss Practice**
- Provide different carriers for blood loss (chux, pads, laps, etc) at several stations and a scale
- Have the learners first write down what their estimation is of blood loss (use any tools the institution has to estimate blood loss)
- Then, have the learners weigh each item and compare their estimation to the actual weight
  - **Show & Tell (done as one big group):**
    - Show and discuss your institutional standards, job aids, protocols, etc.
    - Show and discuss any interventional objects (tamponade balloon, Floseal, etc)
    - Show and discuss the hemorrhage cart/bag, documentation, etc (if applicable)
  - **Medication Review – choose one (may be done in smaller groups if needed):**
    - **Poster Activity:**
      - Poster with blank spaces placed where all can see
      - Distribute the cards with the missing “answers” to the learners
      - Let the learners place the “answers” where they go on the chart
      - Facilitate a discussion as needed
    - **Medication Jeopardy Group Quiz:**
      - Use the powerpoint as a Jeopardy game to quiz learners on uterotonic medications

<table>
<thead>
<tr>
<th>45 mins</th>
<th>Postpartum Hemorrhage Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case Presentation (done as a group)</strong></td>
<td></td>
</tr>
<tr>
<td>- Go through the provided case study as a group once, explaining what the team did – ask questions of the group as the case progresses</td>
<td></td>
</tr>
<tr>
<td>- Go through the case a second time with the Stages of blood loss overlaid</td>
<td></td>
</tr>
<tr>
<td>- Debrief what the team did well and what Work through a case study in small</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30 mins</th>
<th>Questions &amp; Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Take time at the end of the class to answer any lingering questions and explain any after-class work</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Encourage the learners to complete their class evaluations</strong></td>
<td></td>
</tr>
</tbody>
</table>

- Identify institutional tools for estimating blood loss
- Demonstrate knowledge of hemorrhage medications
- Identify institutional resources for hemorrhage
- Analyze a hemorrhage case for successes and opportunities for improvement regarding recognition and intervention
- Accurately correlate blood loss with physiologic changes
Evaluation:

- Pre/Post Test from class prep modules
- Return demonstration of accurate calculation of blood loss
- Demonstration through group activity of knowledge related to uterotonic options for perinatal hemorrhage
- Demonstration of critical thinking related to postpartum hemorrhage through discussion and case study

Post-Class Assignment:

N/A

Supplemental Activities (Optional):

Case studies on various topics:

1. Infection
2. Postpartum Hemorrhage (from AWHONN Instructor Manual)

Uterotonic Medication Quiz

1. Powerpoint located on Sharepoint – can post on Wellspot for individual use or do as an alternative in-person activity to the poster

** May be done individually, with cohort, or with preceptor outside of class