

Subject Matter/Content: Maternal Physiologic Adaptations & Antenatal Fetal Surveillance

Recommended Week in Orientation: 2

Prep Work Prior to Class:

Modality	Topics	Evaluation
POEP Module II	Fetal Development Review of systems and physiologic changes with pregnancy Psychosocial Adaptations Emotional Support Antenatal Fetal Surveillance Review	POEP Pre-test POEP Post-test

Educators Needed:

- 1 OB content expert

Materials Needed:

- Antenatal fetal surveillance video: Patient experiences
- **Clicker system for Jeopardy game**
 - **Turning point application**
- Large sticky notes for the wall
- Small sticky notes (2 different colors)
- Markers
- SBAR & prenatal record examples (1 for each L&D/AP group)
- Postpartum Woman posters (1 for each PP group) – 2x3, laminated (compatible with dry erase markers)
- Prizes for the winning group for Jeopardy and for each spokesperson/presenter

Classroom Set-Up:

- Arrange seating in groups of 4-6
 - Write names of learners on tent cards and place them in mixed-specialty groups so that when they arrive, they are assigned to seats
- AV equipment: Check to be sure that the website for Healthtalk.org is pulled up and working & that Jeopardy Game is working correctly
- Pass out clickers for each learner

Implementation:

Time	Learning Activity	Facilitator Actions	Learner Objectives/Outcomes
30 mins	Ice Breaker & Questions	<ul style="list-style-type: none"> • Ask if there are any questions or areas of confusion from the prep work • Ask participants to think about the question “What has been your greatest challenge in life to date?” • Give learners 5-7 mins to write down their reflections • Ask if anyone is comfortable sharing and then pull themes from the stories: <ul style="list-style-type: none"> ○ Typical themes are uncertainty, ambiguity, lack of control, unexpected outcomes (good or bad) • Ask learners to reflect on these themes as they watch the video 	<ul style="list-style-type: none"> • Demonstrate understanding of content reviewed prior to class • Distinguish areas of study that require further clarification • Get to know each other!
30 mins	Antenatal Fetal Surveillance Video	<ul style="list-style-type: none"> • Play all video clips from Healthtalk.org site: http://healthtalk.org/content/antenatal-fetal-surveillance-videos • Facilitate a discussion around the following topics: <ul style="list-style-type: none"> ○ What made the biggest impact on them? ○ How do they see this knowledge of the patient experience with AFS applying to their work with in-patient populations? ○ What were the take-aways? • End by connecting their experiences with their “biggest challenges” to the experiences the patients in the video were describing – <i>you do not have to have the same</i> 	<ul style="list-style-type: none"> • Discover common interpretations & themes around antenatal fetal surveillance as experienced by the patient • Apply knowledge of these themes to the in-patient care setting

		<i>experience to relate to the theme and therefore, your patient!</i>	
1.5 hrs	Maternal Adaptations Jeopardy Game	<ul style="list-style-type: none"> • Divide learners into teams (mix of specialties) • Explain the Jeopardy Game and how to select answers • Facilitate Jeopardy Game <ul style="list-style-type: none"> ○ As each question is answered, discuss any wrong answers and re-enforce correct answers • Award the winning team a prize! 	<ul style="list-style-type: none"> • Demonstrate knowledge of maternal adaptations to pregnancy
1 hr	Maternal Adaptations	<ul style="list-style-type: none"> • Explain the overall goal of the activity • Separate groups by L&D & PP (divide evenly if LDRP) • L&D/AP group is provided with an SBAR and a prenatal record for a pregnant patient and a sample of prenatal record (with some issues) <ul style="list-style-type: none"> ○ Provide sticky notes in two different colors to the group (color A): What would you assess? (color B): What normal changes would you find on assessment? ○ Instruct the group to draw their patient on a big piece of paper and place the sticky notes on the drawing • PP group is provided with a drawn patient with issues already filled in (ex: 2+ bilateral lower extremity edema) <ul style="list-style-type: none"> ○ Instruct the group to prioritize their PP assessment & care for the patient based on the issues • Ask the groups to choose one spokesperson for their group to present their work • When the group presents, ask follow-up questions to discover underlying critical thinking • Ask each spokesperson for their “elevator speech” about their patient – “what would you say about your patient if you only had 1 minute to tell me about them?” 	<ul style="list-style-type: none"> • Critically analyze patient information • Become familiar with common sources of information • Identify pertinent prenatal care information • Prioritize care based on patient presentation and prior knowledge • Develop a plan of care for a labor and postpartum patients • Communicate priorities and plan in a concise, but thorough statement
30 mins	Questions & Evaluations	<ul style="list-style-type: none"> • Take time at the end of the class to answer any lingering questions and explain any after-class work • Encourage the learners to complete their class evaluations 	

Evaluation:

- Pre/Post Test from class prep modules
- Demonstration of knowledge of maternal adaptations through Jeopardy game
- Demonstration of familiarity with patient information documents, critical thinking, prioritization, and planning through the development of a patient care plan

Post-Class Assignment:

- Suggestion to preceptors to review real prenatal records with the learners with a focus on how prenatal information can educate and affect antepartum, labor, delivery and postpartum care.