

Subject Matter/Content: Labor & Birth (Normal) & EFM

Recommended Week in Orientation: 4

Prep Work Prior to Class:

Modality	Topics	Evaluation
POEP Module III	Theories of Labor Onset The Five Ps Affecting Labor Maternal-Fetal Assessment Labor Support and Pain Control Stages of Labor	POEP Pre-test POEP Post-test
Healthstream Module: Introduction to Fetal Hearth Monitoring (3 hours)	Lessons: <ul style="list-style-type: none"> • Maternal and fetal physiology • Uterine and fetal assessments • The instrumentation used in fetal monitoring • Monitoring and clinical interventions • Risk management techniques <p>Completing this program will provide perinatal clinicians with important tools needed to interpret fetal heart monitoring data, implement interventions, and evaluate the effect of these interventions on maternal and fetal well-being.</p>	Module Pre-test Module Post-test
Pre-class activity	Come prepared to class ready to teach one thing that you learned during your first week on the L&D floor	

Educator(s) Needed:

- 1 OB content expert (Must be proficient in EFM)
- Enhancement: Midwife or physician to facilitate labor management portion of the day

Materials Needed:

- Lisa Miller FHR Assessment book
- Poster or copies of the Management of FHR at your institution

- Show & Tell items:
 - Internal & external monitor components, amnihook, Doppler, Leopold’s model (could be low-fidelity baby doll with a blanket over the baby)
 - Enhancements: Leopold’s simulation model, access to fetal monitors from the unit to bring to class
- When available, have labor support supplies available (i.e., ball, chair, birthing stool, bars, etc)
- Guest Facilitator(s)? → **Confirm speaker 1 week prior**
- AAP NeoFacts Case Review (1 copy for facilitator)
- EFM strip examples (4-5 for group review and 1 per pair for pair activity)
- AV equipment to show digital video and DVD
- Enhancements:
 - Hold class at the end of the week to maximize exposure on the floor
 - Fetal Heart Rate rulers purchased from Lisa Miller
 - Vaginal Exam Model to practice cervical exams
 - Leopold’s simulation model
 - Labor bed to practice positioning a pregnant patient
 - ELMO or other projector device to project EFM strips and NeoFacts case onto screen
- Roadmap to labor poster including intervention and roadblock cards

Classroom Set-up:

- Suggested Seating: Horseshoe set-up for EFM (ability to move tables & chairs around to make space)

Implementation:

Time	Learning Activity	Facilitator Actions	Learner Objectives/Outcomes
30 mins	Intro & Questions	<ul style="list-style-type: none"> • Check-In with learners <ul style="list-style-type: none"> ○ Answer questions from prep work ○ Discuss with learners what they will be applying to nursing practice from prep work 	<ul style="list-style-type: none"> • Demonstrate understanding of content reviewed prior to class • Distinguish areas of study that require further clarification
15 mins	Penny Simpkin’s 3 R’s <i>Video & Discussion</i>	<ul style="list-style-type: none"> • Play Penny Simpkin’s Video – provided • Facilitate a discussion around: <ul style="list-style-type: none"> ○ What did you notice about the women in various stages of labor? ○ Could you tell they were changing by just observing their behavior? ○ What let you know? 	<ul style="list-style-type: none"> • Summarize the ways the labor experience is similar and different for women

		<ul style="list-style-type: none"> ○ What were the different coping mechanisms you saw the women doing? ○ How were the partners involved? 	<ul style="list-style-type: none"> ● Identify the changes that can be observed as women progress through labor ● Identify a variety of options for labor support
30 mins	Labor Support (non-pharm)	<ul style="list-style-type: none"> ● Positioning practice, Show & tell <ul style="list-style-type: none"> ○ Ball, stool, chair, labor bed, etc. 	<ul style="list-style-type: none"> ● Demonstrate and practice positions to enhance the labor experience ● Evaluate available tools for labor support ● Formulate plans for future use with laboring patients
15 min	Labor Support (pharmacologic)	<ul style="list-style-type: none"> ● Facilitate a discussion around pharmacologic options for women in labor <ul style="list-style-type: none"> ○ Utilize institutional specific standards/protocols ● Or: ● Role play: OB content expert demonstrates bad labor support and some good labor support. For example: <ul style="list-style-type: none"> ○ Standardized patient sitting in a chair with a patient gown on pretending to be in labor and experiencing pain. She starts crying and saying “I can’t do this anymore!” ○ Facilitator – Have patient pause and ask the class – “What do you say?” “What do you want to do/offer?” ○ Re-start – Facilitator invites a learner up to try out some of the suggestions with the patient (could go good or bad depending) – either way, patient ends up saying “I want pain medication!” ○ Pause – Facilitator asks - “how did that go?” and ask “what would you do now?” Facilitator guides through conversation about what pharm resources are available, most appropriate for this patient and why ○ Re-start – Invite another learner up to demonstrate how to talk to a patient in pain about her options, etc. ○ Facilitator debriefs group, clarifies, discusses institution specific standards, etc. ● Or: <ul style="list-style-type: none"> ○ Have someone (orientee or facilitator) play an patient with an epidural ○ Facilitator demonstrates different ways to position patient to help facilitate opening of the pelvis and aid in labor process 	<ul style="list-style-type: none"> ● Compare and contrast pharmacologic methods to treat labor pain ● Demonstrate therapeutic communication ● Identify which medications are appropriate to treat the different experiences of pain

45 mins	Roadmap to Labor Activity	<ul style="list-style-type: none"> ▪ Utilize bed and peanut ball • Hang blank roadmap on the wall • Pass out the associated notecards – latent labor, active labor, 2nd stage, 3rd stage • Learners will participate by placing notecard options on the map • Facilitator can place “Roadblocks” along the roadmap <ul style="list-style-type: none"> ○ Encourage learners to collaborate and figure out what they would do to get past the roadblocks 	<ul style="list-style-type: none"> • Indicate how the roadmap to labor should be used in care planning • Practice anticipatory care planning
2 hr	<p>EFM Review and Practice</p> <p><i>Learners will be in their FIRST week on L&D – focus on the basics!</i></p>	<ul style="list-style-type: none"> • Show & Tell – Leopold’s practice, monitors (internal and external), amnihook <ul style="list-style-type: none"> ○ Demonstrate Leopold’s maneuvers to the group using the model. Ask the learners to provide you will each step ○ Allow opportunities for learners to come to the front and practice on their own • Review EFM concepts and basic interpretation skills <ul style="list-style-type: none"> ○ Baseline, variability, acceleration/decelerations ○ Contractions ○ Physiology behind changes in FHR – reinforce the connection between our interventions and the physiologic basis for change in FHR • EFM Group interpretation/ partner interpretation activity <ul style="list-style-type: none"> ○ Use Lisa Miller’s FHR management model (powerpoint provided) to facilitate discussion <ul style="list-style-type: none"> • What is it? What does it mean? What do we do about it? ○ Ask: Is there an interruption in oxygen pathway? Can we rule out fetal metabolic academia? ○ Use Lisa Miller’s workbook to review 4-5 example EFM strips together as a group putting the FHR management model into practice • Partner practice <ul style="list-style-type: none"> ○ Give a EFM tracing to each pair ○ Pairs will interpret the FHR using the FHR management model, NICHD terminology, and category 	<ul style="list-style-type: none"> • Demonstrate Leopold’s maneuvers • Explain the difference between internal and external monitors • Identify when each monitor would be the most appropriate choice • Interpret EFM tracings using NICHD terminology and standards • Use SBAR to collaborate with the LIP and recommend patient care based on EFM interpretation

		<ul style="list-style-type: none"> ○ One person from the pair will then give SBAR on their strip to the facilitator (as if to LIP) 	
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:

- POEP Pre/Post Tests
- Healthstream Pre/Post Tests
- Demonstration of labor patient positioning
- Demonstrate critical thinking through creating a plan of care and navigating the roadmap to labor
- Demonstration of correct interpretation of EFM tracing using available tools and standards of care

Post-Class Assignment:

1. Go to online group (Wellspot, Sharepoint, etc)
2. Participate in online “Birth Plan” Discussion
 - a. Post your birth plan and respond to one other person’s birth plan with how you would provide support to meet the birth plan goals

Supplemental Activities:

- Work through NeoReviews “Strip of the month” Reviews with preceptor or OB content expert
 - Some are free to access and can be searched for through Google searching “neoreviews strip of the month” OR use the ones provided on the Sharepoint site (instructor – post these to Wellspot group)