

Subject Matter/Content: Neonatal Complications

Week in Orientation: 8

Prep Work Prior to Class:

Modality	Topics	Evaluation
POEP Module VIII	Introduction to SGA/LGA Late Preterm Infants Post-term Infants Respiratory Complications (RDS, TTN, MAS, Pneumonia) Sepsis & Chorioamnionitis Hyperbilirubinemia (in-depth) Neonatal Abstinence Syndrome	Pre-test Post-test

Educators Needed:

- 1 OB or neonatal content expert
- Enhancement: Neonatologist or Neonatal Nurse Practitioner to facilitate any portion of the day

Materials Needed:

- 2x3 poster with a baby image (1 per group of 3-4)
- Dry erase markers
- Karen D’Apolito DVD for NAS
- Karen D’Apolito Manual
- Copies of Finnegan Scoring Sheet for each participant
- Hypoglycemia/Sepsis Case Study
- Neonatal Seizure Video Clips
- 2x3 poster on neonatal seizures (1-2 depending on size of group)
- Handout on Jittery vs. Seizure
- Neonatal seizure quiz handouts
- 10-20 Index Cards (4x6)
- Late Preterm Infant SBAR
- A/V Equipment to show DVD and video clips

Implementation:

Time	Learning Activity	Facilitator Actions	Learner Objectives/Outcomes
30 mins	Ice Breaker & Questions	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrate understanding of content reviewed prior to class • Distinguish areas of study that require further clarification
45 mins	NAS Activity	<ul style="list-style-type: none"> • Divide learners into groups of 3-4 • Place laminated blank baby poster with each group with some markers • Instruct the groups to write on the baby all the areas that need to be scored according to the Finnegan tool <ul style="list-style-type: none"> ○ Ask the groups to do this activity from memory first ○ After this attempt, they can use their references (instructor manual or scoring sheet) to fill in the gaps • Next, ask the groups to think about what else these symptoms could be from and write that in a different color next to the scoring element on the baby <ul style="list-style-type: none"> ○ Ex: Tremors can be a sign of hypoglycemia OR withdrawal • Instruct a member from each group to present 2 elements to the class that may be masked and explain which assessments/test can help determine the cause of the symptom 	<ul style="list-style-type: none"> • Recall elements of Finnegan scoring system for NAS • Determine which elements may be masked by other underlying pathophysiology • Propose a nursing plan for further assessment to distinguish the underlying cause for the NAS symptom
	NAS Scoring Practice	<ul style="list-style-type: none"> • Handout the Finnegan Scoring Sheets to each learner • Play Exam 2 from the Karen D’Apolito DVD and give learners time to score the baby in the video alone • Facilitate a discussion with the group on any areas of discrepancy among the learners • When consensus on a score has been achieved, play the Review of Exam 2 from the Karen D’Apolito DVD • Facilitate a discussion on any areas of discrepancy 	<ul style="list-style-type: none"> • Apply knowledge from prep work and prior activity to accurately score a withdrawing infant • Compare scoring with other members of the team and against the expert for inter-rater reliability • Discuss rationale for scoring
1 hr	Hypoglycemia/Sepsis Review Case Study	<ul style="list-style-type: none"> • Work through a case study in small groups • Incorporate review of institution-specific protocols, standards, and job aids into discussion 	<ul style="list-style-type: none"> • Apply knowledge of hypoglycemia and sepsis to a case study • Examine institutional standards around infant hypoglycemia & sepsis

			<ul style="list-style-type: none"> • Construct a plan for the newborn in the case study using institutional guidelines and best practice recommendations
20 mins	Newborn Seizures	<ul style="list-style-type: none"> • Play clips showing neonatal seizures to learners <ul style="list-style-type: none"> ○ http://newborns.stanford.edu/PhotoGallery/Sz1.html ○ https://www.youtube.com/watch?v=lqj1HBT6oCQ • Discuss learner observations and answer questions • Hand out the chart on “Seizures vs. Jitteriness” and place posters on neonatal seizure in the room. Allow learners 10 mins to read poster and handouts • Hand out the quiz and allow 5 mins for completion 	<ul style="list-style-type: none"> • Identify elements of neonatal seizures • Distinguish neonatal seizure from other neonatal movements • Prioritize nursing actions if neonatal seizure occurs
1 hr	Late Preterm Infant <i>Pass the Problem</i>	<ul style="list-style-type: none"> • Begin with a facilitated discussion. “What are the issues common to late preterm infants?” → Write these on note cards and keep them with you • Place the note cards with the issues the learners identified on the wall where they can be viewed • Present the learners with a general SBAR on a late preterm infant and select the first participant • This first person will identify the “issues” with the newborn they received SBAR on → then they will prioritize care at this moment in time → then they will add to the story by selecting a Problem Card for the next participant • Repeat the steps of prioritizing care and adding to the story • <i>**In larger groups, you may choose to have one person identify the issues, and then another person prioritize care to spread out the work</i> 	<ul style="list-style-type: none"> • Identify the common issues for late preterm infants • Adapt to changing information for the patient • Build a new plan of care based on new information or changing patient status
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 through writing of knowledge regarding the elements of the Finnegan tool and NAS scoring
- Demonstration of inter-rater reliability with NAS scoring using the Finnegan Tool
- Post-test on neonatal seizures
- Demonstration of adaptability and critical thinking with Late Preterm topics through an organically changing case study

Post-Class Assignment:

N/A

Supplemental Activities (Optional):

Case studies on various topics:

1. Chorioamnionitis
2. Small for Gestational Age/IUGR
3. Transient Tachypnea of the Newborn/Respiratory Distress Syndrome

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