

Great Starts Lamaze Series: Rev 5/11

Week 1 – Let Labor Begin on Its Own.

Purpose: Introduce parents to the Lamaze philosophy of birth and the series curriculum. Allow class members to begin building community within their cohort. Give expectant parents a framework for preparing for labor that includes building confidence and excitement for childbirth and parenting. Introduce labor pain coping skills

Objectives: At the end of the class, the learner will be able to:

1. Describe concepts from the Lamaze philosophy of birth
2. Demonstrate the relaxation response during a guided relaxation.
3. List 3 important physiologic developments in late pregnancy.
4. Describe 3 healthy choices in pregnancy.
5. Describe the role of labor hormones.

| Start | Length | Topic | Teaching Method/Key Message |
|-------|--------|--|----------------------------------|
| 7:00 | 20 | Introductions: Ice Breaker, introductions, | Interactive |
| 7:20 | 5 | Series Orientation: Lamaze philosophy of birth, six healthy care practices, making informed choices. | Lecture |
| 7:25 | 10 | Making healthy pregnancy choices: Nutrition, exercise, mental health, alcohol, tobacco, sex, drugs, seatbelts, domestic violence. | Discussion, Q&A |
| 7:35 | 15 | Prenatal exercises: Pelvic rocking, squatting, kegels, | Demo, return demo |
| 7:50 | 5 | Warning signs: Infection, decreased fetal movement, gestational hypertension, bleeding & pain. (<i>Preterm labor covered in class 4</i>) | Lecture |
| 7:55 | 10 | Break | |
| 8:05 | 25 | Events of late pregnancy: Includes anatomy and physiology and the other hormones of pregnancy and labor | Lecture + Penny's arrow exercise |
| 8:30 | 10 | The Major Hormones of Labor: Oxytocin, endorphins, adrenaline, prolactin | Lecture + interactive exercise |
| 8:40 | 15 | Coping skills practice: Slow breathing, triggering the relaxation response, slow breathing during a contraction pattern. Touch relaxation | Skill practice |
| 8:55 | 5 | Wrap up and review. | Lecture |

Week 2 – Walk, Move Around and Change Positions Throughout Labor

Purpose: Continue to build expectant parent’s confidence in the normalcy of labor by discussing the first stage of labor. Introduce expectant parents to the second Lamaze Healthy Birth Practice and practice coping by using movement, upright positioning during the skill practice. Parents will experience the Gate Control theory of pain modification during the skill practice. Give parents a framework for understanding pain in labor and making choices about how to cope with pain. Parents will begin making plans for how they’ll choose to react to labor.

Objectives:

1. Describe the difference between early and active labor.
2. List two routine procedures when arriving at the birth place
3. Analyze preferences for using pain medications.
4. Demonstrate a rhythmic coping technique
5. Demonstrate upright positioning for labor.

| Start | Length | Topic | Teaching Method/Key Message |
|-------|--------|--|-----------------------------|
| 7:00 | 5 | Warm up: | Interactive |
| 7:05 | 10 | Signs of Labor: Possible, Preliminary and Positive | Video + Discussion |
| 7:15 | 24 | First Stage: Early, active, transition. Hormones, mechanics, mother’s activities & emotions and partner’s support. | Discussion, Q&A |
| 7:39 | 8 | Labor activity dice game: “What Will You Do During Labor?” Decide on coping techniques, activities depending on the roll of the dice. | |
| 7:47 | 20 | Stages of Labor Video + Break | Discussion + lecture |
| 8:07 | 10 | Going to the Birth Place: When to go, routine admit procedures, patient choices | |
| 8:17 | 10 | Monitoring Baby’s Health: Fetal movements, NSTs, intermittent auscultations, CEFM (internal and external) | |
| 8:27 | 10 | Pain theories: Gate control and fear-tension-pain. Coping vs suffering. When to use pain medications, Penny’s Pain Coping Scale, options for pain relief. | Lecture + PMPS exercise |
| 8:20 | 20 | Coping skill practice: Rhythm. Adding movement and rhythm to cope with labor pain. Practice slow and fast paced breathing in a variety of helpful, upright and active labor positions. | Skill practice |
| 8:55 | 5 | Wrap-up and review | Lecture + Q&A |

Week 3 – Avoid giving birth on your back and follow your body’s urges to push

Purpose: Expectant parents will learn about the normal second and third stages of labor and how to facilitate healthy pushing and birthing of the placenta. Parents will role play asking for informed consent in a variety of labor scenarios to practice what they might say and what they might hear from their care providers during decision making. Parents will also have an opportunity to learn about cesarean birth, when it’s the healthiest option, how to promote smooth recovery and when some cesarean births might be preventable.

Objectives

1. Describe two common emotions and activities of the pushing phase.
2. Demonstrate one effective pushing position.
3. Demonstrate engagement of the transverse abdominals while releasing the pelvic floor muscles.
4. Apply the BRAIN acronym
5. List three ways recovery from a cesarean is different from recovery from a vaginal birth

| Start | Length | Topic | Teaching Method/Key Message |
|-------|--------|--|-----------------------------|
| 7:00 | 10 | Warm up | Discussion |
| 7:10 | 20 | Second Stage: Resting, active and crowing phases. Hormones, mechanics, mother’s activities & emotions and partner’s support. Common concerns and fears about second stage. | Lecture + Q&A |
| 7:30 | 10 | Birth Video: Tanya or Dawn’s birth | Video |
| 7:40 | 10 | Second stage pushing and breathing practice: Upright and sidelying positions, how to engage transverse abdominals and relax the pelvic floor muscles at the same time. | Skill practice |
| 7:50 | 10 | 3 rd stage: Hormones, mechanics, placement of baby skin-to-skin, mother’s activities, & 3 rd stage variations | Lecture + Q&A |
| 8:00 | 10 | Break | |
| 8:10 | 5 | Communication strategies for facilitating normal birth: Using your BRAIN to discover what is possible; speaking assertively. Creatively asking for what you want. | Discussion |
| 8:20 | 10 | Informed choice role play | Role play |
| 8:25 | 30 | Cesarean birth: Benefits, & risks, recommendations vs local rates, when are “unnecessareans” preventable, procedure, recovery, VBAC | Lecture, Q&A + Video |
| 8:55 | 5 | Wrap up and review | Discussion |

Week 4 – Bring a loved one, friend or doula for continuous support

Purpose: Parents will get to explore how they envision laboring, who they will bring for support and when they might use pain medications in labor. This class pushes families to make specific plans for how they will achieve the births they envision by discussing birth plans. Parents will explore their pain medication options and learn how to most effectively use pain medications.

Objectives

1. Describe two important components of labor support
2. Come up with two options for labor support people
3. Demonstrate attention focusing and attention distracting activities used for coping during labor.
4. Demonstrate two positions to address back ache during labor.
5. Describe 1 benefit of narcotic analgesia
6. Describe 2 trade-offs of epidural anesthesia

| Start | Length | Topic | Teaching Method/Key Message |
|-------|--------|--|---|
| 7:00 | 5 | Warm up | Discussion |
| 7:05 | 20 | Continuous support: Why have continuous support, who can provide support during labor & what are their strengths and weaknesses, Labor support exercise: What do you need during labor and what might be difficult to receive from your partner? | Lecture + discussion + labor support exercise |
| 7:25 | 5 | Doulas: Efficacy and what the research shows, how to find & hire. | Video |
| 7:30 | 25 | Skill practice: Integrating partners and/or labor support people into mother's ritual. Attention focus, strategies for back ache, variable breathing. TENS unit. | Skill practice |
| 7:55 | 10 | Break | Video |
| 8:10 | 10 | Pain Medications: What is available, when is it available, making best choices. | Lecture |
| 8:20 | 10 | Narcotics: Benefits of systemic analgesia, risks, how to use systemic analgesia most effectively based on timing and labor scenario. | Lecture + discussion |
| 8:30 | 25 | Epidural anesthesia: Benefits, risks, procedure, how to use epidural anesthesia most effectively. Using the epidural rollover to enhance progress. | Lecture + discussion |
| 8:55 | 10 | Birth plans: Why, audience, when, what to include, using collaborative language | |
| 8:55 | 5 | Wrap up & review | Discussion |

Week 5 Avoid Interventions That Are Not Medically Necessary

Purpose: .Parents will explore what medical interventions are commonly used based on the medical care provider’s need to minimize risk. Class members will build on their negotiation skills by applying their BRAIN skills by brainstorming the purpose, benefits and risks for a variety of medical interventions. Parents will explore making “the next best choice” if medical interventions become necessary. Parents will practice all the labor coping skills learned up to this point during a labor rehearsal session using a variety of labor scenarios.

Objectives

1. List 3 components of informed consent/decision making
2. List 3 questions one can ask before accepting any intervention, procedure or test
3. Describe how pitocin augmentation works.
4. Demonstrate two coping skills for back pain in labor.
5. Demonstrate two positions to improve a slowly progressing labor.
6. List 3 activities to try to increase the comfort of laboring at the hospital.

| Start | Length | Topic | Teaching Method/Key Message |
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| 7:00 | 10 | Warm up: Precipitous and preterm labor: How often do these occur? Recognizing, reacting, emotions and activities | Discussion |
| 7:10 | 10 | Understanding obstetrical risk: Relative vs absolute. Rates of select complications (post dates still birth, shoulder dystocia, GBS infection, postpartum hemorrhage). | Lecture + Q&A |
| 7:20 | 5 | Review making informed decisions with HCP: Using BRAIN, using assertive, collaborative language, coming to terms with “the next best option”. | Discussion + Q&A |
| 7:25 | 40 | Common Medical Interventions: When each intervention is commonly used, expected benefit and potential trade-offs & risks of: <u>First stage interventions:</u> Induction of labor, Pitocin augmentation, Continuous monitoring (external & internal), Artificial rupture of membranes, Vaginal exams, Late pregnancy ultrasounds and bio-physical profiles, IVs, Restricted movement, NPO <u>Second stage interventions:</u> Val salva or highly directed pushing, Pushing before mother feels the urge, Episiotomy, Vacuum & forceps | Brainstorm exercise + lecture + discussion + Q&A |
| 8:05 | 10 | Break | |
| 8:15 | 45 | Labor rehearsal. Practice skills for these scenarios Early labor, active labor, pushing, leaving for the birth place, prodromal labor, back pain in labor, precipitous labor, negotiating choices with care provider, induction, slowly progressing active stage, slow pushing stage, cesarean birth, medically necessary separation of mother and baby. | Interactive labor rehearsal game |
| 9:00 | 9:05 | Wrap up and review | |

Week 6 – Normal, Healthy & Safe Postpartum

Purpose: Class members will learn and gain respect for the importance of the “4th trimester” to both newborns and new mothers and how the transition from pregnancy to parenthood affects family relationships and dynamics.

Objectives:

1. Discuss why mother and baby need close contact during the early postpartum days.
2. List 3 hallmarks of newborn appearance.
3. Describe the parenting implications for each infant state.
4. Develop a list of postpartum support resources
5. Describe a postpartum woman’s physical changes after birth.
6. Describe normal postpartum emotions.

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| 7:00-7:10 | Warm-up: What do you imagine immediate postpartum might be like? | Interactive |
| 7:10-7:30 | The postpartum baby: Newborn appearance, newborn needs, newborn abilities & states. | Lecture + photos |
| 7:30-7:45 | Skill practice: Baby wearing | Physical practice |
| 7:45-8:00 | Guest with baby | Q&A |
| 8:00 – 8:10 | Break: Guest stays with baby to visit | |
| 8:10-8:30 | The postpartum mother: Involution and lochia, afterpains, perineum, sweating and peeing, bowel function, breast changes, mood swings, support, the postpartum body | Grab bag, discussion & lecture |
| 8:35-8:40 | Skill Practice: Build a postpartum plan | Art, small group discussion |
| 8:40-8:55 | The postpartum family: Changes in relationships, emotions, framework for communicating needs, making friends and reaching out. | Lecture, demo, discussion |
| 8:55-9:00 | Wrap up: Revisit topics and recap homework | Interactive. |

Week 7 – “Keep mother and baby together – It’s best for mother, baby and breastfeeding”

Great Starts classic breastfeeding class.

Week 8 – Normal, healthy, safe newborn care.

Purpose: To give parents a basic understanding of the needs and capabilities of a newborn, to give them basic skills to care for baby in the early weeks of parenting, and to connect them to resources which will be helpful to them as the parenting experience continues.

Objectives

1. Demonstrate basic diapering.
2. List 5 warning signs which would lead parents to call health care provider
3. Demonstrate 5 steps to calming baby's crying / soothing baby to sleep

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| 7:00 – 7:15 | What Baby's Life is Like Now - brainstorm What Will Calm and Soothe a Newborn | Brainstorm and write on board |
| 7:15 – 7:30 | Karp Video | Video |
| 7:30-7:45 | Swaddling practice and Soothing a crying baby, baby wearing, shaken baby syndrome | Demo, return demo, lecture, Q&A |
| 7:45-7:55 – | Infant feeding, bottle preparation, feeding cues | Review Demo w/ doll and bottle |
| 7:55-8:05 | Break | |
| 8:05-8:20 | Sleep patterns Safe sleep How to survive: tips for self care Where baby sleeps / effects of location on sleep pattern | Write tired cues on board Brainstorm or lecture Lecture or ask for advice Draw patterns on board |
| 8:20-8:40 | Basic Physical Care – Stations Diapering; Bathing and Cord Care; Dressing and Car Seat | Stations with dolls and props |
| 8:40-8:45 | Engagement and Disengagement Cues | Demo or video or pictures |
| 8:45-8:55 | Health & Safety Warning Sign review (demo taking temperature) Second Hand Smoke, Pets, Allergies, Car Seats Safety proofing (and mention Babysafe & CPR) | Lecture, refer to handout and book |
| 8:55-9:05 | Q&A / Discussion / Evaluations | |