Childbirth Education for Midwives

MIDWIVES
COLLEGE OF UTAH
MIDWIFING MIDWIVES

Introduction

SOSC 2030 is an elective course for student midwives that gives then the information and tools they need to add childbirth education as a service in their midwifery practice. This one day training is presented annually as part of the student conference, and partially fulfills the requirements of the course. The remainder of the requirements are completed online through the college's LMS.

Course Content

This one day event fulfills the requirements of units 4-5 in the MCU Childbirth Education for Midwives course (SOSC 2030)

Audience

Prior to taking this course, students should have:

- Completed Units 1-3 in the online Childbirth Education for Midwives course
- Read chapters 27-30 in Childbirth Education: Practice, Research and Theory

Students should come to this class prepared to:

- Give a 10 minute presentation on their assigned method of childbirth education (fulfills assignment 4.2)
- Give a 15 minute teaching example (fulfills assignment 5.3)

Schedule:

Welcome & Intros	9-9:15
Presentations on predominant organizations	9:15 – 10:30
Business and marketing plan	10:30-11:30
Break	11:30 – 11:45
Adult Learning	11:45 – 12:30
Lunch	12:30-1
Writing objectives	1-1:30
Creating curriculum	1:30-2:45
Videos as Teaching Tools	2:45 – 3:30
Break	3:30-3:45
Teaching tools/practice teaching	3:45-4:45
Closing/Next Steps	4:45-5

Equipment needed:

- Laptop w/ PowerPoint
- Projector
- Whiteboard

Supplies needed:

Index cards
Markers
Giant Post It Notes

Print one for each student (all are appendices to this facilitator's guide)

- Pricing Worksheet
- Goals Worksheet
- List of Topics

If desired print rubrics for assignments 4.2 and 5.3 for your use when grading presentations.

Objectives:

By the end of the day, students will have completed assignments 4.2 and 5.3.

By the end of the day, students will have begun their marketing plan, business plan, and course curriculum.

By the end of the day, students will be able to apply the concepts of Bloom's to write overall and enabling objectives for their course curriculum.

By the end of the day, students will be able to describe 3 ways they can use videos effectively.

Appendices

Appendix A Pricing Worksheet

Appendix B Goals Worksheet

Appendix C List of Topics for Childbirth Classes

Predominant Organizations

9:15-10:30

Have each student deliver their 10-15 minute report on a predominant organization. If all organizations are not covered, use a large post it note and recreate the chart in assignment 4.2 and have students use online research during class time to complete the chart. They can work alone or in pairs.

Fill out an evaluation/grading sheet for each student and upload to Moodle within 24 hours of the conference end.

Business and Marketing Plan

10:30 – 11:30

Brainstorming 10 minutes

Explain the difference between ongoing business expenses (marketing, insurance, certifications, etc.) and direct costs of the class (supplies, handouts, snacks)

Have the students brainstorm expenses involved in providing childbirth education. If they do not think of it, make sure that paying themselves for their work ends up on both lists.

Setting your price 10 minutes

Have students fill out the setting your price worksheet (Students can access in Moodle, also attached here as Appendix A) using actual information or estimates.

Marketing/Branding 20 minutes

Using PowerPoint Slides 2-9, introduce the idea of an ideal client, and how that relates to marketing. How might you use logo, colors, tone of voice to appeal to your ideal client?

Draw a circle on the board and write "ideal client" on the board. Using one student's example of an ideal client, create a mind map. Start with places the ideal client might be (include both physical and online places) and then expand with how they might reach clients in those places.

Business Plan 20 minutes

Introduce the goals worksheet (Students can access in Moodle, attached here as Appendix B) and give the students time to add anything they already know they want to do. Do not expect students to finish the worksheet.

Adult Learning

11:45-12:30

Presentation 25 minutes

Using PowerPoint slides 10-13, introduce Blooms and the Cognitive Processes dimensions. Ask the students to think of examples for each knowledge dimension.

Practice 20 minutes

Give the students the list of topics commonly included in classes (students can access in Moodle, also attached here as Appendix C) Ask them to identify at least one of each type in the knowledge dimension. Discuss and share as needed.

Lunch

12:30 – 1
Catered, handled by Administration.

Writing Objectives

1 -1:30

Introduction 10 minutes

Using slides 14-18, introduce the ideas of Overall Objectives and Enabling Objectives, and ABC Objectives. Remind them to think about the knowledge and cognitive process dimensions as they create objectives. Leave the grid on slide 18 up as they work on their objectives so they can refer to it.

Drafting Objectives 20 minutes

Give the students time to draft some overall objectives and enabling objectives for their curriculum assignment. Share and discuss as needed.

Creating Curriculum

1:30-2:45

What kind to use? 10 minutes

Discuss pros and cons of using a prepackaged curriculum or creating your own custom curriculum.

Teaching Techniques 15 minutes

Using PowerPoint Slides 19-23, introduce the concepts of sequencing and chunking.

Teaching Topics 10 minutes

Give each student a stack of index cards. Have them write each topic they think should be covered in a childbirth class on a card. They can refer to the topic list if they'd like, or generate their own. Topics should be written on the unlined side. Tell them they won't finish today, and don't overthink it, but they should try to get as many topics as possible on the cards before the timer goes off. Remind them to keep their overall objectives in mind and ensure the topics support those.

Teaching Sequence 20 minutes

Have the students sit on the floor or at a table where there is plenty of space to spread out. Have them put their cards in stacks for each class session (or segment of an all day class) and then in sequence within each stack. They can add new cards for any topics they think of as they do this. Remind them to keep their overall objectives in mind and ensure the topics and sequence support those.

Teaching Techniques 20 minutes

Have the students choose 2-3 cards and write a few different ways they might teach that topic. Tell them that they should do this for each card, and that as they write their final curriculum, they should choose one for each topic. Remind them to keep their overall objectives in mind and ensure the topics and techniques still support those.

Videos as Teaching Tools
2:45-3:30

Presentation 10 min

Using PowerPoint Slides 24-25 – introduce and discuss the three tips for using videos in childbirth classes.

Video 25 minutes
Use the three steps as you show Tanya's Birth (Injoy Productions – available in the MCU library) or another birth video. Have the students imagine they are seeing the video for the first time as an expectant parent.

Discussion 10 minutes

Talk about choosing a birth video (setting, age, can students relate to it?)
Discuss when/why to choose video over live instruction
Brainstorm list of possible videos

Break
3:30 – 3:45

Teaching Tools
3:45 – 4:45

Teacher Presentation 15 minutes
Taking one unassigned topic from the list in 5.3, model a teaching topic for the students.

Student Presentations 45 minutes

Each student presents the topic they signed up for from the list in 5.3, model a teaching topic for the students. Fill out an evaluation/grading sheet for each student and upload to Moodle within 24 hours of the conference end.

Closing / Next Steps
4:45 – 5