**Heart & Hands Midwifery Intensives**

**BEGINNING/INTERMEDIATE MODULES**

**Module Two: Prenatal Care, Part 1**

***DESCRIPTION***

This module covers reproductive anatomy and physiology, with application to core physical assessments in the antepartum period. Content of the medical/health history is covered, with application to risk screening, establishing the EDD, and determining the need for referral or consult with other health professionals. This module also covers routine antenatal lab tests/screening and interpretation of results.

***LEARNING OBJECTIVES***

***To understand essential components of initial prenatal caregiving:***

1. Cite key components of personal presentation and hygiene for the midwife
2. Identify basic structures of female reproductive anatomy
3. Identify landmarks of the female pelvis
4. Know characteristics of, and how to identify, the four basic pelvic types
5. Know the crucial components of initial interview
6. Cite appropriate methods of estimating due date
7. Give rationale for prenatal assessments of maternal urine, blood pressure, pulse, and weight gain/loss
8. List risk factors in pregnancy, including teratogens
9. Name preexisting disease conditions that can complicate pregnancy
10. Learn how to take, review and interpret medical, family, menstrual, obstetric, gynecological, sexual and contraceptive histories
11. List routine lab tests in pregnancy, citing normal/abnormal findings, significance and appropriate response

***LEARNING ACTIVITIES***

1. Read Heart & Hands, Chapter 8, “General Presentability and Personal Hygiene,” Chapter 2
2. Read Myles Textbook for Midwives (all topics in learning objectives)
3. Watch videos on the female pelvis and pelvimetry:
	1. <https://www.youtube.com/watch?v=86OKKjsIQwg>
	2. <https://www.youtube.com/watch?v=kTwxNTFP-YA>
4. Do worksheet, Pelvimetry
5. Utilize risk factor information in Heart & Hands, Chapter 2, to determine relevance of questions on medical/health history form (Appendix C)
6. Journal work: explore how personal biases (identified in Module 1) might influence your style of practice

***OPTIONAL LEARNING ACTIVITIES***

1. Perform three complete pelvimetry assessments, noting pelvic characteristics, type and size
2. Practice taking blood pressure and pulse on at least three people, noting and interpreting results
3. Practice taking, and testing with chemstrip, a clean catch urine sample
4. Ask for client feedback during and after these procedures, regarding their physical and emotional comfort, your technique, and whether they received adequate information to understand what you were looking for in each assessment
5. Journal work: Write briefly on your experience of practicing pelvimetry, noting any technical difficulties, emotional responses, or personal revelations

***SUBMIT***

1. Worksheet, Pelvimetry
2. List of medical history items on which you have questions re: relevance to midwifery practice
3. Completed module post-test
4. Report on optional learning activities, including client feedback and any questions or concerns you may have
5. Module Evaluation Sheet

***COMPLETION REQUIREMENTS***

In order to successfully complete this module, you must complete all learning activities and submit all items as listed above. Your work will be reviewed item by item and with the rubric below. A passing score is 7.5/10. You will have two opportunities to correct any errors/omissions in your work, at which point a final score will be assigned.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Level 1 (0 Points) not adequate | Level 2 (1 Points) developing adequacy | Level 3 (1.5 point) Meets basic expectations | Level 3 (2 points) exceeds expectations | Student Score |
| Completion of module prompts and elements | -Module not completed | -Major elements of module are missing | All aspects of module present, with some minor questions unanswered or missing | -All aspects of module elements present and answered completely |  |
| Demonstrates Comprehension of module content and concepts | - Lack of comprehension | - Responses are unclear and do not reflect basic comprehension of module concepts | - Responses are clear and reflect basic comprehension of module content and concepts | - Responses are clear, well written, and reflect in-depth comprehension of module content and concepts. Added subpoints and additional reflections demonstrate a deeper knowledge and curiosity. |  |
| Analysis | - Key terms not defined | -Inaccuratedefinition of key items,-Limitedconnection made between learning resources and learning activities, | -Accurate definitions of key items -Connections made between evidence, subtopics and clinical experience -Incorporation of original ideas and incorporates some clinical experiencein responses where possible | - Accurate definitions of key items -Strong connections made between evidence, subtopics and clinical experience |  |
| Critical Thinking and Integration | -Critical thinking not demonstrated,-Integration of material from previous modulesnot demonstrated | -Elements of Critical thinking are present,-Some integration of materials from previous modules demonstrated | -Critical thinking demonstrated-Integration of material from previous modulesdemonstrated | -Outstanding critical thinking demonstrated-Full integration of material from previous modules demonstrated. |  |
| Engagement with learning resources | -Evident study sources were not utilized | -Evident study sources were partially utilized | -Evident that study sources were fully utilized | -Evident that study sources were fully utilized and independent research was undertaken -Full incorporation of original ideas, personal analysis and incorporates relevant clinical experience in all areas possible |  |

**Worksheet**

**PELVIMETRY**

1. The most common pelvic type is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The second most common type is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pelvic types have reduced inlet dimensions.

4. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_pelvis has a narrow pubic arch of less than \_\_\_\_\_\_\_\_\_\_\_\_degrees.

5. Which type has prominent, close-set ischial spines? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Which type has a flat sacrum? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Which type has a wide transverse diameter? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Which pelvic type is deeper than it is wide? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Which pelvic type is wider than it is deep? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Which type encourages the baby to engage in posterior positions? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Which types are most apt to hinder engagement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. Name the four pelvic joints:

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. What is the difference between the diagonal conjugate and the obstetrical conjugate? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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14. Which dimensions of the pelvis are most likely to expand during pregnancy?

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 Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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15. What is the line of demarcation between the false pelvis and true pelvis? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why are the two differentiated? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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16. What would you recommend for a mother/gestational parent with small pelvis/large baby near term, to help her *prepare* for labor? (Think Three Ps)

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**Module Two: Prenatal Care, Part 1**

Post-Test

***Please respond to these items as concisely as possible:***

1. Cite key components of personal presentation and hygiene for the midwife
2. List the most crucial components of initial interview
3. Cite appropriate methods of estimating due date (include utilization of PMP, Naegele’s Rule)
4. Give technique, normal parameters and rationale for prenatal assessments of maternal urine, blood pressure, pulse, and weight gain/loss
5. List eight common teratogens (may be environmental or pharmaceutical)
6. List pre-existing disease conditions that can complicate pregnancy
7. *Briefly* cite the significance, with regard to pregnancy, of the following menstrual, obstetric, gynecological, sexual and contraceptive history findings:
	1. Recurrent UTIs
	2. Long-term oral contraceptive use immediately before conception
	3. RH- blood type
	4. Hypothyroidism
	5. Pelvic inflammatory disease/post-abortion sepsis
	6. Bleeding problems (predating pregnancy)
	7. Uterine fibroids
	8. Vomiting this pregnancy
	9. Infections this pregnancy
	10. Sexual or physical abuse
8. List routine lab tests in pregnancy, citing their significance and appropriate response to abnormal findings

**Module Two: Prenatal Care, Part 1**

Module Evaluation Sheet

1. What did you like about this module?
2. Were there any surprises for you in this module?
3. Was there anything in his module that was particularly challenging for you?
4. Do you feel you met this module’s stated learning objectives?
5. Did the leaning activities enable you to meet the learning objectives?
6. Were the suggested learning resources (books and materials) adequate to meet the learning objectives? Did you utilize additional resources?
7. Any comments/suggestions for improving the module?