

# BACE 2019 CBE Syllabus



## BACE Childbirth Educator Training Program Requirements

**Reading Requirements** to be completed by all trainees by the end of course sessions

- Required Text: [\*Pregnancy, Childbirth and the Newborn\*](#), by Penny Simkin, et al.
- Choose two of the following books on childbirth history and philosophy:
  - [\*Ina May's Guide to Childbirth\*](#) by Ina May Gaskin
  - [\*Pushed: The Painful Truth About Childbirth and Modern Maternity Care\*](#) by Jennifer Block
  - [\*Birth: the Surprising History of How We Are Born\*](#) by Tina Cassidy
  - [\*The Thinking Woman's Guide to a Better Birth\*](#), by Henci Goer & Rhonda Wheeler
  - [\*Optimal Care in Childbirth: the Case for a Physiological Approach\*](#) by Henci Goer and Amy Romano
  - [\*Gentle Birth Gentle Mothering\*](#) by Sarah Buckley
- And one of the following books on Breastfeeding
  - [\*Nursing Mother's Companion\*](#) by Kathleen Huggins
  - [\*Breastfeeding Made Simple\*](#), by N. Mohrbacher & K. Kendall-Tackett
  - [\*Jack Newman's Guide to Breastfeeding\*](#) By J. Newman & T. Pitman

Become fluent with the following **websites**, which will be referred to regularly and utilized along with the texts:

- Lamaze: both [professional](#) and [parent](#) sites. Pay particular attention to [Healthy Birth Practices](#) and all [infographics](#)
- [Childbirth Connection](#) (all sections)
- [March of Dimes](#) (browse through all sections)
- [Spinning Babies](#)
- [Evidence-Based Birth](#) (all blog topics)

All reading and website research will be need to be attested to using the Attestation Form provided at the end of sessions.

**Other requirements** to be completed:

- OPTIONAL for content: Attend the BACE Childbirth Education Workshop for Perinatal Health Workers
- Childbirth Education observation: Observe a 12-hour prepared or natural childbirth education class that includes medications, interventions, cesarean birth, and comfort measures, etc. taught by a currently certified BACE instructor
- Satisfactory completion of two teach-back presentations, more details in preparing these will be provided during sessions (due during sessions)
- Participation in all course sessions, see dates below

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Date	Time	Topic	Homework
TBD			<b>Pework</b> <ul style="list-style-type: none"> <li>• Short bio for Class 1</li> <li>• Review BACE website for history</li> <li>• Obtain and read “Pregnancy, Childbirth &amp; the Newborn”</li> <li>• Coordinate CBE Observation</li> </ul>
	5:30 to 9:30 PM	<b>Intro to BACE and CBE Training</b> BACE-NMC CBE Training Course, including requirements for certification	<b>Reflection #1</b>  <b>Knowledge Assessments</b> <ul style="list-style-type: none"> <li>• <a href="#">Intro</a>- definitions</li> <li>• <a href="#">Acknowledgement</a></li> </ul> <b>Assignments</b> <ul style="list-style-type: none"> <li>• <a href="#">Learning style research</a></li> <li>• Learning style icebreaker</li> <li>• Explore the <a href="#">shared drive</a> here               <ul style="list-style-type: none"> <li>○ Please check/update your contact information on the <a href="#">Contact Information sheet</a></li> <li>○ Add your succinct objectives to the <a href="#">Overarching Goals document</a></li> </ul> </li> </ul>
	5:30 to 9:30 PM	<b>Foundation</b> Provider perspectives on CBE Teaching to adult learners Creating a safe space for learning  Review Intro Knowledge Assessment Review Overarching Goals Review Learning style	<b>Reflection #2</b>  <b>Knowledge Assessments</b> <ul style="list-style-type: none"> <li>• <a href="#">1-1   A&amp;P</a></li> <li>• <a href="#">1-2   Wellness</a></li> <li>• <a href="#">1-3   Birth Process Overview</a></li> </ul> <b>Assignments</b> <ul style="list-style-type: none"> <li>• Childbirth Connections slideshow <a href="#">Your Body Throughout Pregnancy</a></li> <li>• <a href="#">Pathways to a Healthy Birth</a></li> </ul> <b>Complete Reading (for Class 3)</b> <ul style="list-style-type: none"> <li>• Chapter 3 p. 30-50,</li> <li>• Chapter 4 p. 67-79,</li> <li>• Chapter 5 &amp; 6</li> <li>• Growing Uterus Packet</li> </ul> <b>Curriculum Development</b> <ul style="list-style-type: none"> <li>• Objectives</li> </ul>
	5:30 to 9:30 PM	<b>Content Block 1</b> Anatomy & Physiology Wellness in pregnancy Warning signs Terminology Birth process  Review Knowledge Assessment # 1 Review Curriculum Development	<b>Reflection #3</b>  <b>Knowledge Assessments</b> <ul style="list-style-type: none"> <li>• <a href="#">2-1   Hormones</a></li> <li>• <a href="#">2-2   Healthy Birth Practices</a></li> <li>• <a href="#">2-3   Last weeks of Pregnancy</a></li> </ul> <b>Assignments</b> <ul style="list-style-type: none"> <li>• <a href="#">Lamaze on the Healthy Birth Practices</a></li> <li>• <a href="#">Framework for Teaching about Normal Labor</a></li> </ul> <b>Reading for Class 4</b> <ul style="list-style-type: none"> <li>• Chapter 4, p. 61-66</li> <li>• Chapter 7, p. 127-131 and 139-141</li> <li>• Chapter 9</li> <li>• Chapter 10</li> </ul>

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			<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Anatomy &amp; Physiology objectives and content</li> <li>Wellness in Pregnancy objectives and content</li> <li>Birth Process objectives and content</li> </ul>
5:30 to 9:30 PM	<b>Content Block 2</b> Signs of labor Early labor Active/transition Challenging labors  Review Learning Assessment #2	<b>Reflection # 4</b>	<b>Knowledge Assessments</b> <ul style="list-style-type: none"> <li><a href="#">3-1   Teaching Comfort Measures</a></li> <li><a href="#">3-2   BRAIN</a></li> </ul>
		<b>Assignments</b> <ul style="list-style-type: none"> <li>Penny Simkin's <a href="#">Comfort in Labor</a></li> <li>Penny Simkin's <a href="#">Positions for Labor</a></li> <li><a href="#">Optimal Positions Guide</a></li> <li>Pregnancy, Childbirth &amp; the Newborn <a href="#">Checklist of Comfort Measures</a></li> </ul>	
		<b>Reading for Class 5</b> <ul style="list-style-type: none"> <li>Chapter 11</li> <li>Chapter 12</li> </ul>	
		<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Prenatal testing objectives and content</li> <li>First stage of labor objectives and content, except Comfort Measures</li> </ul>	
		<b>Begin prep for teach-back</b> Teach-back presentations will be done during Class 6	
5:30 to 9:30 PM	<b>Content Block 3</b> Support roles/birth team Teaching comfort measures Positions, movement, relaxation and breathing  Review Learning Assessment # 3	<b>Reflection #5</b>	<b>Prepare Teach-back Presentation (examples include):</b> <ul style="list-style-type: none"> <li>Describe the stages of labor as a 10-minute overview</li> <li>Present differences between Braxton-Hicks contractions and early labor contractions, how to time contractions, when to call provider, when to go to the birth center or hospital</li> <li>Why is Healthy Birth Practice #2 important, explain how a birth ball can help in labor, demo 2 positions, explain how it helps/what it does physiologically</li> <li>Present changes to the cervix: ripening/effacement, dilation</li> <li>Explain birth plans, how to write, why and when to use</li> </ul>
		<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Birth team</li> <li>First stage of labor- Comfort Measures</li> </ul>	
5:30 to 9:30 PM	<b>Teach back presentations #1</b>  <b>Curriculum check-in</b>	<b>Reflection #6</b>	<b>Knowledge Assessments</b> <ul style="list-style-type: none"> <li><a href="#">4-1   Pain medication options</a></li> <li><a href="#">4-2   Pain management decisions</a></li> <li><a href="#">4-3   Epidural labor/birth</a></li> </ul>
		<b>Assignments</b> <ul style="list-style-type: none"> <li>Childbirth Connection section on <a href="#">Pain in Labor</a></li> <li><a href="#">Professional recommendations on applying ACOG's 2/2017 Opinion Release</a> (to establish objectives in teaching pain management decisions)</li> </ul>	
		<b>Reading</b> <ul style="list-style-type: none"> <li>Chapter 11 (review)</li> <li>Chapter 13</li> <li>Review p. 8-9 (BRAIN)</li> </ul>	

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			<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Complete any missing</li> </ul>
5:30 to 9:30 PM	<b>Content Block 4</b> Teaching pain management BRAIN Birth plans  Review Learning Assessment # 4	<b>Reflection #7</b>	<b>Knowledge Assessments</b> <ul style="list-style-type: none"> <li><a href="#">5-1   Induction</a></li> <li><a href="#">5-2   Cesarean</a></li> </ul>
		<b>Assignments</b> <ul style="list-style-type: none"> <li><a href="#">ACOG 2/2017 Opinion Release</a></li> <li><a href="#">DONA Recommendations to Share ACOG</a></li> <li><a href="#">Professional recommendations on applying ACOG's 2/2017 Opinion Release</a> (to bring attention to limiting interventions)</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Pages 188-201</li> <li>Chapter 14</li> <li>Chapter 15</li> </ul>
		<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Informed decision making objectives and content</li> <li>Pain management decisions objectives and content</li> </ul>	<b>Begin prep for teach-back</b> Teach-back presentations will be done during Class 9
		<b>Reflection #8</b>	<b>Prepare Teach-back Presentation #2 (examples include):</b> <ul style="list-style-type: none"> <li>Discuss with your class the possible factors that may impact any woman's decision when considering epidural. What she should be aware of in terms of the epidural "package," and how can she reduce possible drawbacks</li> <li>Discuss Healthy Birth Practice #1: Let labor begin on its own. Present due date, medical reasons for induction, and sharing decision-making around elective induction</li> <li>Discuss medical reasons for a Cesarean delivery and what is meant by a "family centered" Cesarean and how to make this part of the birth plan</li> <li>Present differences in second stage for medicated and unmedicated women</li> <li>Review with your class the physiology (cardinal movements) of birth (pushing). Discuss Healthy Birth Practice #5: Avoid giving birth on your back and follow your body's urge to push</li> </ul>
		<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Second stage of labor objectives and content</li> <li>Cesarean birth objectives and content</li> </ul>	
		<b>Reflection #9</b>	<b>Knowledge Assessments</b> <ul style="list-style-type: none"> <li><a href="#">6-1   Second stage</a></li> <li><a href="#">6-2   Immediate postpartum</a></li> <li><a href="#">6-3   The newborn</a></li> </ul>
5:30 to 9:30 PM	<b>Teach back presentation #2</b>	<b>Assignments</b> <ul style="list-style-type: none"> <li><a href="#">Trends in Maternity Care (Simkin)</a></li> </ul>	

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			<b>Reading</b> <ul style="list-style-type: none"> <li>• Chapter 16</li> </ul>
			<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>• Complete any missing</li> </ul>
	5:30 to 9:30 PM	<b>Content Block 6</b> Immediate postpartum Postpartum and the newborn Adjustment to parenting  Review Learning Assessment # 6  <b>Wrap-up and send-off</b>	<b>Comprehensive Reflection</b>  <b>Individual Curriculum Design</b> Submit to mentor