

# Childbirth Education Class Curriculum Development Framework

When developing a curriculum for a childbirth education class, several items should be considered to make the class flow in logical order. Beane (*Toward a Coherent Curriculum* by James Beane, Editor, 1995) uses the metaphor of a jigsaw puzzle to describe our confusion about the curriculum: "Imagine that we are faced with a pile of jigsaw puzzle pieces and told to put them together. Our first reaction might well be to ask for the picture. When we put together a jigsaw puzzle, we usually have a picture to guide us. None of the pieces means anything taken alone; only when the pieces are put together do they really mean something. In the beginning, we hold each piece up to the picture to see roughly what space to place it in. Later on, after we have put some pieces together, we look for other pieces to attach to a partly completed section. Even as we put these large chunks together, we still look back at the picture to make sure we're on the right track. It is always the picture that guides us."

<b>Objectives – List objectives in behavioral terms.</b>	<b>Content (topics) List each topic are to be covered and provide an outline of the content to be presented for each objective.</b>	<b>Time State the time frame for each objective.</b>	<b>Teaching Strategies Describe the teaching method(s) used for each objective.</b>
Demonstrate 8 common comfort measures for use during labor.	Comfort measures for labor a) Birth Ball b) Double hip squeeze c) Massage – hand d) Massage tools e) Positioning f) Relaxation g) Breathing h) Focusing i) Heat/cold therapy j) Hydrothereapy k) Aromatherapy	165 minutes	Lecture/Discussion Demonstration/return demonstration Handouts Charts

There are 4 major parts to a curriculum: objectives, content, time and teaching strategies. Objectives should be written in behavioral terms. A behavioral objective is the focal point of a lesson plan. It is a description of an intended learning outcome and is the basis for the rest of the lesson. It provides criteria for constructing an assessment for the lesson, as well as for the instructional procedures the teacher designs to implement the lesson. Without a behavioral objective, it is difficult, if not impossible to determine exactly what a particular lesson is supposed to accomplish. Behavioral verbs include the following: apply, classify, define, demonstrate, describe, estimate, evaluate, identify, interpret, label, locate, measure, name, order, predict, state, translate.

Teaching strategies include lecture, demonstration, demonstration/return demonstration, white board, chalk board, group work, models, charts, audio-recordings, videos, discussion, Q & A, handouts, overheads, slides, tours, etc.