

article, "Planning Letter-Perfect Postpartum Care" by Ferguson (1987). Although the article is dated, Ferguson's acronym BUBBLE HE (breast, uterus, bowel, bladder, lochia, episiotomy/incision, Homan's and emotional state) provides students with the knowledge to conduct an appropriate postpartum assessment.

Most students are familiar with breast, incision, and elimination assessments, but many of them do not know how to assess a fundus. Using a grapefruit, a 1000 mL intravenous (IV) bag, and an abdominal model, students practice assessing a firm (grapefruit) and boggy (IV bag) fundus. To simulate a firm fundus, the cover of the abdominal model is lifted and the grapefruit is placed inside, supported by receiving blankets. Repeating these actions with the IV bag simulates a boggy fundus. Following this experience, students feel confident to perform a postpartum assessment in the clinical area with their instructor.

Roleplaying of a Postpartum Woman

Both postpartum assessment and postpartum teaching are emphasized as the main goals of this clinical experience. All students in the clinical setting are required to demonstrate, in a group or individually, bathing a newborn infant and performing discharge instruction that includes maternal, newborn, and family information. While in the academic setting, students receive didactic information about postpartum teaching and life after discharge from the hospital. During the lecture, students who are parents readily share this information, but many students cannot relate to the chaos of the first few postpartum weeks.

Ms. Baciocalupo, a character based on an article by Lamp (1992), enters the setting with a newborn infant in her arms; she is walking gingerly because she has a self-described "sore bottom." She is wearing a bathrobe, and a toddler is hanging on her leg. With her hair in curlers and carrying a ringing telephone, a sitz bath, and a laundry basket, Ms. Baciocalupo is a sight that many mothers and students can chuckle about. Over

the years, the depiction of this character has grown to include a breast pump, breast pads, a condom and diaphragm, perineal pads, fancy underwear, and a peribottle.

Ms. Baciocalupo talks about delivering her second child 11 months after her first. Her previous method of conception, a diaphragm, had cracked due to petroleum use, and she never had it refitted after the birth of her first child since she was breastfeeding. Wearing her bathrobe and curlers at 5:00 p.m., she has only managed to brush her teeth so far today. Breast pads, perineal pads, and the peribottle fly across the classroom as Ms. Baciocalupo confides that she is leaking from "every orifice." She talks about her hemorrhoids and episiotomy, and how the nurse told her to "squeeze her cheeks" before sitting down to relieve pressure on her perineum, but she does not understand how squeezing her cheeks (she pinches the side of her face) is helping to decrease her discomfort.

Ms. Baciocalupo then receives a call on her cell phone from her partner, who is bringing the boss home for dinner in an hour. He figured it was all right because she was "home all day." The students end up roaring with laughter, and an informative discussion follows Ms. Baciocalupo's narrative. Most students agree that this is a lesson well learned.

Summary

I have found that these two hands-on activities—demonstration and return demonstration, and roleplaying of a postpartum woman—help promote learning in a relaxed environment.

References

- Ferguson, H. (1987). Planning letter-perfect postpartum care. *Nursing87*, 17(5), 50-51.
- Lamp, J. (1992). Humor in postpartum education: Depicting a new mother's worst nightmare. *MCN: American Journal of Maternal-Child Nursing*, 17, 82-85.

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Using Humor to Teach Postpartum Topics

While teaching classroom and clinical components in family-focused (parent-child) nursing, it was apparent that the nursing students needed some hands-on learning before they entered the hospital setting. In this article, I describe two approaches used to teach associate degree nursing students.

Demonstration with Return Demonstration

Demonstration with return demonstration was used to teach how to assess a fundus in the postpartum period. Before coming to the clinical laboratory, students were given the

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