Promoting Health Across the Lifespan: Postpartum Topics

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Freedom From Should
A parent's guide on breaking away from the "Tyranny of Should"

*It is important for you to stay healthy during this time. Even though you have a new born baby, your health is just as important as theirs*

Eat healthy:
Try to eat non-processed, whole foods and make sure you are getting your nutritional values in for the day.

Get plenty of sleep:
Try to evenly distribute which parent has to attend to the baby throughout the night and try to rest as much as possible. Find a baby sitter to watch the baby if you are really having a hard time catching sleep.

Keep stress levels down:
Having a new baby can be stressful. However, in order to stay healthy, practice meditation, mindfulness, yoga or any activities that soothe you and make you happy.

Be active:
Take time to exercise daily. I know your schedule might seem impossibly busy, however, being active is an important aspect to your health. Even if it is just taking the stroller and going for a half an hour walk, it is better than sitting on the couch for a half an hour.
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Title: "Freedom From Should"

Author: Felicia Muse

Time & Format: Estimated 45 Minutes

Audience: Parents pre or post pregnancy

Topic Overview: In this workshop, we will be looking into "The Tyranny of Should" with post pregnancy parenting. Often times, there is a social normative of how each parent should act after the birth of their child. This can lead to detrimental effects to ones overall well-being.

Objectives: (according to the Healthy People 2020 numbers)

Objective 1: Improve the health and well-being of women, infants, children, and families.

Objective 2: Increase public knowledge of how adequate sleep and treatment of sleep disorders improve health, productivity, wellness, quality of life, and safety on roads and in the workplace.

Objective 3: Improve health-related quality of life and well-being for all individuals.

Workshop Goal: To increase the quality of life for parents of infants through self-care and self-determination for parenting.

National Health Education Standards being addressed by this workshop

Standard 2: Parents will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.7: Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

2.12.8: Analyze the influence of personal values and beliefs on individual health practices and behaviors.

Standard 8: Parents will demonstrate the ability to advocate for personal, family, and community health.

8.12.2: Demonstrate how to influence and support others to make positive health choices.

8.12.3: Work cooperatively as an advocate for improving personal, family, and community health.
Learning Objective through these workshop participants will be able to:
1. Describe at least 2 strategies for breaking away from the “tyranny of should”.
2. Demonstrate 3 tactics for reducing stress resulting from parenting demands
3. Describe at least 3 ways to provide partner support in parenting and/or household duties

Key Concepts & Terminology:

1. What is the “Tyranny of Should”
   - "The neurotic person's self is split between an idealized self and a real self. As a result, neurotic individuals feel that they somehow do not live up to the ideal self." (The Tranny of Should)
   - They feel that there is a flaw somewhere in comparison to what they "should" be. The goals set out by the neurotic are not realistic, or indeed possible.
   - The real self then degenerates into a "despised self", and the neurotic person assumes that this is the "true" self.

2. How the “Tyranny of Should” is related to PPD
   - Moms commonly think that they are obligated to automatically love their baby and know what they are doing and also think that they need to be instantly bonded to the babies and should feel happy when the baby arrives
   - Dads need to do what the moms want them to, don't need to get educated on how to care for the and don't need to take on as many tasks as moms

3. How to evenly distribute tasks between parents

Teaching Steps (Timed):
1. List Activity: In this activity, the parents will have a sheet of paper. Each parent will write down what they think their tasks are for their parenting role for 4 minutes. Then, they will write down what the other parent's tasks are for their role as a parent for 4 minutes. The instructor will ask for some of the couples to share what they wrote down. Parents will also write down 5 reasons why they are grateful for their partners and 5 things that their partner does that they appreciate. (15 minutes)

2. Discussion on mindfulness: The instructor should ask who has practiced mindfulness and what type of mindfulness those people practice. Then, explain how important it is to remain stress free in this time of the parent's lives and even though everything seems super stressful, there are healthy ways to cope with these stressors. Parents will then find a spot on the floor together and will sit facing each other holding hands. They will close their eyes and listen to a guided meditation (https://www.youtube.com/watch?v=60N31v4jjzl). (15 minutes)

3. Calendar activity and handout brochures: for the calendar activity, each parent couple will decorate a month calendar. On each day they should include typical tasks that comes with parenting (feeding the baby, bathing the baby, changing diapers, etc.) The calendars should be colorful and eye appealing. Next to the list of task on each day, the couples should come to healthy compromises on who is to complete which tasks on what days and write that onto the calendar. This will help distribute every day chores in a
healthy manner and will help parents realize that there are not certain tasks that each parent has to do. At the end, you can go around and talk about how the parents divided up their duties and how they will go about doing their task. (15 minutes)

Assessment Measurement:

AM 1: Duty calendars (1 per couple)

Materials, Resources and Preparation:
- Papers and pens
- Blank calendars
- Decorating things for calendars (sparkles, stickers, markers)
- Handouts

Annotated Resources Bibliography:

Castro, Tover. (2016, June 16). The tyranny of should | Postpartum support - PSI.

Retrieved November 28, 2016, from PSI Blog,

http://www.postpartum.net/the-tyranny-of-should/

This source was mainly used to give me a better understanding on what "The Tranny of Should" is and efficient ways to cope with post partum disorders. Like I had mentioned before, this is another way to understand how different aspects of health play a role in post childbirth and how parents can efficiently acknowledge and tackle these health issues.


This was the source I used to get the national education standards for this workshop. By having these standards, it gives us a better understanding of the objectives for this workshop. By having the standards laid out, it gives me specific outcomes that I want the group to be able to comprehend by the end of this activity.


This is the guided couples meditation that should be used in the lesson plan. It is a 15 minute long clip that can be accessed through YouTube. It will help relieve stress with each parent and will create a stronger bond and unity between the two.
By using the healthy people 2020 objectives, it allowed me to use the different dimensions of health and really implement them into my workshop. I was able to make connections between the objectives and what I needed to do to make these goals obtainable. Also, these objectives gave me a clear understanding of what my audience should be able to analyze by the end of my workshop.

Appendix of Support Materials:
- Handout
- Presentation

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Title: Banish Baby Blues

Leader: Nima Tamang

Date and Location: Monday, December 3rd, 2016 at D&M Room 416

Topic Overview: Staying mentally healthy is a challenge for parents and/or caregivers of infants. Sleep is often interrupted, work schedules are challenged and relationships are sometimes strained. In some cases postpartum depression may emerge. This workshop will provide information on staying mentally healthy in this life stage and about recognizing warning signs and symptoms for PPD which requires mental health counseling and care.

Workshop Goal: To improve the quality life for parents of infants through information about mental health practices.

National Health Education Standards: being addressed by this workshop (grade levels 9-12)

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Objectives (NHES and assessment)
LO 1: Identify 3 challenges of parenting an infant. (NHES 1)
LO 2: List at least 3-6 risk factors of Postpartum Depression (NHES 1, 7)
LO 3: Describe at least two daily activities to practice that may improve mood in self (active listening) (NHES 1 & 4)

Materials and Preparation:
- A class to deliver messages about the postpartum depression
- Practice mindfulness
- Plans to improve sleep, exercise and meals
- Calendar/Fitbit

Key concepts and Terminology- By reading this lesson plan, instructors will be able to deliver all the necessary information about Postpartum Depression. Instructors will be able to give counseling about the major mood shifts and about the mental health to all the parents. They will be able to teach parents with all the causes, symptoms and treatments. According to KidsHealth, up to 80% of women experience something called the “baby blues”, feelings of sadness and emotional surges that begin in the first days after childbirth.
• **What is Postpartum Depression?**
  Postpartum Depression is a mood disorder for women that occurs after the birth of a baby. Mothers with this depression usually experience stress, feelings of extreme sadness, exhaustion and anxiety that makes their daily lives harder.

• **What are the signs and symptoms of Postpartum Depression?**
  o · Feeling sad and hopelessness
  o · Babies crying more often
  o · Feeling restless and uncomfortable caring babies
  o · Lack of sleep
  o · Having trouble concentrating and remembering details
  o · Nutrition or not eating on time

• **What causes the Postpartum Depression?**
  After childbirth, the levels of hormones (estrogen and progesterone) drops. This leads may lead to chemical changes in her brain and may trigger her moods. Not being able to get enough sleep lead to physical discomfort and exhaustion, which will cause tensions and contribute to the symptoms of Postpartum Depression.

• **What are the treatments?**
  Counseling/Talking with Therapist- going to the Therapist and recognizing all the negative factors could help.
  Medication- Antidepressant medications acting on the brain areas involved in a mood regulation.

• **How do we measure Postpartum Depression? See appendix**

  **Teaching steps:**
  Activity 1: Create groups of 3 according to the number of participants. Ask them to brainstorm about the challenges of having an infant (2-3 minutes). Create a group list of challenge on a large piece of paper. Post on board. Have the group identify the three key challenges. (LO 1)

  Activity 2: Distribute and administer the PPD Screening survey. Allow 10 minutes to complete the assessment privately. Note top three areas of concern. Discuss signs and symptoms of PPD as a presentation. (LO 2.)

  Activity 3: Active listening activity. Participants take turns sharing personal challenges and concerns with each other, then responding with active listening technique. (LO 3)
Activity 4: Write a “Thank You” letter to their baby for being born and have them explain how they feel today and how much they love their baby. Put in the envelop, shield it and give it when your baby turns 18. (LO 3)

Assessment Measures:
AM 1: Records of brainstorm
AM 2: Scoring of the questionnaire
AM 3: Photos of thank you letters

Annotated Bibliography


This US government resource covers both causes and symptoms of postpartum depression in young adults and sequence of information that map the preventions for this problems. This information will significantly strengthen the learner’s education about the postpartum depression and will be able to demonstrate the ability to practice health enhancing behaviors.


The authors elaborated on not only the postpartum depression but also the questions that people have about this problem. In this article, the authors have also clarified the different symptoms and treatments that are used for women with postpartum depression. This articles clearly tells that why it is so important for us to about postpartum depression. I found it useful to my project because it shows a more vivid idea of how postpartum affects women.

I found this source useful for my project because it contains all the necessary standards that are needed to teach young parents about Postpartum Depression. These standards are very specific, measurable and time attainable.

Appendix

EDINBURG POSTNATAL DEPRESSION SCALE (EPDS)
J.L. Cox, J.M. Holden, R. Sagovsky
Department of Psychiatry, University of Edinburgh

As you have recently had a baby, we would like to know how you are feeling. Please
UNDERLINE which comes closest to how you have felt IN THE PAST 7 DAYS, not just how
you feel today.

Here is an example, already completed.
I have felt happy:
   Yes, all the time.
   Yes, most of the time.
   No, not very often.
   No, not at all.
This would mean, “I have felt happy most of the time” during the past week. Please complete the other questions in
the same way.

In the Past 7 Days:
1. I have been able to laugh and see the funny side of things as much as I always could.
   0 – As much as I always could
   1 – Not quite so much now.
   2 – Definitely not so much now
   3 – Not at all

2. I have looked forward with enjoyment to things.
   0 – As much as I ever did
   1 – Rather less than I used to
   2 – Definitely less than I used to
   3– Hardly at all

3. I have blamed myself unnecessarily when things went wrong.
   3 – Yes, most of the time.
   2 – Yes, some of the time
   1 – Not very often
   0 – No, never

4. I have been anxious or worried for no good reasons.
   0 – No, not at all.
   1 – Hardly, ever
   2 – Yes, sometimes
   3 – Yes, very often

5. I have felt scared or panicky for no very good reason.
   3– Yes, quite a lot
   2 – Yes, sometimes
1 – No, not much
0 – No, not at all

6. Things have been getting on top of me.
   3– Yes, most of the time I haven’t been able to cope at all
   2 - Yes, sometimes I haven’t been coping as well as usual
   1 – No, most of the time I have coped quite well
   0 – No, I have been coping as well as ever

7. I have been so unhappy that I have had difficulty sleeping
   3– Yes, most of the time
   2 – Yes, sometimes
   1 – Not very often
   0 – No, not at all

8. I have felt sad or miserable
   3-Yes, most of the time
   2- Yes, quite often
   1- Not very often
   0- No, not at all

9. I have been so unhappy that I have been crying
   3-Yes, most of the time
   2- Yes, quite often
   1 -Only occasionally
   0 – No, not at all

10. The thought of harming myself has occurred to me.
    3-Yes, quite often
    2-Sometimes
    1-Hardly ever
    0-Never

**SCORING**

QUESTIONS 1, 2, & 4 (without an *)
Are scored 0, 1, 2 or 3 with top box scored as 0 and the bottom box scored as 3.

QUESTIONS 3, 5-10 (marked with an *)
Are reverse scored, with the top box scored as a 3 and the bottom box scored as 0. Maximum score: 30

Possible Depression: 10 or greater
Always look at item 10 (suicidal thoughts)
Postpartum Depression

Title: Knowing Your Rights to Maternity And Paternity Leave

Leader: Julie Berglund

Date and Location: Monday, December 3rd, 2016 at D&M Room 416

Topic Overview: This workshop is dedicated to helping new parents (couples and singles) of all orientations explaining the elements of maternity and paternity leave and how leave can play a role in managing postpartum depression. The outcome goal of this lesson will be for the parent to be able to apply the knowledge and understanding of the lesson plan. Thus, these parents will be investing to better their quality of life based on making positive behavioral changes. Instructors will be thoughtful keeping in mind postpartum depression cannot be prevented but with assistance it can be managed.

Program Goal: To improve the quality of life within working couples by educating them on how to stay healthy six weeks post pregnancy with postpartum depression.

Healthy People 2020 Objective: MICH-19 (Developmental) Increase the proportion of women giving birth who attend a postpartum care visit with a health worker -

National Health Education Standards

- **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- **Standard 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
  - 2.12.7 Analyze how the perceptions of norm influence healthy and unhealthy behaviors.
  - 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention
- **Standard 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

Learning Objectives - After this workshop, adults will able to:

1. Identify 2 specific rights for maternal and paternal leave under Family and Medical Leave Act (FMLA)
2. Identify 3 qualities of companies with best benefits for leave
3. Identify 3 knowledge facts about global view of maternity and paternity leave

Materials & Preparation:
- Quizizz (online)
- Smart phones
- Writing tool and paper
- Computer hooked up to a projector
Terminology & Concepts:

1. 1993 Family and Medical leave Act (FMLA):
   This was an act created in 1993 to help full time working adults (40 hours a week) be able to take an extended amount of time off without having to use personal, sick or vacation time. This act is also correlated to the idea of paid leave within companies. Most companies don’t guarantee paid leave, however under this act it allows parents to take off leave paid or not. Beyond paid leave it also covers workers for short term disability or illness in case of a sudden health emergency. Those who can show proof of short term disability should be able to receive mandated paid leave.

2. Leave in the U.S.
   - Company leave for maternity and paternity focused
   - Same sex couples

3. Global scale maternity and paternity

Fact for the instructor to use in debriefing the Quizizz

1.) **Under which health act does maternity and paternity leave fall under?**
   The family and medical leave act of 1993. This act was created for working adults who need to take medical leave due to illness, injury, pregnancy or taking care of new born child. It’s important to know about this Act, due to the fact that it allows parents the right to take time off to spend with their new baby instead of worrying about immediately going back to work after either having said child or newly adopting.

2.) **Who are the top three companies in the U.S. that offer the best amount of paternity leave?**
   Netflix, etsy, and google. These companies all offer at least 18 weeks of PAID leave. That is extremely generous considering not all companies will even pay parents when taking paternity leave. Keep in mind these are large financial thriving businesses but that doesn’t mean you don’t get benefits too! One way to find out your benefits is to talk to your human resources department about all of your options. They will help you to gain all the knowledge you need about leave along with help you plan out what solution is best for you. In fact HR, might suggest that if you want to extended your “leave” you can take vacation time for it because that might be a better option. Don’t stress dads, you have options about when to return to work along with taking time to focus on you and your baby.

3.) **Who are the top three companies in the U.S. that offer the best amount of maternity leave?**
   Netflix, Adobe, and twitter. These three companies, really accommodate mothers and their newborns. For those who have just given birth they can receive at least 22 weeks paid leave. For mothers who have just adopted they can receive 18 weeks paid leave. That is a lot of time! As mothers something we can keep in mind, is talking to other moms at your work place. Ask them what they did. Learn from their personal experience and apply it to your situation in whatever way you think will help. Ladies have to stick together. Also keep in mind, talking to human resources as mentioned before. After giving birth some women can go through health complications, thus they will be covered under the medical leave act as mentioned before.

4.) **Do same Sex couples get the same amount of leave?**
No, but here is why! Mothers usually get more time than fathers when it comes to taking leave. Thus for same sex male couples it’s important to communicate and plan with your significant other and your other support systems what you want to do. Finding a balancing act between work and home can be a little tricky but it’s not impossible. As for same sex female couples, you may still get a longer leave, yet that’s not always guaranteed. It’s important for all parents to be informed and see what their options are.

5.) Which countries do not offer paid maternity leave?
New Guinea, Oman, and the United states. There are 41 thriving nations in the world with paid parental leave. However, the U.S. unfortunately isn’t one of them. Don’t be too disappointed though there are four states in the U.S. who require paid leave and they are Massachusetts, Rhode Island, New Jersey and California (there are rumors of Washington State to be the 5th). Thus if you live in one of those states take advantage and ask your company what their policies are. It’s important to be informed and make the most out of what you can receive from your employer even it’s not that much.

6.) Which country offers the best amount of maternity leave?
Estonia. Mothers can receive up to 87 weeks of paid leave. That is pretty amazing!

Being informed can be a lifesaver during this hectic time. Thus never be afraid to ask questions to your friends, family, co-workers, human resources department, anyone. They could have information that in the end will make this time a lot easier for you.

Teaching steps:

Before the workshop make sure to turn on computer connected to projector. Log into the Quizizz online account. Make sure both projector and computer are working before even starting the workshop.

- **Step 1:** Introduce the topic you will be discussing today. Inform the class that it is a judgement free zone and at any time they may ask any questions they have (1 min).

- **Step 2:** Go around the room and have each person introduce themselves and what brings them to the workshop. This is a great way to get to know your client/audience along with help break the ice. (5-10 minutes dependent upon population of group)

- **Step 3:** Have the class of adults divide into small groups (no larger than 5 people to a group) to participate in the Quizizz part of the lesson. Make sure there is one smart phone for each group. They will need it to participate in the Quizizz (1 min)

- **Step 4:** Set each group up using one smart phone for each group, the instructor should have the Quizz already up on the projector screen. (2 mins)
• **Step 5:** Have the groups do the quiz to measure what they already know or don’t know about maternity and paternity leave in the U.S. While taking the quiz, it will keep track of each groups score, showing who is winning in real time. (3.5 min)

• **Step 6:** From there the winning group can first discuss how they know what they know about maternity and paternity leave. (5 mins) this relates to learning outcome #2.12.10

• **Step 7:** Go over the quiz as a class and teacher will go into detail about maternity and paternity leave benefits. (12 minutes)

• **Step 8:** After teaching the lesson, groups will fill out a discussion paper. This paper will ask them to identify what they learned today. (3 mins)

• **Step 9:** As a class we can all debrief and share what we learned and what everyone thought was the most interesting. (10 minutes) learning outcome 2.12.7 and 2.12.10


This article really helped me understand company’s benefits on a personal level. I got a good amount of stats that explained how larger corporations treat their employee’s. The benefits that some people receive are amazing and it’s important to compare them to see each company can offer. This article helps also explain how companies of 50 or more SHOULD be paying their employee’s for leave but they don’t always have to.


This resource was able to provide me with a health standard related to postpartum depression. It also related to one of the national health standards that is addressed in this lesson plan. It relates to health standard 3 the idea of having access to health care. The idea that mothers need to utilize all forms of support that they can access is addressed as well. The cite share a link a pubmed cite that gives more information. However the cite itself does provide a vast knowledge of postpartum information.


This article put the idea of maternity and paternity leave on a global scale. It allowed me to see that we really don’t have a lot of benefits for one of the world’s leading countries. I learned that Estonia has the best benefits for women after having a baby. I also used this article to see what other countries were similar to the U.S. in the sense of not having mandatory paid leave.
I used this resource in order to look up the national health education standards for my lesson plan. The website was very helpful due to its vast amount of ideas about how to approach education. The site also gave insight as to which educational outcomes should be focused on for specific age groups.

This resource helped me understand the different elements that contribute to postpartum depression. From this I was able to identify indicators of stress within the maternity and paternity aspect. From there I was able to assess the idea of leave and how understanding your right can be beneficial. I understand that we cannot prevent postpartum depression but we can do our best to manage it.

This was an excellent read for maternity leave. Mom’s get slightly more benefits than men due either because they have just had the baby or because they are most likely to be the main caregiver to the child. However, it does raise the awareness that those in same sex relations will have to see what benefits they can receive, especially for men. It was very eye opening because it addressed the idea of what single dad’s should do along with what men in same sex relations should take into consideration when taking leave.
Appendix:
Quizziz (https://quizizz.com/quiz/583e00ee35c13e163bec22d8/edit) for instructor
Separate link for participants to play (https://quizizz.com/admin/quiz/583e00ee35c13e163bec22d8)
Discussion/debriefing paper
Instructor fact guide for Quizzizz

Discussion sheet

What are 3 new things you learned from this workshop:
1.)

2.)

3.)

How will you apply what you have learned in this workshop to your everyday life? (ex. reaching out to co-workers for advice about leave at your company):
1.)

2.)
Title: Making Homemade Baby Food

Workshop 5: Nutrition with Postpartum Depression

Author: Stacey Oliveira

Time & Format: 45 minutes

Audience & Learners: Parents of newborns

Topic Overview: This activity addresses the challenges of parenting and provides instruction on making baby food at home which makes baby food more affordable and convenient. This will enhance the self-efficacy young parents and be a source of pride.

Healthy People 2020 Objectives:

HRQL/WB-1: Increase the proportion of adults who self-report good or better health

HRQL/WB-1.2: Increase the proportion of adults who self-report good or better mental health

NWS-15: Increase the variety and contribution of vegetables to the diets of the population aged 2 years and older

NWS-15.1: Increase the contribution of total vegetables to the diets of the population aged 2 years and older

Workshop Goal: To improve the quality of life by educating middle aged working couples on postpartum depression 6 weeks post pregnancy.

National Health Education Standards: being addressed by this workshop (grade level 9-12+)

Participants will be able to:

1. Predict how healthy behaviors can affect health status
5. Demonstrate the ability to use decision-making skills to enhance health

5.12.1 Examine barriers that can hinder healthy decision making
5.12.6 Defend the healthy choice when making decisions

8. Demonstrate the ability to advocate for personal, family, and community health

Specific Learning Objectives (linked to NHES and assessments):

Through participation in this workshop, learners will be able to:

[LO 1: Identify 6 essential nutrients a child’s body needs for healthy growth and development (NHES 1, 5)]
[LO 2: Recognize which of the essential nutrients are in specific foods. (NHES 1, 5)]
[LO 3: Apply knowledge of balanced nutrients to the production of homemade baby food. (NHES 1, 5)]
Key Concepts & Terminology
During the prior knowledge teaching step in this lesson, use these key concepts as a guideline and basis after discussing what the participants already know. These key concepts will give the participants a better understanding of the nutritional needs for both themselves as well as their child

1. What are nutrients?
   a. Components of food that are indispensable to the body’s functioning. The nutrients include water, carbohydrates, fat, protein, vitamins and minerals

2. What are vitamins?
   a. Organic compounds that are vital to life and indispensable to body functions but are needed only in minute amounts, non-caloric essential nutrients

3. What is a kilocalorie?
   a) A measure of how much energy food supplies to the body
   b) The infant’s growth rate is a way to measure if an infant is consuming enough kilocalories (weight, head circumference, length)
   c) Most healthy infants double their weight by 6 months

3. Why is a newborn’s nutrition important?
   a. Babies grow faster in the first year than in any other stage in their life
   b. Babies have a higher basal metabolic rate; mixed with their rapid growth, infant's demand a high amount of nutrients
   c. Infants need 100 calories of nutrients per kilogram of body weight

4. Making your own baby food is cheaper
   a. Cost efficient
   b. Knowing what is going into your child’s body

Teaching Steps (timed):
1.) Engage and Motivate (5 minutes)
   a) Introductions- have all participants go around the circle and introduce themselves and say what the first thing they think of when they hear the word nutrition
   b) Share personal experiences about whether as a couple, or single parent you spend time meal prepping, come up on the spot or typically order out for dinner

2) Prior Knowledge (10 minutes)
   a) Ask the participants what concepts of nutrition for a newborn they already know and what they hope to get out of this lesson
   b) Review Fact Sheet
   c) Administer Fact Sheet quiz

3) Do (15 minutes)
   a) Talk about the ingredients and the nutrients in each ingredient
b) Put ingredients in food processor to make baby food

4) Create & Integrate (5 minutes)
   a) Hand out index cards and pens
   b) Based on the information in the fact sheet as well as what was discussed today, instruct participants to create their own recipe card
   c) Put participants into groups of 4-5 (apples, oranges, bananas, peaches)
   d) Get into groups of 4 and discuss the recipe you came up with

5) Closure (10 minutes)
   a) Is this something that would be beneficial to other parents?
   b) What do people you know think about commercial vs. homemade baby food
   c) What surprised you? Is there anything you would do differently?
   d) What will you remember from this activity?
   e) Hand out recipes for participants to take home

Assessment Measures:
- Instruct participants, based on the information discussed today to write out their own recipe card
- *Put a red circle next to the ingredients that are carbs*
- *Put a blue circle next to the ingredients that are protein*
- *Put a green circle next to the ingredients that are fat*

Materials, Resources, Preparation:
- Food processor
- Measuring cups
- Small mason jars
- Label stickers
- Rice powder
- Water
- Ground oats
- Barley
- Index cards & Pens
- Red marker
- Blue marker
- Green marker
Recipes:

1. *Rice Cereal*
   - 1/4 c. rice powder (brown rice ground in blender or food processor)
   - 1 cup water

   **Step 1:** Bring liquid to boil in saucepan. Add the rice powder while stirring constantly.

   **Step 2:** Simmer for 10 minutes, whisking constantly, mix in formula or breast milk and fruits if desired

   **Step 3:** Serve warm.

2. *Oatmeal Cereal*
   - 1/4 c. of ground oats (do NOT use instant or Quick Cook), ground in blender or food processor
   - 3/4 c. water

   **Step 1:** Bring liquid to boil in saucepan. Add the rice powder while stirring constantly.

   **Step 2:** Simmer for 10 minutes, whisking constantly, mix in formula or breast milk and fruits if desired

   **Step 3:** Serve warm.

3. *Barley Cereal*
   - 1/4 c. ground barley (barley ground in blender or food processor)
   - 1 cup water

   **Step 1:** Bring liquid to a boil. Add the barley and simmer for 10 minutes, whisking constantly

   **Step 2:** Mix in formula or breast milk or juice and add fruits if desired

   **Step 3:** Serve warm
1) Infants rapid _______________ and _______________ depend on adequate _______________ Supplies.

2) True or False; a baby grows faster in the first year of life than ever again?
   True       False

3) Match each nutrient with the corresponding food
   Carbs               Sweet Potatoes
   Protein             Cow’s milk based formula / Breast milk
   Iron                Formula / Breast Milk

4) When can your baby start eating solid foods?
   a) When they can hold a spoon
   b) When they can hold their own head up
   c) When they can sit up straight in a high chair
   d) All of the above

5) How many grams of carbs is the recommended DRI for newborns?
   a) 45 grams       b) 25 grams       c) 60 grams       d) 35 grams
Brochure Quiz Answer Key

1) Infants rapid ______Growth_______ and ____Development____ depend on adequate ____Nutrient____ Supplies.

2) True of False; a baby grows faster in the first year of life than ever again?
   True False

3) Match each nutrient with the corresponding food

   Carbs ______ Sweet Potatoes
   Protein ______ Cow’s milk based formula / Breast milk
   Iron ______ Formula / Breast Milk

4) When can your baby start eating solid foods?
   a) When they can hold a spoon
   b) When they can hold their own head up
   c) When they can sit up straight in a high chair
   d) All of the above

5) How many grams of carbs is the recommended DRI for newborns?
   a) 45 grams    b) 25 grams  c) 60 grams    d) 35 grams
When Making Your Own Baby Food, Here Are A Few Things To Remember

- Never spoon baby food directly out of the jar, unfinished food can become contaminated
- Your baby should be able to sit in a high chair and hold their head up before eating solid foods (4-6 months)
- Always start with vegetables; if babies taste sweeter things first they will always reject vegetables
- Always introduce solid foods one at a time, so if your child has an allergic reaction, you know what caused it

For Additional Resources:

- [https://medlineplus.gov/infantandnewbornnutrition.html](https://medlineplus.gov/infantandnewbornnutrition.html)
- [http://www.parenting.com/article/the-5-nutrients-all-babies-need](http://www.parenting.com/article/the-5-nutrients-all-babies-need)

What you need to know as the parent of a newborn?
The Nutrients Every Child Needs

- There are 6 different nutrients that are essential for optimal growth in children
- After 6 months, you will need to add iron into your baby’s diet
- Your baby needs to be fed either breastmilk or formula every few hours
- The DRI for essential nutrients in newborns include:
  i) 60 grams of carbs
  ii) 9.1 grams of protein
  iii) 31 grams of fat
  iv) 500 milligrams of Omega-3’s

Carbs: Supply food energy for growth so that the body functions properly

Ex.] Breast milk, cow’s milk based formula

Protein: Build, maintain and repair new tissues (skin, eyes, muscles, heart, brain etc.)

Ex.] Breast milk & formula

Iron: Makes hemoglobin, the protein which carries oxygen through our blood

Ex.] Egg yolk, sweet potatoes, beef

“Beginning nutrition education in early childhood is an important part of helping to ensure that children will receive healthful lifestyles.” - Robert Earl

Babies Growth and Development

- Most newborns gain between 4 and 8 ounces a week and grow about 1 to 1.5 inches in the first month
- Infants require about 100 calories of nutrients per kilogram of body weight
- Infants rapid growth and development depend on adequate nutrient supplies
- At about 6 months, their growth slows decreasing their energy intakes, so be aware of your child’s adjustment of eating and do not force them to eat
Annotated Resource Bibliography:

Healthy People 2020 is a science based 10 year national plan for improving the health of all Americans. This website was used as a resource to guide the lesson plan to show participants what they would be learning based on these worldwide objectives for health. The objectives addressed in this lesson plan are objectives under the topic of maternal, infant and child health which guide the health of pregnant women and the risks and health of their child.

This reference handbook designed for Women, Infants, and Children (WIC) and Commodity Supplemental Food Program (CSFP) provides nutrition education to the parents and guardians of infants. This handbook showed the essential nutrients newborns and infants need for optimal growth. Children grow very quickly at this stage so it is important to be aware of the different foods that contain the essential nutrients your child needs.

This website was used as a resource to guide this lesson plan using The National Health Education Standards (NHES). Developed to establish, promote and support health-enhancing behaviors, the NHES was designed as a guideline for health educators to assess achievement and progress in students and the healthy behavior choices they make. This lesson plan uses two of the standards as assessment guidelines. There are six other standards used as guidelines available.

This book was used as a resource to identify the concepts of nutrition for newborns and infants. It gives parents an insight on the types of nutrients their child will need, especially within the first 6 weeks of their life. This book also gave various definitions giving parents more of an awareness of the foods they should and should not be feeding their child.
Title: Mindful Love and Care: A time for you & your partnering parent to develop deeper love through mindfulness.

Workshop 4: Mindfulness for Couples Enduring Postpartum Depression after Pregnancy

Author: Allison Lemay

Date & Time: 60 minutes Monday, December 3rd, 2016 at D&M Room 416

Audience & Learners: Couples/parenting partners with infant children.

Topic Overview: This workshop focuses on creating awareness in couples about mindfulness for self and significant others’ love, support and improve postpartum mental health for parents. The Mindfulness workshop will engage couples 6 weeks after pregnancy and provide opportunities through mindful eating and meditation to enhance self-care, relationship building, and love & gratitude mediating.

National Health Education Standards

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Program Goal: To help educate middle aged, working couples in order to enhance their quality of health within the first six weeks post pregnancy.

Learning Objectives (during and reflectively afterwards participants will)

1. Identify one barrier and how to overcome the barrier by practicing mindfulness in everyday life.
2. List at least three health benefits participants may experience from the mindfulness workshop and mediation activity.
3. Recognize and identify two mindful activities to relieve stress, support self-fulfillment and compassion.

Materials & Preparation

- Music, player and Speakers for music & meditation
- Blank papers & markers
- Projector
• Space for workshop for up to 12 couples or 24 people total
• Mindful foods (be specific please)
• Blindfolds

Key Concepts
1. What is the purpose of mindfulness?
   a. Mind and body focus in the present moment that acknowledges the human experience through awareness without denying emotions.
   b. Learning to cope with stress emotionally and physically.
   c. Focus and quiet oneself thoughts in one still place at a time.
   d. Mindfulness-based cognitive therapy can be as effective as antidepressants medication.
2. How can mindfulness be beneficial to women and men with PPD after pregnancy?
   a. Mindfulness helps focus on the mind, thoughts, emotions etc. and psychologically helps relieve anxiety, stress, and depression. Mindfulness is also an alternative to antidepressants.
3. What are mindful activities?
   a. Meaningful yoga
   b. Meditation
   c. Mindful walking
   d. Mindful eating

Teaching Steps:
1. Introduction about Mindfulness
   a. Introduces the topic, workshop and participants (goes around to each participant says their name and experience with mindfulness)
   c. Participants will have a conversation about what mindful is and if participants practice mindfulness
2. Engaging and motivational—
   a. “Focus on YOUR MINDfulness activity”
   a. Each participant will be given their own blank piece of paper (with mindful music).
   b. Each individual will draw on the paper what brings happiness to their life personally.
   c. Write two personal hobbies they love to do in their free time.
3. Presentation on mindfulness and the importance of applying to one’s life after postpartum depression pregnancy.
   a. The power of mindfulness positively affects the importance of self-care and couple’s quality time & love.
4. Guided meditation video (5-minutes).
5. Guided mindful food activity with each couples 5-10 minute with music.
a. Five senses: slowly chew & mindfully tasting, listening carefully to instructions, see the colors of the food, feel the texture in hand, essence and aura of the food smells
b. Reflection about importance of mindful eating. (How does mindfulness make you feel?)

6. Meet with your couple after the mediation activity.
   a. Draw a circle of things you appreciate, share, and love about one another.
   b. Share one thing you love about your significant other.
   c. Write 2-3 activities the couple share and enjoy with one another on a blank piece of paper.
   d. Engage and reflect with participants

7. The purpose & workshop discussion
   a. Importance of YOU time and self-care after 6 weeks of having a child PPD Pregnancy.
   b. Time together as a couple at least once a week or month.
   c. Taking time for yourself and as a couple.

**Assessment Measurements:**

A class-led discussion at the end will focus on voicing the barriers of being a mother and father at the personal level and as couples. This discussion will engage couples and help each individual connect with one another and learn about each other's difficulties through this time in their lives. This discussion will educate the importance of mindfulness at the personal and relationship level.

The assessment measurement will gather the knowledge and information participants obtained relative to the learning objectives. The lesson plan will conclude with an evaluation as the assessment measurement to gather and understand the participants' knowledge contrasting learning objectives. The assessment will be an evaluation of five questions. The measurement will be if the participants understood the lesson with the answer they have towards or compared to the learning objectives. Evaluation includes five questions.

- Explain two barriers or stressors in your life to being a parent.
- The workshop briefly talked about the importance of mindfulness, what are three benefits mindfulness would have in your life?
- Why would mindfulness be important to you?
- What are two mindful activities you learned in this workshop practice and that will benefit the health of yourself and your family?

The evidence is specifically measured from evaluation at the end of the lesson and is from the data gathered from each participant and their connection with the learning objectives.
Annotated Bibliography


Provided useful information and understanding about the mindfulness and research on the mindfulness-based cognitive theory approach. The article gives reasoning about the importance and benefits of mindfulness during PPD after pregnancy and the benefits mindfulness has on the body compared to antidepressants.


This resource provides up to date information on postpartum mental health, risk factors, screenings, caring for the patient and treatment options. The purpose and benefits to this research are positively affect PPD after pregnancy and the right ways to care for someone suffering.


This article demonstrates the meaning of mindfulness, benefits, self-improvement from mindfulness, and mindful practices. This positively affects women and men at the personal and couple level. It will help represent the true importance demonstrated in the lesson for PPD women and men after pregnancy.