

**Program Schedule and Content Outline based on the Suggested Learner Course Agenda,
Instructor Manual 6th edition, page xxii.**

Note: breaks are not included in cumulative teaching time.

Time	Topic / breaks / adjournment	TEACHING TIME (minutes)	CUMULATIVE TIME (minutes)
0800	Self-grade pre-test ^{a,b}	15 min	15 min
0815	Introduction to the S.T.A.B.L.E. Program	15 min	30 min
0830	Sugar and Safe Care Module	60 min	90 min
0930	Morning break	15 min	---
0945	Administer and review – Sugar Module Quiz questions (in PowerPoint)	15 min	105 min
1000	Temperature Module	60 min	165 min
1100	Administer and review – Temperature Module Quiz questions (in PowerPoint)	15 min	180 min
1115	Airway Module	45 min	225 min
1200	Lunch break	45 min	---
1245	Airway Module (continues)		
1330	Administer and review – Airway Module Quiz questions (in PPT)	15 min	240 min
1345	Blood pressure Module	25 min	265 min
1415	Afternoon break	10 min	---
1425	Blood pressure Module (continues)	25 min	290 min
1450	Administer and review – Blood pressure Module Quiz questions (in PPT)	10 min	300 min
1500	Lab work Module	60 min	360 min
1600	Administer and review – Lab work Module Quiz questions (in PPT)	15 min	375 min
1615	Emotional support and Quality improvement Modules	30 min	405 min
1645	Administer mixed module post-test questions and review answers	30 min	435 min
1715	Complete evaluations, collect test answers sheets / Adjourn	15 min	---

^a The pre-test answer slide is in the Practice Session and Case Studies slide folder. Launch this slide before opening the Sugar and Safe care module. Remind students to not change any answers, but make a mark over any questions answered incorrectly. Ask students to review any incorrectly answered questions, then collect their pre-test and answer sheet.

^b If the pre-test was not completed before the course, then there will not be enough time to give the test on the morning of the course unless the course is split into two full days.

^c The answer sheet needs to be fully completed. This includes the Quiz questions (administered throughout the course) and the mixed module questions. Students are permitted to change their answers on the quiz questions, as it is expected they will more fully understand the material as the questions are discussed during class.

The S.T.A.B.L.E. Program Learner Course – Speaker and Course Evaluation

Instructor Name(s): _____

Date: _____ Course Location: _____

	STRONGLY DISAGREE	DISAGREE	I DON'T DISAGREE OR AGREE	STRONGLY AGREE	STRONGLY AGREE
	1	2	3	4	5
1) Objectives – Stated learning objectives met					
2) Audiovisuals – contributed to presentation					
3) Content – Relevant to my practice					
4) Presentation – Speaker(s) qualified and held my interest					
5) Effectiveness – Speaker(s) was / were organized & effective					
6) Practice – Validated or changed my practice in one or more ways					
7) I gained more confidence in my ability to assess and stabilize a sick infant					
<p>7) As a result of today's presentation, I learned the following that I did not previously know:</p> <p style="margin-left: 20px;">a)</p> <p style="margin-left: 20px;">b)</p> <p style="margin-left: 20px;">c)</p> <p>8) I recommend the Instructor or Instructors do the following to improve their presentation:</p>					



Lead instructors: You may use any of the following information when applying for nursing continuing education (CEU) or medical continuing education credits (CME).

CONTINUING EDUCATION PROGRAM INFORMATION

Course Title The S.T.A.B.L.E. Program Learner Course

Target Audience Nurses, Physicians, and Respiratory Therapists who work with neonates (sick or well); and other maternal child health care providers (nurse aides, pre-hospital providers – EMTs, Paramedics)

Program Description:

The S.T.A.B.L.E. Program is designed for the period following resuscitation of the newborn or neonate until care is transferred to the neonatal transport team or members of the neonatal ICU team. The Program is also useful for maternal/child healthcare providers who take care of well newborns and for those newborns who may become ill.

This mnemonic based tool focuses on the post-resuscitation care of sick neonates including physical assessment, problem recognition and patient management. The S.T.A.B.L.E. Program is a concise, directive tool to help maternal/child healthcare providers to organize the myriad of details and interventions necessary to provide care to a sick and/or premature infant. The program has also evolved to serve as an orientation tool for the neonatal ICU and neonatal transport teams.

The following material is covered in this program. A complete list of objectives is on page 2.

Sugar – Neonates at risk to become hypoglycemic and how to treat hypoglycemia with IV fluids, initial IV therapy and safe use of umbilical lines.

Temperature – the normal response to cold stress and the detrimental effects and consequences of hypothermia; prevention of hypothermia; and candidates for therapeutic/neuroprotective hypothermia.

Airway – assessment of and degrees of respiratory distress, how to recognize respiratory failure; endotracheal intubation and securing an ET tube; blood gas assessment and initial ventilator settings.

Blood pressure – physical exam for shock, causes of hypovolemic, cardiogenic and septic shock; treatment of shock.

Lab work – bacterial and viral pathogens that may infect the neonate, signs of neonatal sepsis, CBC interpretation, and the initial antibiotic therapy to treat suspected infection.

Emotional support – understanding the crisis that parents experience with birth of a sick baby and how to support parents during this crisis.

Quality improvement – how to deliver an effective “SBARR” communication, how to use simulation to create expert teams, and how to use the PSSAT (pre-transport stabilization self-assessment too).

This program is presented by experts in neonatal nursing or medicine (a strict requirement of the national office and program director), in a didactic/interactive format. An animated PowerPoint slide presentation is utilized to guide the course presentation. Validated test questions are utilized to assess changes in knowledge.

Program Goals

This program is designed to provide important information about neonatal stabilization for maternal/infant healthcare providers in all settings – from community hospitals and birth centers, to emergency rooms and more complex hospital environments, including level 4 neonatal intensive care units.

Goal 1: Organize this information using a mnemonic to assist with retention and recall of stabilization activities that are important for the post-resuscitation / pre-transport stabilization care of sick infants.

Goal 2: Improve patient care and safety for vulnerable neonates by (a) standardizing processes and approach to care, (b) encouraging teamwork, (c) identifying areas where medical errors can and do occur, and (d) reducing and eliminating preventable adverse events.

Learner/Provider Course Module Objectives 6th edition

Sugar and Safe Care

Upon completion of this module, participants will gain an increased understanding of:

1. Issues of patient safety and error reduction in the delivery of health care to infants.
2. Infants at increased risk for developing hypoglycemia, including preterm and small for gestational age infants, infants of diabetic mothers, and sick, stressed infants.
3. The impact of late-preterm birth on increased morbidity and mortality.
4. Screening recommendations for gestational diabetes.
5. The physiologic basis of aerobic and anaerobic metabolism.
6. The initial intravenous fluid therapy to provide to sick infants.
7. Recommendations for monitoring the blood glucose.
8. Signs of hypoglycemia, IV glucose treatment of hypoglycemia and post-treatment reassessment.
9. Indications for placement of umbilical catheters.
10. The principles for safe use of umbilical catheters.
11. Surgical and medical abdominal conditions that present as bowel obstruction.

Temperature

Upon completion of this module, participants will gain an increased understanding of:

1. Infants at increased risk for hypothermia.
2. The normal physiologic response to cold stress for term infants.
3. Mechanisms of heat gain and loss.
4. The physiologic response to hypothermia for term and preterm infants.
5. Candidates for therapeutic neuroprotective hypothermia.
6. Methods to rewarm hypothermic infants and how to monitor hypothermic infants during rewarming.

Learner/Provider Course Module Objectives 6th edition (continued)

Airway (continued)

Upon completion of this module, participants will gain an increased understanding of:

1. Labs and tests to obtain during the post-resuscitation / pre-transport period.
2. Signs of neonatal respiratory distress and how to distinguish between mild, moderate, and severe distress.
3. Blood gas interpretation and treatment of respiratory and metabolic acidosis.
4. Signs of respiratory failure.
5. Principles of assisted ventilation, including candidates for continuous positive airway pressure (CPAP), bag and mask or T-piece resuscitator positive pressure ventilation (PPV), assisting with endotracheal (ET) intubation, securing the ET tube, chest x-ray evaluation for ET tube position, and initial ventilatory support.
6. Respiratory illnesses and airway challenges that present in the neonatal period.
7. Identification and treatment of pneumothorax.
8. How to safely use analgesics to treat pain.

Blood Pressure

Upon completion of this module, participants will gain an increased understanding of:

1. The difference between compensated and uncompensated shock.
2. The principles of cardiac output and heart rate as they relate to shock and factors that can impair cardiac output.
3. The physical examination to evaluate for shock.
4. The causes and initial treatment of the three major types of shock seen in infants: hypovolemic, cardiogenic, and septic shock.

Lab Work

Upon completion of this module, participants will gain an increased understanding of:

1. Perinatal and postnatal risk factors that predispose infants to infection.
2. The clinical signs of neonatal sepsis.
3. Bacterial and viral organisms that may cause infection.
4. Laboratory tests to obtain in the pre-transport / post-resuscitation period.
5. White blood cell (WBC) development, how to calculate and interpret the absolute neutrophil count and immature to total ratio.
6. The initial antibiotic treatment of an infant with suspected sepsis.

Emotional Support

Upon completion of this module, participants will gain an increased understanding of:

1. The crisis families experience when an infant requires transport to, or care in, a neonatal intensive care unit.
2. Ways healthcare providers can support parents of sick infants.
3. Methods neonatal healthcare providers can use to facilitate parenting in the NICU.

Learner/Provider Course Module Objectives 6th edition *(continued)*

Quality Improvement

Upon completion of this module, participants will gain an increased understanding of:

1. Concerns regarding patient safety and methods to reduce medical errors and preventable adverse events in this vulnerable population.
2. The importance of effective communication and teamwork to prevent harm and to improve patient safety.
3. Simulation-based education as a strategy to improve patient safety.
4. The importance of self-assessment and debriefing to evaluate care provided in the postresuscitation/pre-transport stabilization period.