The 2-day Instructor Course will provide a comprehensive overview of The S.T.A.B.L.E Program Learner course materials and will prepare expert neonatal physicians and nurses for the Lead or Support Instructor roles. The S.T.A.B.L.E. Program course materials (Instructor manual, Student manual, and Learner Course slides*) will be reviewed in detail to familiarize instructor candidates with all aspects of the Program.

Note: *The Learner Course program slides are not provided as part of the course registration. They may be purchased separately from S.T.A.B.L.E. (see Store at [www.stableprogram.org](http://www.stableprogram.org)).

**Wednesday, November 6, 2019**

08:00  Continental breakfast and sign-in  
10:00  BREAK (15 minutes)  
10:15  Instructor Manual overview and Testing / Quiz administration and continuation of course presentation.  
12:00  LUNCH (provided) – the 2nd Ed. Physical Exam/Gestational Age Assessment slide program will be played during the lunch break for those interested in viewing them  
13:00  Continuation course presentation  
14:30  BREAK (15 minutes)  
14:45  Continuation course presentation  
16:30  Adjourn for the day  
18:00 – 20:00  Dinner Lecture (please arrive at 17:45) – Prior sign up required!  
Join us for a dinner hosted by Clinical Innovations to learn about: Reducing the Risks of Vacuum-Assisted Deliveries—A Practical Approach. Guest Speaker: Ross W. McQuivey, M.D., Adjunct Clinical Faculty, Stanford University; Dept. of OB/GYN, Medical Director - Clinical Innovations, Inc. (this is a non-CEU/CME event)

**Thursday, November 7, 2019**

08:00  Continental breakfast and sign-in  
08:30  Course resumes: Continuation course presentation  
10:00  BREAK (15 minutes)  
10:15  Continuation course presentation  
12:00  LUNCH (provided) – the 2nd Ed. Physical Exam/Gestational Age Assessment slide program will be played during the lunch break for those interested in viewing them  
13:00  Continuation course presentation  
14:30  BREAK (15 minutes)  
14:45  Continuation course presentation. Complete mixed module post-test / grade test.  
16:30  Complete Instructor Registration form and Course Evaluation / Adjourn

**Friday, November 8, 2019:**  S.T.A.B.L.E. – Cardiac Module (optional attendance, additional fee applies).

**Continuing Education Credits:**

This course has been approved for 10.3 clock hours of instruction**, which is equivalent to 12.4 hours of contact hours of continuing education credit by the California Board of Registered Nurses, CEP #15417

**Some states require 60 minutes of instruction for each contact hour of continuing education. Other states allow 50 minutes of instruction for each contact hour of continuing education. Please check your state’s rules and claim the number of contact hours that meet your state’s rules. That is, claim either 10.3 contact hours or 12.4 contact hours of continuing education.

For more information, please visit the S.T.A.B.L.E. Program website: [https://stableprogram.org/courses/](https://stableprogram.org/courses/)  
or call Mason Meinhold, Instructor course coordinator: 1-801-655-8171
Kris A Karlsen PhD, APRN, NNP-BC, FAAN
Dr. Karlsen is a neonatal nurse practitioner who has been involved in neonatal care in a variety of settings including transport, education, simulation and patient care for more than 35 years. She is an award-winning author and founder of the internationally recognized S.T.A.B.L.E. Program. Dr. Karlsen is the author and developer of the pre-transport / post-resuscitation stabilization neonatal education program, The S.T.A.B.L.E. Program, the S.T.A.B.L.E. – Cardiac Module and the Neonatal Stabilization Scenarios Guidebook. Dr. Karlsen is the Program Director for S.T.A.B.L.E. and she oversees all instructor training curriculum and course presentations. In addition, she works clinically in the Intermountain Healthcare system neonatal ICUs in Utah. Kris is in her 9th year as a co-facilitator of the NICU simulation program, with 6 of those years as co-facilitator of the ECMO simulation program. For many years, she served on the Utah Perinatal Mortality and Out of Hospital Birth committees and she is the recipient of the AWHONN/Johnson & Johnson 2003 Childbirth Nursing Award, the March of Dimes 2004 Leadership in Healthcare Nurse Award, the University of Utah College of Nursing 2005 Outstanding Doctoral Student Award, the 2010 National Association of Neonatal Nurse Practitioners NNP Excellence Award and the 2014 National Perinatal Association, The Individual Contribution to Maternal & Child Health at the National and International Level Award. Her research interests include methods to improve neonatal outcomes and the educational process. Dr. Karlsen brings her enthusiasm and passion for teaching about neonatal stabilization to frequent conference presentations both nationally and internationally.

Bridget K Cross MSN, NNP-BC
Ms. Cross is a neonatal nurse practitioner who has been involved in neonatal care as a staff nurse, clinician, research assistant, and educator for more than 30 years. In addition to her clinical work in the Level 4 NICU at Texas Children’s Hospital in Houston, TX, Ms. Cross is an adjunct faculty member for Baylor College of Medicine in Houston, Texas. She is a contributing author on the Guidelines for the Acute Care of Neonate (Hematology and Environmental chapters) published by the Baylor College of Medicine – Neonatology Section. She collaborated as an author, reviewer and consultant for the Mosby Nursing Skills on-line education materials and she is past co-editor for the American Academy of Pediatrics Transport Medicine Section newsletter. Trained in simulation methodology and facilitation, she is actively involved as a simulation instructor at the renowned simulation center at Texas Children’s Hospital. Since 2000, she has been a S.T.A.B.L.E. Lead Instructor, and in 2014, she became certified as a S.T.A.B.L.E. National Faculty member for Lead Instructor training. Ms. Cross is an experienced presenter who has all the attributes that are most appreciated by students; she is personable, knowledgeable, enthusiastic and organized.

Course Location
University Guest House and Conference Center
110 S. Fort Douglas Blvd
Salt Lake City, UT 84113

Cancellation policy for all S.T.A.B.L.E. Courses
Refund will be made by check. For those registrations paid for by credit card, a $20 processing fee will be assessed, per registration, for the original bankcard fee assessed at the time of registration.
Cancellation 31 or more days before the course: 100% refund (*less $20 credit card fee if applicable)
Cancellation 15 to 30 days before the course: 50% refund (*less $20 credit card fee if applicable)
Cancellation 7 to 14 days before the course: 25% refund (*less $20 credit card fee if applicable)
Cancellation 0 (no show) to 6 days before the course: No refund

Course Transfer Policy
Transfers to another course date 0 to 4 days prior to the event currently registered for:
$60 fee (if transferring a one-day course)
$120 fee (if transferring a two-day course)
$180 fee (if transferring a three-day course)
If you do not attend the course you transferred to, then all fees will be forfeited. You may re-transfer to another course, but additional fees may apply if the transfer occurs within the 0 to 4 days prior to the course time frame.
The following information will be covered in this two-day course. Please note the order of presentation will vary but all of the information will be presented.

- All of the S.T.A.B.L.E. Program modules and quizzes.
- Course logistics: website overview, setting up a course, AV requirements, using Adobe Flash slides, how to: Order course materials, administer tests, post a Learner course, find other Lead instructors on the website, enter and submit a student roster, apply for teleconference offerings, download tests from the S.T.A.B.L.E. website.
- Student renewal options.
- Attributes of Adult Learners, and Instructor attributes that contribute to an optimal teaching and learning experience.
- How to prepare a Support instructor using the S.T.A.B.L.E. training guidelines and Instructor qualifications.

Course Objectives
Upon completion of this 2-Day National S.T.A.B.L.E. Instructor course, participants will be able to:
1) Discuss the contribution of preterm birth and at least 3 other leading causes of neonatal mortality on neonatal and infant mortality rates in the United States.
2) Following review of the S.T.A.B.L.E. modules: Sugar, Temperature, Airway, Blood pressure, Lab work, the participant will document understanding of the content by successfully passing each Module Quiz (achieve a score of 80% or higher) and will pass the mixed module test by scoring 2 or fewer wrong on the 8-question test.
3) Understand the logistics behind running a S.T.A.B.L.E. Learner Provider course, including how to set up a course, necessary course materials, how to process a student roster, attributes of effective instructors, renewal course options and how to maintain active instructor status.

The following content will be reviewed in each S.T.A.B.L.E. Program module:

Sugar and Safe Care
1. Infants at increased risk for developing hypoglycemia, including preterm and small for gestational age infants, infants of diabetic mothers, and sick, stressed infants.
2. The physiologic basis of aerobic and anaerobic metabolism.
3. The initial intravenous fluid therapy to provide to sick infants.
4. Recommendations for monitoring the blood glucose.
5. Signs of hypoglycemia, IV glucose treatment of hypoglycemia and post-treatment reassessment.
6. Indications for placement of umbilical catheters.
7. Guidelines for safe use of umbilical catheters.
8. Surgical and medical abdominal conditions that present as bowel obstruction.

Temperature
1. Infants at increased risk for hypothermia (pre-term infants, infants undergoing resuscitation, infants with abdominal wall defects, sedated or anesthetized infants).
2. The normal physiologic response to cold stress for term infants.
4. The physiologic, potentially detrimental 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.

Airway
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.
4. Signs of respiratory failure and 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.
5. Respiratory illnesses and airway challenges that present in the neonatal period.
6. Identification and treatment of pneumothorax.

Blood Pressure
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
1. Perinatal and postnatal risk factors that predispose infants to infection.
2. The clinical signs of neonatal sepsis.
3. Laboratory tests to obtain in the pre-transport / post-resuscitation period.
4. White blood cell (WBC) development, how to calculate and interpret the absolute neutrophil count and immature to total ratio.
5. The initial antibiotic treatment of an infant with suspected sepsis.
Wednesday, November 6, 2019
Join us for a Lecture / Dinner on the first evening of the Instructor Course!

As S.T.A.B.L.E. Program Instructors, you will have many Labor/Delivery/Postpartum staff in your classes. There is so much to learn about the topic of safe Vacuum Assist Delivery and this dinner will be an excellent opportunity to learn and ask questions and speak with Dr. McQuivey. This is a non-CEU/CME offering.

If you did not sign up during online registration, please contact Mason Meinhold, Instructor Course Coordinator, to confirm attendance. Dinner is complimentary and starts at 6 pm. The lecture is approximately 1 hour in length followed by 30 minutes for questions and discussion.

“Reducing the Risks of Vacuum-Assisted Deliveries— A Practical Approach”

Ross W. McQuivey, M.D.
Adjunct Clinical Faculty
Stanford University; Dept. of OB/GYN

Medical Director: Clinical Innovations, Inc.

Speaker: Dr. Ross W. McQuivey is the Medical Director and consulting physician for Clinical Innovations, Inc. He is also an Adjunct Clinical Faculty Member of Stanford University Hospital’s Department of Obstetrics & Gynecology. He has served as a visiting professor in the Port Moresby General Hospital (Papua New Guinea) as an outreach obstetrician and working directly with Dr. Aldo Vacca. He is dedicated to improving women and children’s healthcare. He leads Clinical Innovation’s educational efforts and assists in the research, design and clinical testing of new products. Dr. McQuivey completed his undergraduate degree from Stanford University and did his medical school and residency training in Obstetrics and Gynecology at the University of Utah. During his residency, he was twice recognized for excellence in teaching. Dr. McQuivey has been published several times on vacuum delivery. He has provided educational seminars on vacuum-assisted delivery to physicians around the world.

I. Objectives:
   a. Cite indications and contraindications for vacuum delivery;
   b. Identify obstetrical factors that influence the outcome of vacuum delivery;
   c. Discuss anatomical principles, clinical reasoning, and technical skills required for the use of vacuum delivery;
   d. Compare and contrast the efficacy of the vacuum products available;
   e. Identify when to abandon the procedure

II. History of Vacuum Use
   a. Introduction of VAVD
   a. 1998 FDA Public Health Advisory
   b. Changing face of operative delivery trends

III. Indications and Contraindications to Operative Vaginal Deliveries
   a. Prerequisites—proper patient selection
   b. Indications
      i. Prolonged second stages of labor
      ii. NRFHT
      iii. Maternal benefit
   c. Contraindications
      i. Prematurity
      ii. Known bone demineralization or bleeding disorder
      iii. Non-vertex presentation
      iv. Unknown position
      v. Fetal head not engaged
IV. Complications of the Vacuum Device  
a. Neonatal  
   i. Effects: chignon, abrasion, bruising, laceration, cephalohematoma  
   ii. Complications: subgaleal hemorrhage, intercranial hemorrhage, skull fractures  
b. Can these be avoided?  
   i. The Flexion Point  
   ii. Different cups  
      1. rigid vs. soft  
      2. benefits and disadvantages  

V. Proper Technique  
i. Flexion Point  
   1. 3cm anterior of posterior fontanelle along sagittal suture  
   2. promotes flexion  
   3. limits asynclitism  
   4. optimal diameters = least amount of force  
ii. Axis traction  
   1. Two-handed technique  
   2. How hard is too hard?  
iii. Decreasing vacuum between contractions  
iv. Decreasing numbers of pop-offs (detachments)  
v. Auto-rotation  

VI. Perineal Preservation? Vacuum vs Forceps  
i. Less perineal trauma associated with VAVD  
ii. Less anaesthetic requirements  
iii. Does that lead to better outcomes?  
   1. short-term—literature  
   2. long-term—recent literature  

VII. Knowing when to say “when”  
a. Knowing when to say “when”  
   i. No more than 2 pop-offs(?)  
   ii. Progress made with EACH pull  
   iii. No longer than 20 minutes  
   iv. No more than 3 pulls(?)  
   v. What to do after a failed VAVD?  

VIII. Discussion  

IX. Products mentioned  
a. “Kiwi Omni-Cup and Pro-Cup” Clinical Innovations, Inc.  
b. “Mystic, Mityvac M-Style, MitySoft Bell-Style” Cooper Surgical, Inc.  
c. “Soft-Touch, Velvet-Touch, Secure Cup” Utah Medical Products, Inc.  
d. “Silc Cup”; Multiple Manufacturers
ACOG Practice Bulletin—Operative Vaginal Delivery; Number 17, June 2000.


