



The 2-day Instructor Course will provide a comprehensive overview of The S.T.A.B.L.E Program 7th Edition Learner course materials and will prepare expert neonatal physicians, nurses, and respiratory therapists for the Lead or Support Instructor roles. The S.T.A.B.L.E. Program course components (manual and slides) will be reviewed in detail to familiarize instructor candidates with all aspects of the Program.

This course is approved for 11.4 contact hours of nursing continuing education credit by CA BRN provider # 15417.

Day 1

08:00 Course begins. Welcome to the Course! Introduction to S.T.A.B.L.E., vision and mission, educational methodologies, student completion criteria including S.T.A.B.L.E. Foundations

09:30 BREAK (15 minutes)

09:45 Continue course presentation

11:30 LUNCH

12:30 Continue course presentation

14:15 BREAK (15 minutes)

14:30 Continue course presentation

16:30 Adjourn for the day

Day 2

08:00 Continue course presentation

09:30 BREAK (15 minutes)

09:45 Continue course presentation

11:30 LUNCH

12:30 Continue course presentation

14:15 BREAK (15 minutes)

14:30 Continue course presentation

16:30 Adjourn – thank you for attending! A course evaluation will be emailed after the course and when returned, you will be registered with S.T.A.B.L.E.

The following information will be covered in this 2-day course.

Please note the order of presentation will vary but all of the information will be presented.

- Overview of the S.T.A.B.L.E. Program vision and mission, Learner Course modules and post-tests.
- Course logistics: arranging a learner course and assigning S.T.A.B.L.E. Foundations prior to course, Instructor portal (website) overview including the resource center, AV requirements.
- How to: Order course materials, download and administer tests, and enter and submit a student roster.
- Adult learners and Instructor attributes that contribute to an optimal teaching and learning experience.
- Teaching requirements and how to maintain active instructor registration.

S.T.A.B.L.E. Instructor Course - Objectives

Upon completion of this 2-Day National S.T.A.B.L.E. Instructor course, participants will be able to:

- 1) Explain the rules for successful student completion including the prerequisite S.T.A.B.L.E. Foundations Module and passing post-test scores.
- 2) Identify the resources available in the Instructor Portal and how those resources can be used in class.
- 3) Locate the course slides following login to the Instructor Portal.
- 4) 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 the post-test with a score of 80% or higher.
- 5) Understand the logistics for organizing a S.T.A.B.L.E. Learner course, necessary course materials, how to process a student roster, attributes of effective instructors, and how to maintain active instructor status.

Sugar Module

1. Why it is important to withhold feedings and establish intravenous (IV) access when infants are sick.
2. The initial intravenous (IV) fluid therapy to provide to sick infants.
3. Preparation for extrauterine life and infants at increased risk for developing hypoglycemia, including preterm and small for gestational age infants, infants of diabetic mothers, and sick, stressed infants.
4. The impact of late preterm birth on increased morbidity and mortality.
5. Signs of hypoglycemia and how to monitor the blood glucose.
6. IV glucose treatment of hypoglycemia and post-treatment reassessment.
7. Infants at-risk for hypoglycemia and treatment with enteral feedings and dextrose gel.
8. Indications for and safe use of umbilical catheters

Temperature Module

1. Infants who are at increased risk for hypothermia.
2. The physiologic response to cold stress for term and late preterm infants.
3. Mechanisms of heat loss: conduction, convection, evaporation, and radiation.
4. The detrimental effects of hypothermia for term and preterm infants.
5. Methods to rewarm infants after accidental hypothermia.

Airway Module

1. Labs and tests to obtain and items to monitor when evaluating and stabilizing a sick infant.
2. Signs of respiratory distress and how to distinguish between mild, moderate, and severe distress.
3. Blood gas interpretation and the treatment of respiratory and metabolic acidosis.
4. Signs of respiratory failure and when assisted ventilation may be necessary.
5. Principles of assisted ventilation, including candidates for continuous positive airway pressure, positive pressure ventilation, endotracheal intubation, and the initial ventilatory support to provide.
6. Respiratory illnesses and airway challenges that present in neonates.

Blood Pressure Module

1. How inadequate tissue perfusion and oxygenation can lead to shock.
2. The changes in vital signs and physical exam when an infant is in shock.
3. The causes and initial treatment of hypovolemic, obstructive, cardiogenic, and septic/distributive shock.

Lab Work Module

1. Why neonates are more vulnerable to infection than older infants and children.
2. The clinical signs of neonatal sepsis.
3. Bacterial and viral organisms that may cause infection.
4. Perinatal and postnatal risk factors that predispose neonates to infection.
5. Initial laboratory tests to obtain in the pre-transport / post-resuscitation period.
6. White blood cell (WBC) development and how neutrophils respond to an infection.
7. The initial antibiotic treatment for neonates with suspected sepsis.

Emotional Support Module

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

Quality Improvement Module

1. Methods to enhance patient safety and reduce medical errors and preventable adverse events in the vulnerable neonatal population.
2. The importance of effective communication and teamwork to prevent harm and improve patient safety.
3. Simulation-based education as a strategy to improve patient safety and self-assessment and post-event debriefing.