

## The S.T.A.B.L.E. Program – Instructor Course

### Here are a few pointers as you get started today...

**SLIDE PROGRAM:** The Learner Course slide program is a separate purchase from the Instructor or Learner Manuals. Once your institution has invested in the Learner Course slides on USB or DVD, you **do have permission** to copy the Learner Course slides to a USB for any member of your teaching team who is an actively registered Lead or Support Instructor. The purpose of this is to allow those who will be teaching an opportunity to practice. **Please note:** It is NOT permissible to upload the slides to a hospital e-learning platform or your hospital's intranet.

**Adobe Flash (.swf) file extension:** The slides are saved as an 'Adobe Flash' file and therefore, we will be showing you some tips on how to use the slide decks easily and efficiently. We recommend you print out the 2 PDFs that are found on the USB or DVD slide programs. These PDFs contain navigation tips and additional information on using Flash files.

**Advancing slides from one to the next:** The mouse cursor needs to be over the slide content and not in the side bars that are gray or black in color. We recommend you locate the mouse cursor near the book icon (for consistency of placement). Do not place the cursor over the NEXT button because you will skip animations that are on the slides.

### **Sugar and Safe Care Module:**

**Your instructor will ask that you follow along in your Instructor manual throughout the course.**

#### **Left-side pages are for the Instructor's guidance:**

Please read the information on the left-side pages and also notice when the non-NICU slides differ from the NICU slides.

**Animations built into the slides / skipping animations:** Your instructor will demonstrate how animations can be accidentally 'skipped' when using a remote controller that is not compatible with the Flash files. We have only found one remote controller (from Tripp-Lite) that does not skip animations. This information will be shared with you during the course (and it is also on the PDF referenced above). Warning! A newer model Tripp-Lite remote is available for purchase BUT, it does not display the animations correctly, so if you are going to buy one, please buy the model that is described on the PDF. **Alternatively,** you can use your computer keyboard, a wireless mouse or a regular wired mouse to advance the slides.

**Videos:** Not all videos have sound. Watch for the message on the slides that have videos that tells you whether or not there is sound.

**Slide Transitions:** When the 'transition animation' changes to "doors open" or "cube turns" – the content is changing to a new topic area.

**Clinical Tips & What's All the Phys About:** Watch for these resources throughout the Learner Manual. See the last page of this document for *Locations for the Clinical Tips and What's all the Phys About*. The *What's All the Phys About* items are more complex than the regular content found in the Learner Manual.

**Case Vignettes:** are located throughout the Instructor Manual. The case vignettes are available as PDFs on the S.T.A.B.L.E. website by logging in with your instructor ID and number. You can print the vignettes out and then insert them into 'sheet protectors' and then place those vignettes in your book as a reminder that you want to hand them out. Students can underline or highlight items on the vignette and then you can lead the discussion. Your Instructor Manual has the 'discussion points' to cover but your students will just see the case vignette details.

<p><b>Quiz Scores:</b> When you are teaching, remember to record the Quiz “Your Score” at the end of every module on the “Quiz Recording Sheet”. A quiz recording sheet is in your Instructor Course packet and your instructor will explain further.</p>
<p><b><u>Temperature Module:</u></b></p>
<p><b>Differences between the NICU and Non-NICU slides in this module:</b> NICU version focuses on “heat loss prevention”; the non-NICU version explains conductive, convective, evaporative, and radiant heat loss in more detail. Both slide presentations match up again starting with the HIE slides.</p>
<p><b>Candidacy for Therapeutic/Neuroprotective Hypothermia Checklist on page 86 and 87:</b> are also found as PDFs on the S.T.A.B.L.E. website under both the Instructor and Student menus.</p>
<p><b><u>Airway Module:</u></b></p>
<p><b>Sound clips:</b> Your instructor will demonstrate how to play the sound clips for the grunting sounds. You will need speakers connected to your computer if the room is very large.</p>
<p>Notice that not every page in the Learner Manual has a slide that goes with it. Example: pages 137-148 (assisting with intubation and taping an ETT are not included as slides).</p>
<p>Notice where the NICU/non-NICU slides differ.</p>
<p><b>Skills stations:</b> For Non-NICU staff or those new to NICU, consider setting up skills stations for bag/mask and T-piece PPV, LMA, securing an ET Tube, assisting with intubation.</p>
<p><b>Page 148, Instructor Manual:</b> See the “helpful advice” for guiding discussion on taking chest x-rays.</p>
<p><b><u>Blood Pressure Module:</u></b></p>
<p><b>Biggest difference between the NICU and Non-NICU programs:</b> Non-NICU version has some slides that explain how to mix dopamine.</p>
<p><b>Vacuum-Assist Delivery videos:</b> We recommend you go the STABLEProgram YouTube channel and review the VAD videos. In particular, take time to watch the Everything you ever NEEDED to know about Vacuum video. This information will be very helpful when you discuss subgaleal hemorrhage (scalp swellings presentation). <a href="https://www.youtube.com/channel/UCahTjzHL3DZH5HrGJAUixzw">https://www.youtube.com/channel/UCahTjzHL3DZH5HrGJAUixzw</a></p>
<p><b>Page 208 – pre-course staff assignment:</b> Read the clinical tip on page 207 and the staff assignment on p. 208. We recommend that you pre-assign this activity to your course host if you are teaching outside of your own facility and then you can ask the course host to present the details in the assignment. If you are teaching in your facility, then you should be prepared to discuss how blood is obtained emergently. We ask that you don’t skip this important aspect of clinical care.</p>
<p><b><u>Lab work Module:</u></b></p>
<p><b>Slide programs:</b> The non-NICU and NICU versions slide programs are now the same.</p>
<p><b><u>Emotional Support Module:</u></b></p>
<p>We have found that it is common for one or more of the students in the Instructor and Learner courses to have had a personal experience (themselves and/or a close family member) with an infant requiring NICU care or with neonatal loss. Therefore, it is very important that you watch your students closely for distress and provide empathy, compassion, and support as indicated.</p>
<p><b><u>Quality Improvement Module:</u></b></p>
<p>Several resources are found in this module that may be helpful: SBARR education, Team Training, and the Pre-Transport Self-Assessment Stabilization Tool (PSSAT)</p>
<p><b>PSSAT Form:</b> is available as a PDF on the S.T.A.B.L.E. website under the Instructor and Student tabs.</p>

## Locations for the Clinical Tips and the What's All the Phys About Resources

### Sugar and Safe Care Module

<u>Clinical Tips</u>	<u>What's All the Phys About?</u>
Page 12: IV tips	Page 20: HbgA1c
Page 17: SGA versus IUGR	Page 22: Hyperinsulinemia and macrosomia
Page 19: Follow-up care for GDM	Page 25: Hypoglycemia – signs or no signs
Page 21: GDM screening	Page 26: Alternative fuel sources
Page 24: Whole blood versus plasma glucose	
Page 28: Factors related to transport	
Page 30: Premie special considerations	
Page 45: UAC complications	
Page 46: UAC – speed of blood draws/return	

### Temperature Module

Page 70: Neutral thermal zone	Page 67: Brown fat metabolism
Page 78: Plastic coverings	

### Airway Module

Page 104: Pulse oximeter accuracy	Page 105: How altitude affects oxygen saturations
Page 107: Shunting	Page 109: O2 Hemoglobin Dissociation Curve
Page 126: Questions related to ABG analysis	Page 111: Hemoglobin and cyanosis
Page 143: ETT adaptors /cutting the ETT	Page 112: ROP
Page 152: Ventilated babies not oxygenating well	Page 113: Gas Exchange
Page 164: Transillumination	

### Blood Pressure Module

Page 191: Premies – uncompensated shock	Page 204: Abnormal anion gap, Ca, cardiac enzymes
Page 196: Oscillometric blood pressures	
Page 197: Pulse Pressure	
Page 207: Emergency release PRBCs	
Page 209: Crystalloids versus colloids	

### Lab Module

Page 232: Gram positive/negative organisms	
Page 236: Blood culture volume	
Page 240: Names for neutrophils	

### Emotional Support Module

Page 282: Information needed for transport	
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### Procedures

Page 327: Heimlich valve	
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