**** **Helping Mothers Survive**

**Vacuum-Assisted Birth**

**Training**

**[Location]**

**[Date]**

Helping Mothers Survive (HMS) Vacuum-Assisted Birth (VAB) is a learning module designed to help providers perform a VAB for women with indications who meet criteria for a VAB. HMS VAB builds capacity of the entire team of providers who care for women having a VAB using a “low-dose, high-frequency” (LDHF) approach. Skills are built on-site reinforce respectful care and women’s choice in order to provide the best experience of care during labor and childbirth. A key component of HMS is the short set of LDHF skills practice and quality improvement activities done by providers after training activities have been completed.

**Audience:**

**VAB** is designed for all providers who are authorized and have the responsibility of conducting a VAB. Learners must have completed HMS Essential Care for Labor & Birth and HMS Prolonged & Obstructed Labor.

**Learning Objectives:**

At the end of the champion course, **Providers** will:

1. Provide respectful care for women having a VAB;
2. Identify women in second stage of labor who have indications for a VAB;
3. Conduct a comprehensive assessment of women who have indications for a VAB to assess if they meet criteria for a VAB;
4. Identify women with CPD / obstructed second stage of labor that need advanced care;
5. Identify malpositions and malpresentations that require a cesarean birth;
6. Demonstrate effective communication with team members, including use of the SBAR communication tool;
7. Communicate a timely referral plan for women needing advanced care;
8. Provide counseling for informed consent for a VAB;
9. Prepare the woman for a VAB;
10. Prepare the delivery room and necessary equipment for a VAB;
11. Monitor and provide supportive care for women having a VAB;
12. Demonstrate to standard:
13. Assessment for criteria of a VAB;
14. Identification of the flexion point, choice of the appropriate cup, application of the cup, and creation of vacuum pressure;
15. Assessment of ongoing progress of VAB and making a decision to continue or stop using the vacuum;
16. Application of traction and conducting the VAB;
17. Examination of the newborn and woman for injuries;
18. Management of newborn and maternal injuries.
19. Describe the importance of LDHF at the facility after training.

**(Date) VAB Champion Training**

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| **7:30–8:30 am—Set-up and Welcome** Arrive to greet Facility Head and set up for training if not done the night before. Choose an area to set up simulator and use facility equipment. | | | |
| **Time** | **Session Description** | **Materials** | **Facilitator** |
| 8:30-9:00  Arrival | * Welcome * Sign in * Hand out participant characteristics & confidence assessment - ask learners to complete them and hand them in when they receive the pretest * Pretest | * Sign In sheet   For all sessions   * Flipchart * Action Plan * Delivery equipment * Vacuum * Simulator. Participant characteristics & confidence assessment * Knowledge assessment |  |
| 9:00 – 9:10  Plenary | * Collect knowledge test * Pass out Provider’s Guide and a client records to all learners | * Provider’s Guide * Client records/LCG |  |
| 9:10-9:20  Plenary | **You can make a difference** (page 2b)   * **Visualization.** * Parking lot for facility issues – ask for volunteer * If TOT, Invite learners to assume a role and have a parking lot for training issues | * Plain Flipchart * Markers for the parking lot |  |
| **Key themes** | | | |
| 9:20-9:30  Plenary | **Introduction** (page 3b)   * Introduce the module * Explain competencies required to safely perform a VAB * Review definitions for key terms in the module – indications, criteria, contraindications |  |  |
| 9:30-9:40  Plenary | **Respectful care, Emotional support, Communication and Infection prevention** (page 4b)   * Facilitate a discussion on what/how learners can apply of what they have learned about respectful care, communication, and infection prevention in previous modules. |  |  |
| **Assess** | | | |
| 9:40-9:45  Plenary | **Confirm indications** (page 5b)   * Use the Action Plan to trace the steps at all points * Facilitate a discussion on VAB at their facility * **Knowledge check** |  |  |

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| **Time** | **Session Description** | **Materials** | **Facilitator** |
| 9:45-10:00  Plenary | **Assess for criteria for VAB** (pages 6b)   * Review the checklist for Assessment of the 4Ps in second stage to rule-out contraindications to a VAB on page 7 in the PG * **Knowledge check** | * PG pages 5-7 |  |
| 10:00-10:15  Plenary | **Classify** (page 7b)   * Emphasize there are 4 different classifications * Use the Action Plan to trace the steps * As a review of the P&OL module, give learners 10 minutes to match problems with possible interventions in the PG. * **Review the advanced care note** | * PG page 9 |  |
| 10:15–10:30 | *Break* | | |
| 10:30-10:45  Plenary / Stations | **Exercise: Classify** (page 8b).   * **Demonstrate:** Divide participants into groups of no more than 4 with 1 facilitator per group.   Ask learners to turn to page 6 in the PG and follow the checklist to assess if there are any contraindications to VAB.   * **Practice:** Use cases on pages 10-12 in the PG. “Providers” should randomly choose a case – follow instructions in the PG. Circulate among the learners and provide constructive feedback, where needed. * **Discuss**: Facilitate a discussion on questions in the Facilitator’s Guide | * PG pages 6, 10-12 |  |
| 10:45-10:55  Plenary / Stations | **Classify: CPD/Obstruction/Indications for cesarean** (page 9b)   * Emphasize importance of communication * Divide learners in pairs. Using the SBAR tool and case in PG, have each learner deliver the SBAR to their partner. | * PG pages 13-14 |  |
| 10:55–11:05  Plenary | **Pre-referral / Pre-op care** (page 10b)   * Ask learners to turn to “Key Actions” for pre-referral / pre-operative care in PG. This is a review from HMS *Prolonged & Obstructed Labor*. | * PG page 15 |  |
| **Time** | **Session Description** | **Materials** | **Facilitator** |
| 11:05–11:10  Plenary | **Classify: First stage of labor or prolonged second stage but does not meet criteria for VAB** (page 11b)   * Facilitate discussion | * PG page 16 |  |
| 11:10-11:20 Small group / Stations | **Classify: Meets criteria for VAB** (page 12b)   * Review the case study of Mrs. N. in PG | * PG page 6 |  |
| **Pre-VAB tasks** | | | |
| 11:20-11:35  Plenary / Small group | **Obtain consent** (page 13b)   * **Demonstrate**: Review the consent form in PG and demonstrate rapidly getting informed consent using a volunteer. Use the case of Mrs. N. from the page - 12b. * **Practice**: Divide learners in pairs to practice obtaining informed consent. | * PG pages 18 |  |
| 11:35-11:45  Plenary / Stations | **Prepare the woman** (page 14b)   * **Knowledge check** |  |  |
| 11:45-12:00  Plenary / Small group | **Prepare equipment, staff, and delivery** (page 15b)   * Review safety checklist in PG. * Ask learners to refer to the operating instructions for the type of vacuum available at the facility. Ask a learner to read each step while you demonstrate. * Ask two learners to work together to demonstrate preparing the vacuum equipment (one reads the steps while the other practices them) with the group observing. If there is time, ask other learners to demonstrate. * **Knowledge check** | * PG pages 21 * Operating instructions for vacuum available at facility * Vacuum device and cups |  |
| 12:00-12:15  Plenary / Stations | **Prepare equipment, staff, and delivery – Choose the right cup and cup size** (page 16b)   * Display the different types of cups that are available at this facility and give the learners time to touch and examine the cups. * **Knowledge check** * **Video:** If available, show the video on vacuum assisted birth. If the video is not available, move to the next page. | * Vacuum cups available * Video – Vacuum-assisted birth if available |  |

| **Time** | **Session Description** | **Materials** | **Facilitator** |
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| **VAB tasks** | | | |
| 12:15-12:30  Plenary / Stations | **Locate the flexion point** (page 17b)   * **Demonstrate** finding the flexion point and measuring cup insertion distance. |  |  |
| 12:30-13:30 | *Lunch* | | |
| 13:30-13:45  Plenary / Stations | **Apply cup over the flexion point** (page 18b)   * **Demonstrate:** Ask learners to follow the “Key Actions” in PG. Ask a participant to wear the birth simulator with the newborn simulator in OA position. Show learners each step of how to apply the cup. |  |  |
| 13:45-14:00  Plenary | **Create a vacuum** (page 19b)   * ***Make sure you use the pressure units for the vacuum device available at the facility.*** * Explain the difference between initial pressure to verify position and ensure there is no entrapment of maternal tissue and traction pressure. |  |  |
| 14:00-14:15  Plenary | **Only pull during contractions** (page 20b)   * Demonstrate steps as you explain how to pull during contractions. Make sure learners are clear about actions to take during and in between contractions. |  |  |
| 14:15-14:35  Plenary | **Assess – Check descent of head after each pull / contraction** (page 21b- 22b) |  |  |
| **Time** | **Session Description** | **Materials** | **Facilitator** |
| 14:35-14:55  Plenary | **Deliver head and remove cup** (page 23b – 24b)   * Remember to use the Action Plan to trace the steps * **Demonstrate** steps as you explain how to deliver the head. |  |  |
| 14:55-15:15  Plenary / Stations | **Exercise – Conduct vacuum-assisted birth and provide care during the third stage of labor** (page 25b)   * **Demonstrate** the VAB on a volunteer wearing a simulator. Ask learners to refer to the checklist in PG. * **Practice**: Divide learners into groups of 4 or fewer. Facilitators wear the simulator with the newborn simulator in ROA position. Observers should follow the steps on the Action Plan and checklist. * **Continue practice**: After debrief, give remaining learners time to practice. Remain as facilitator and use cases on pages 37-39 in the PG. Give constructive feedback, where needed. | * PG pages 33-39 |  |
| **Continue care** | | | |
| 15:15-15:25  Plenary | **Assess newborn for injury and complications** (page 26b)   * Ask learners to turn to Table in the PG to answer questions about each complication or injury. | * PG pages 41-43 |  |
| 15:25-15:35  Plenary | **Assess woman for injury and complications** (page 27b)   * **Knowledge check.** | * PG pages 41-43 |  |

| **Time** | **Session Description** | **Materials** | **Facilitator** |
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| 15:35-15:45  Plenary / Stations | **Post-procedure tasks** (page 28b)   * Review documentation after a vacuum-assisted birth. * **Practice:**  Divide the learners into groups of 4 or fewer. Have learners practice disassembling and re-assembling the equipment. |  |  |
| 15:45-15:55  Plenary | **Monitor closely and continue care** (page 29b)   * Review best practices for immediate care of the woman and newborn by facilitating a series of questions and answers. |  |  |
| 15:55-16:10 | **Tea break** | | |
| **Evaluation** | | | |
| Individual  16:10-16:30 | * Post-test * Post-training confidence assessment | * Post-Test and key * Confidence assessment |  |
| Individual  16:30-17:00 | **OSCE 1 and 2**  Note - the time it takes to do OSCEs for all learners depends on how many facilitators you have. Each OSCE takes 4 minutes for each person. | * Simulators / Stations * OSCE checklists * Timer |  |
| **Preparing for LDHF** | | | |
| Group  17:00-17:15 | * Ongoing LDHF practice and QI activities, Practice Coordinators, and importance of continued skills practice |  |  |
| Group  17:15-17:30 | * Distribution of certificates | * Certificates |  |