



Workshop planning checklist

BEFORE - DURING – AFTER

the workshop

Facilitators are essential to achieving the goal of **Helping Babies Breathe**:
at least one person skilled and equipped to help a baby breathe is present at every birth.

Facilitators not only help providers learn but also prepare new facilitators who will train many, many more providers. Facilitators have an important role in identifying and supporting leaders and clinical champions in health facilities. With these leaders, facilitators can promote skills practice by providers and quality improvement to achieve and sustain better health for newborns.

Use this section as a checklist to prepare yourself as a facilitator and guide the development of a **Helping Babies Breathe** program before, during and after the workshop.

BEFORE

12 months before the workshop

Begin planning for a Helping Babies Breathe course with local leaders well in advance

- Work with local leadership on a needs assessment and training plan in-service and pre-service, what facilities, how many providers
- Use accepted materials/adaptations for training
- Understand and coordinate with the plan for monitoring of training, continued practice and quality improvement
- Work with other groups conducting HBB training – professional societies, health ministries, non-governmental organizations, educational institutions

10 months before the workshop

- Obtain funding as necessary
- Cooperate for large-volume ordering of equipment & materials

8 months before the workshop

- Engage local health leaders to understand their priorities and concerns
- Invite key leaders to participate in the quality improvement portion of the workshop
- Visit facilities and talk with local leaders to understand local practices, health statistics and gaps in care
- Help identify clinical champions who will lead activities after the workshop in the facility

6 months before the workshop

- Help identify facilitator candidates to assist with refresher training
- Reach all providers attending births – in public and private facilities including nursing, midwifery, medicine, community health workers (where appropriate)

DURING

Provide learning materials, equipment, and supplies

- Each participant receives a Provider Guide (before workshop if possible)
- Each pair of participants uses a neonatal simulator or mannequin and a complete set of equipment and local supplies (as listed on the Action Plan)
- Each facilitator uses a Flip Chart and Action Plan visible to the participants in a small group (up to 6 participants)

Engage every participant in discussion and practice in pairs

- Use the Knowledge check as a pre-test and post-test
- Consider a simple skills pretest, “Show me how you would help a baby breathe” with a bag and mask
- Involve participants in discussion and practice on each page
 - Ask a participant to point out the step on the Action Plan
 - Invite questions during Explain and demonstrate
 - Ask what? why? and how? questions to draw out participants’ understanding and summarize
- Guide practice, teach skill between pairs of participants before combining skills in exercises
- Encourage communication between participants in role of mother and provider
- Remind participants playing the role of the mother to also give the response of the simulator or mannequin

AFTER

Identify and support leaders and clinical champions in health facilities who promote ongoing practice and improvement of care

- Help a champion in the facility establish a routine for LDHF practice in pairs and teams of providers in their facility in order to change clinical care
 - Frequent and short (before reporting for a shift OR weekly OR daily during morning report)
 - Led by the clinical champions
 - Using feedback on performance
 - Supporting quality improvement goals
 - Emphasizing skills targeted during case reviews or audits of deaths
- Establish a plan for refresher training and training of new providers
- Encourage providers to continue the use of self-reflection, feedback, and review of their actions during practice and after helping a baby breathe
- Encourage providers to complete birth record as first step in self-reflection
- Use self-reflection questions
 - What happened?
 - Did the care follow the Action Plan?
 - What went well?
 - What could have gone better?
 - What will you do differently the next time?
- Discuss any baby who required help to breathe with all involved providers and managers before the end of the shift
- Share findings and suggestions for system change with improvement team

BEFORE

Prepare yourself as a facilitator

4 months before the workshop

- Participants – determine how many and who to invite
- Facilitators – invite 1 facilitator for every 6 participants; try to pair experienced with new facilitators
- Learning space - arrange to hold the workshop in the facility if possible
- Food, lodging, transportation - arrange for participants and facilitators as needed

2 months before the workshop

- Educational materials and equipment – order and arrange shipping and customs and/or download educational materials from <http://hbs.aap.org> for local printing
- Local supplies – identify sources for locally available supplies and assemble in advance
- Evaluations of knowledge, skills, performance - download master copies to duplicate

...Immediately before the workshop

- Other reports, forms, certificates – identify other reporting requirements
- Readiness - review the Facilitator Flip Chart and Provider Guide (Explain and demonstrate, facilitate practice, Background and educational advice) and meet with all co-facilitators to make the educational approach consistent
- Plan how you will actively involve participants on each page of the flipchart

DURING

Engage every participant in discussion and practice in pairs, cont'd

- During practice in pairs, encourage self-reflection, feedback, and review of actions to improve performance (debriefing), then offer feedback as the facilitator
- Use Check Yourself questions to help participants understand gaps in knowledge and local practices
- Use Exercises to assure mastery of skills
- Use group discussion questions to identify barriers and explore ways to put skills into practice in the facility
- Use the Bag and Mask skills check and performance evaluations (OSCE A and B) as learning evaluations and ways to practice after the course
- Provide an opportunity for additional practice before performance evaluations
- Arrange additional peer-to-peer practice if needed
- Support commitments to make a difference and introduce ongoing activities after the workshop
- Review how to disinfect, test, and store equipment
- Ask participants to evaluate the workshop
- Debrief with the facilitators
- Register the workshop at <http://hbs.aap.org>

AFTER

Identify and support leaders and clinical champions in health facilities who promote ongoing practice and improvement of care, cont'd

- Encourage facility leaders and providers to establish a system for case reviews. These may be:
 - Suggested by providers
 - Identified from birth records (bag and mask ventilation, fresh and macerated stillbirths, admission to special care, death prior to discharge from facility)
 - “Near-miss” injury or death
 - Unusual or important conditions
- Review with purpose of improving skills systems and efficiency
- Include audits of equipment condition and reprocessing
- Help participants plan a change that will help improve care in the facility
- Define high-priority gaps in care for improvement
- Use and/or expand data collection systems
- Conduct improvement cycles and small tests of change
- Expand successful change
- Share data with providers and community
- Share ideas for change with other facilities