



Perinatal Services BC

Provincial Health Services Authority

***Pre-Workshop Information
for
Instructor Candidates***

IMPORTANT INSTRUCTIONS

**Please review at least
3-4 weeks prior to the workshop**

THE FUNDAMENTALS OF FETAL HEALTH SURVEILLANCE

INSTRUCTOR PROGRAM

2019

Dear FHS Instructor Candidate:

Thank you for your passion for FHS and for your interest in supporting your peers to provide optimal care. We are looking forward to meeting you at the FHS Instructor workshop March 8th and 9th.

There is significant preparation required to attend the workshop and maximize your experience during the workshop. **Please review pages 2 to 7 of this document.**

Requirements that must be completed PRIOR to attending the workshop:

1. Self-register for the online **Fundamentals of Fetal Health Surveillance Manual** soon as possible. <http://ubccpd.ca/fhs-online-manual>.
2. As you work through the manual, **note questions, concerns and any controversial areas** you feel might spark discussion among workshop participants.
3. **UBC CPD ONLINE FHS exam must be completed prior to the workshop.** The pass is 80%. Please bring your certificate of completion with you.
4. Prepare a 5-minute **INTERACTIVE TEACHING SESSION** for Day 2 – see pages 5 to 7.

Review the following publications which are attached to this package:

1. SOGC (2007) Fetal Health Surveillance Guidelines
2. Macones, G., Hankins, G., Spong, C., Hourth, J., & Moore, T. (2008). The National Institute of Child Health and Human Development Workshop Report on Electronic Fetal Monitoring: Update on definitions, interpretation, and research guidelines. *Obstet and Gynecol.* 112, 661-666.
3. Alfirevic, A., Devane, D., & Gyte, G. (2008) Continuous cardiotocography (CTG) as a form of electronic fetal monitoring (EFM) for fetal assessment during labour. *Cochrane Review.*

Regarding the FHS Instructor Training, reflect on the following:

What are you most excited about? What do you hope to take away from the course?

Do you have any concerns? How can we help you address them?

Fundamentals of Fetal Health Surveillance Instructor Workshop
City Square Shopping Centre, Cambie & 12th Ave
Room CSSC 216 (second floor), Vancouver, BC
AGENDA Day 1

0730 - 0800	Breakfast – Registration
0800 - 0845	Introductions – Learning objectives
0845 - 0915	Overview of Evidence – “big questions” activity
0915 - 1015	Whole Clinical Picture activity
1015 - 1030	Break
1030 – 1100	Acid base review
1100 - 1230	Intermittent Auscultation
1230 - 1315	Lunch
1315 - 1415	EFM Terminology
1415 - 1430	Break
1430 - 1500	Antenatal fetal surveillance
1500 - 1615	Case studies
1615 - 1630	Questions – Evaluation

AGENDA Day 2

0730 - 0800	Breakfast
0800 - 0805	Welcome – Learning objectives
0805 - 0945	Review of Fundamentals Day 1 <ul style="list-style-type: none"> • Evaluate / Feedback on methods & content • Review feedback for instructors • Review teaching / learning experiences <ul style="list-style-type: none"> ○ what worked well, what could we do better
0945 - 1030	Knowledge translation - Foundations of learning <ul style="list-style-type: none"> • How do we teach & learn? • Identify best practices
1030 - 1045	Break
1045 - 1200	Participant Teaching sessions in 3 breakout groups
1200 - 1245	Lunch
1245 – 1325	Participant Teaching sessions - continued
1325 - 1430	Facilitation of a successful program
1430 - 1445	Questions and summaries
1445 - 1500	Closing remarks - Evaluation

Day 2 *This is Your Turn to Teach!*

Important Guidance for your **5-MINUTE** teaching session Day 2

Key Points	Details / Examples/ Tips
You have 5 minutes maximum .	<ul style="list-style-type: none"> Practice with a partner so you can keep within 5 minutes.
Your breakout group will have 8 other participants and your instructor facilitator. N=10	<ul style="list-style-type: none"> Cozy. We will be sitting in a circle in a small space. Easy empathetic crowd. We are friendly and excited about your session. 5 minutes goes by quickly. Everyone will be asked to stop when the timer goes off. Friendly Feedback: 5 additional minutes is provided so your peers can provide you with supportive & formative feedback. We will all use positive language to share what worked well, and then providing helpful tips to consider next time to improve.
No PPTs, No internet access No overhead projectors	<ul style="list-style-type: none"> Bring photocopies x 10 of your planned presentation outline that includes at a minimum: <ul style="list-style-type: none"> Title; Learning objective (1); Key take home message or description of the activity and; Additional resources if indicated. If your planned activity requires props / teaching aids – keep it simple, easily transported, and “free”. Some great props are made with paper/ recipe cards/ crayons / coloured markers and other small inexpensive items. Markers and a flipchart are available
Know your topic	<ul style="list-style-type: none"> Keep it simple – you only have 5 minutes Use terminology consistent with the Fundamentals Online Manual and the SOGC guideline. Present the content clearly, concisely and confidently. Your session will be much more effective if you do not read from a script. Master your material well enough to only rely on a few notes. Your audience is friendly – we will work with you.
Your peers are Novices	<ul style="list-style-type: none"> We will all role play as novice practitioners who have completed the online readings and passed the online exam – except you - you are the expert on your topic Thus, keep your session SIMPLE & short. 5 minutes ;)

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Key Points	Details / Examples/ Tips
Interactive examples	<ul style="list-style-type: none"> • There are a lot of learning activities that can be achieved in 5 minutes for simple discrete topics • Try these sites / resources for tips on creating an interactive learning session. <p>https://www.bookwidgets.com/blog/2018/06/20-interactive-teaching-activities-for-in-the-interactive-classroom;</p> <p>https://feaweb.org/ data/files/eAdvocate/August/interactiveteaching.pdf</p>
Frame your session	<ul style="list-style-type: none"> • Introduce yourself & tell us what we will be doing – state that in the next 5 minutes we will be.... reviewing, describing, discussing, etc. • Frame it as a SMART goal. • Ex: “By the end of 5 minutes session you will be able to identify the colours of the rainbow in order & identify the GPS location of the pot of gold”. (<i>oops – 2 objectives – one is not really achievable – remove GPS location</i>) • Then jump into your learning session.
Bring your enthusiasm & prepare for a degree of anxiety – its normal	<ul style="list-style-type: none"> • Your passion will be contagious. • Everyone is a little anxious. <ul style="list-style-type: none"> • This is a safe place • Deep breathing helps lower heart and reduce anxiety • Practice. • Bring your outline to reference. • Easy Crowd! We are all in this together. • It is just 5 minutes: actually 10 minutes - 5 you are leading the group, 5 you are receiving helpful feedback. • We thank you for your participation. We always learn something.
Feedback	<ul style="list-style-type: none"> • Keep it Specific – give examples • Keep it Focused – on behaviour: including content, method, delivery, • Open with checking in with the person who delivered the lesson • Move around the room inviting feedback covering what went well • Highlight tips for supporting a change in content, method, delivery to enhance / improve. • Summarize key take home messages. <p>Consider did the learning objective get met in the time allotted? How do you know? Was the exercise engaging? Was time well allotted? Were you able to understand and follow the lesson plan? Was the delivery clear, on topic, relevant, accurate? Were teaching aids effective if used? What worked really well? What could be done differently to help your peer in future planning?</p>

Topics options & their corresponding learning objective - or - Choose your Own:

Topic	Learning Objective – stated as a measurable learning outcome. <i>“At the end of this session, the Learner will....”</i>
Evidence for IA vs FHS in low risk labour	Describe the Cochrane Review on IA vs EFM in labour outcomes including the Systematic Review process and use the Forest Plot to describe the odds of the risks to the mother and the newborn.
Labour Support	Describe the evidence for supportive care as an intervention to promote positive outcomes.
Informed choice for fetal surveillance in labour	Discuss the process of gaining informed choice from the labouring person in selecting the FHSL method during labour.
Uterine activity and uteroplacental function	Describe how uterine contractions affect fetal oxygenation.
Intermittent Auscultation	Demonstrate the technique of intermittent auscultation specifically when and how to count.
Intermittent Auscultation	Outline the rational for limiting auscultation to a period of time after contractions versus during contractions
EFM tracing classification	Demonstrate how to complete a systematic interpretation of an EFM tracing.
Decelerations (pick one)	Describe the physiologic mechanism(s) underlying a deceleration pattern of choice.
Legal Liability	Discuss the legal ramifications of doing IA when the EFM was available in the room, and the outcome was negative.
Fetal scalp sampling	Describe the indications, risks and benefits of fetal scalp sampling.
Umbilical Cord Blood Sampling	Outline rational for routine umbilical cord blood gases at every birth.
Umbilical Cord Blood Sampling	Describe the physiological process and the cord gas values in respiratory acidosis. or Describe the physiological process and the cord gas values in metabolic acidosis
Documentation	Demonstrate techniques that result in thorough and accurate documentation of fetal surveillance.
Communication	Demonstrate a method to facilitate effective communication between health care providers.

Measurable learning objectives guide:

<https://www.efrontlearning.com/blog/2017/05/how-set-measurable-learning-objectives-goals.html>