

**NRP**  
Neonatal Resuscitation Program

## Effectively Implementing 6<sup>th</sup> edition NRP

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NRP Regional Trainers

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This session is designed for NRP Regional Trainers and Hospital-Based Instructors who wish to discuss the implementation of the 6th edition of NRP. The presenters will review the core elements and course requirements for Provider Courses. In addition, the session will include a facilitated discussion related to course planning, the online examination, organization of supplies, as well as ways to effectively administer the performance skills station, integrated skills station, and simulation/debriefing.

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### Learning Objectives

- ◆ Identify components of an NRP Provider Course
- ◆ Discuss effective administration of the performance skills stations
- ◆ Discuss effective administration of the integrated skills station checklist

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- ◆ Formulate strategies for realistic simulation based training
- ◆ Describe the development of useful debriefing skills
- ◆ Identify resources for NRP the instructor

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### Origins and Goals

- ◆ Origin
  - ◆ 1970's – need to improve care of newborn with respiratory depression recognized by

 American Heart Association  
Fighting Heart Disease and Stroke

 American Academy of Pediatrics  
DEDICATED TO THE HEALTH OF ALL CHILDREN™

- ◆ 1985 – AAP and AHA committed to developing a neonatal resuscitation training program

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### Origins and Goals

- ◆ 1987 – first NRP course was offered at the AAP National Meeting.
  - ◆ National faculty trained regional trainers in each state
  - ◆ Regional trainers then trained hospital-based instructors
- ◆ 2.4 million providers
- ◆ 25,000 instructors
- ◆ 92 countries represented

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## Goals

- ◆ Goals of revised NRP education methodology
  - ◆ Majority of instructor-participant interaction focused on:
    - ◆ hands on learning,
    - ◆ immersive simulations and
    - ◆ constructive debriefings



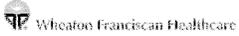
## Goals

- ◆ To achieve this:
  - ◆ Participants self-study text and/or DVD
  - ◆ Instructor is available to assist learners
  - ◆ Class time is used for review and practice of technical skills and simulation training
  - ◆ Instructors no longer use slides and lecture during a course to repeat content from the textbook



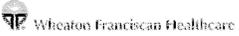
## Core Elements of NRP Provider Courses

- ◆ Knowledge
  - ◆ Textbook and online exam
- ◆ Skills
  - ◆ Practice skills station
  - ◆ Integrated skills station
- ◆ Teamwork
  - ◆ Simulation
  - ◆ Debriefing



## Provider Courses

- ◆ No differentiation between initial or renewal courses
- ◆ The NRP instructor tailors the core elements of each course to suit the learning objectives of the learners



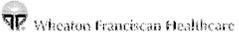
## NRP Providers

- ◆ Minimum requirements:
  - ◆ Lessons 1-4 and 9
  - ◆ May take additional lessons as determined by professional responsibilities and/or hospital policy
- ◆ Each learner may receive credit for every skill in course
- ◆ Doing a skill at a course does not certify the learner to perform any resuscitation technique



## Provider Course Components

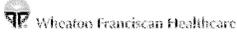
- ◆ Self study the text and pass online exam
- ◆ Performance skills station (optional)
- ◆ Integrated skills station
- ◆ Simulation and debriefing





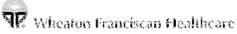
## Online Exam

- ◆ No hard copies any more!
- ◆ The 6<sup>th</sup> edition NRP online exam must be passed by each course participant in the 30 days before the NRP course
- ◆ Once the exam is started, learners have 14 days to complete the exam
- ◆ Continuing education credit is offered to nurses, physicians, respiratory therapists and EMS personnel



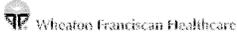
## Online Exam

- ◆ HealthStream is the vendor for the 6<sup>th</sup> edition NRP online examination
- ◆ Fee varies depending on how many exams are purchased and how the exam is accessed
- ◆ If your institution uses HealthStream, your learners may receive the exam in the same way other hospital learning programs are obtained



## Online Exam

- ◆ If your institution is not a HealthStream client, you may purchase online exams in a small or large volume purchase
- ◆ HealthStream will set up a website for your use  
<https://www.healthstream.com/hlc/wheatonfranciscanhc>
- ◆ You may allow learners to register or you may register them
- ◆ Individuals may also purchase the online exam with a personal credit card



## Online Exam - Discussion

- ◆ How have you set up the online exam in your institution?
- ◆ What challenges has the online exam presented?
- ◆ What is your pass rate?
- ◆ What if your staff fails the exam?



## Getting Started: Organizing space, equipment and supplies



## Equipment and Supplies

- ◆ Supplies listed on pp. 80-81 and pp.212-213 of *NRP Instructor Manual*
- ◆ Purchase or borrow?
- ◆ Reuse equipment (Et tubes)
- ◆ Expired drugs for medication station



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### Equipment and Supplies

- ◆ Standardize written course materials
  - ◆ Agenda (appendix D and pp.44-45)
  - ◆ NRP Flow Diagram (p. 272)
  - ◆ Provider Course Individual Recording Sheet (p. 41 and p.245)
- ◆ Integrated skills station checklist, basic or advanced (App E)
- ◆ Provider course evaluation (App D)
- ◆ Confidentiality agreement (App F)

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### Equipment and Supplies

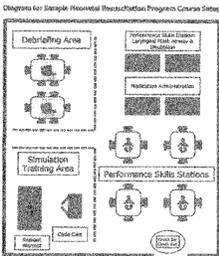
- ◆ Make reusable notebooks for instructors
  - ◆ Performance checklists
  - ◆ NRP Revisions 2011: Brief Summary for Busy People
  - ◆ Ready Set Go: NRP Instructor Prep Sheet for Simulation and Debriefing
  - ◆ Simulation Prep, tips and sample questions
  - ◆ NRP Instructor simulation and debriefing checklist

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### Conference Room Setup

Diagram for Single Neonatal Resuscitation Program Course Setup



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### Performance skills stations

- ◆ An opportunity to discuss, practice and review technical skills
- ◆ OPTIONAL
- ◆ Most learners benefit from review of technical skills
- ◆ After review and practice, the learner demonstrates the skill in the context of a brief scenario starting with equipment check and proceeding through stations

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### Performance Skills Station Discussion

- ◆ How have you utilized the performance skills station?
- ◆ What items do you have at the performance skills station?

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### Integrated Skills Station

- ◆ Evaluative component of the Provider Course
- ◆ REQUIRED
- ◆ Learner demonstrates technical skills necessary to resuscitate a newborn using proper technique in the sequence of the NRP flow diagram without coaching or guidance

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### Integrated Skills Station (ISS)

- ◆ Basic or Advanced
- ◆ Required component of every NRP Provider Course
- ◆ The instructor does not assist, coach, or interrupt the learner during the ISS clinical scenarios
- ◆ Instructor may use one comprehensive clinical scenario or a series of increasingly complex scenarios to allow the learner to demonstrate all the required skills



### Integrated Skills Station (ISS)

- ◆ Not formally "scored"
- ◆ Used to assess the learner's readiness to proceed to the Simulation and Debriefing component of the course
- ◆ If the learner makes errors in sequence, timing, or technical performance, the learners continues to practice in these areas and then tries the Integrated Skills station again



### Integrated Skills Station Discussion

- ◆ What has been your experience with the integrated skills station been like?



### Simulation and Debriefing

- ◆ In July 2004, the Joint Commission published a Sentinel event Alert, "which influenced the ongoing evolution of NRP". The report indicated that communication played a role in nearly three-fourths of the perinatal death and injury cases reported to the joint commission during the reported time period.
- ◆ As a result, the Joint commission recommended that organizations that deliver newborns conduct training to teach teamwork and communication.



### Simulation and Debriefing

- ◆ Focuses on improving communication and teamwork
- ◆ REQUIRED
- ◆ Simulation based learning encourages learners to "suspend disbelief" and act as they would in an actual resuscitation
- ◆ Allows learners to learn in a safe environment
- ◆ Encourages active engagement and reflection on actions



### Simulation/Debriefing

- ◆ Create a plausible scenario (most run 3-5 minutes)
- ◆ Create a learning environment that resembles the birth setting as closely as possible
- ◆ Orient learners to supplies and equipment and how physiologic responses are demonstrated
- ◆ Promote learning in a safe and supportive environment where mistakes are considered part of the learning process!



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### Simulation

- ◆ Training is dependent on good methodology, not technology!
- ◆ Sophisticated simulators are not necessary – and they are expensive!

<http://www.laerdal.com/us/doc/88/SimNewB#/shopMAINPRODUCTS>



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### Learners during Simulation

- ◆ Take responsibility for their learning
- ◆ Think, talk and *DO*
- ◆ Behave in scenarios as they would in real life



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### Simulation

I hear and I forget;  
I see and I remember;  
I do and I understand

Old Chinese proverb



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### Videotaping Simulations

- ◆ Are you planning to videotape the simulations??



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### Effective Debriefing

- ◆ Debriefing is a team-centered discussion, not an instructor centered discussion. Learners talk mostly to each other (SELF DISCOVERY is KEY!)
- ◆ An effective debriefer facilitates the discussion by asking questions, not making comments or giving feedback. Remember 3 questions: 1 statement
- ◆ An effective debriefer does not give immediate feedback or lecture to learners about what needs improvement

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### Effective Debriefing

- ◆ The best debriefing allows learners to link their simulation experience to personal real-world experience
- ◆ An effective debriefing focuses on teamwork and communication. The debriefer guides learners into discussion the Key Behavioral Skills which helped them manage or could have helped them manage the events of the scenario

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## Debriefing

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**Key Behavioral Skills**

- 1 Know your environment.
- 2 Anticipate and plan.
- 3 Assume the leadership role.
- 4 Communicate effectively.
- 5 Delegate workload optimally.
- 6 Allocate attention wisely.
- 7 Use all available information.
- 8 Use all available resources.
- 9 Call for help when needed.
- 10 Maintain professional behavior.

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## Debriefing

- ◆ Ideally, conduct the debriefing in an area somewhat removed from the scenario
- ◆ Arrange seating to be able to see the screen if video is used and to promote conversation
- ◆ Orient learners about how the instructor and learners are expected to participate in the debriefing

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## Effective Debriefing

- ◆ Debriefing questions encourage in-depth discussion (as opposed to questions which elicit yes-no answers)
- ◆ Use the "Ready Set Go" instructor Prep sheet as a guide (p. 136 of Instructor Manual)

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## Effective Debriefing Questions

- ◆ Tell me in a few sentences what happened to this baby?
- ◆ What did the group do well?
- ◆ Who was the leader? How did you know?
- ◆ What key behavioral skills did you use? When did you use (a key behavioral skill)?
- ◆ What could have gone better?
- ◆ What did you learn?

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## Debriefing

- ◆ Assume learners are intelligent, doing their best and striving to improve
- ◆ Maintain confidentiality
  - ◆ Confidentiality agreement
  - ◆ A learner's performance is never discussed outside the event
  - ◆ Videotape is deleted after debriefing
  - ◆ Aspects of a learner's performance are never used for an evaluation with a supervisor

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## Simulation & Debriefing Discussion

- ◆ Please share your experience with simulation and debriefing

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## Rosters

- ◆ Instructors must submit completed NRP Course rosters to the AAP within 30 days after completion of the program
- ◆ See Appendix B in Instructor Manual
- ◆ Complete online at [aap.org/nrp](http://aap.org/nrp)
- ◆ Log in as an instructor



## Resources

- ◆ Explore the NRP website!!!!
- ◆ Be the first to receive broadcast information about new educational programs, administrative updates, new NRP course materials, program revision information, and much more.
- ◆ **NRP broadcast email list:**  
[www.aap.org/nrp](http://www.aap.org/nrp)



## Resources

- ◆ Share your views with other NRP instructors
  - ◆ **NRP discussion groups:**  
[www.aap.org/nrp](http://www.aap.org/nrp)
- ◆ Receive the *NRP Instructor Update* newsletter, which is your primary source of current NRP information.
  - ◆ **NRP Instructor Update:**  
[www.aap.org/nrp](http://www.aap.org/nrp)



## Maintaining NRP Provider Status

- ◆ Taking an NRP Provider Course every 2 years
- ◆ Each institution determines its own policy regarding what happens if a person's NRP provider status expires
  - ◆ What does your institution do??



## Maintaining Instructor Status

- ◆ Each current NRP instructor must own a copy of the NRP Instructor DVD and complete post DVD education by March 16, 2012 (was January 2012).
- ◆ Must teach or co-teach in at least 2 courses in the 2 years their card is valid
- ◆ Beginning in January 2013, every NRP Instructor must take the NRP online exam, lessons 1-9 before their renewal date
  - ◆ May take online every year at no charge



## Summary

- ◆ Discussion of key learnings
- ◆ What questions do you have?





### AAP Contact Information

◆ Administered by the AAP Division of Life Support Programs

Phone: 847-434-4798  
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Website: [www.aap.org/nrp](http://www.aap.org/nrp)  
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### Thank You!

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