



Group photo of those who partook a Life Saving Skills Essential Obstetric and Newborn Care course in Swaziland.



Royal College of  
Obstetricians and  
Gynaecologists

— IN PARTNERSHIP WITH —  
Liverpool School of Tropical Medicine  
Liverpool Associates in Tropical Health

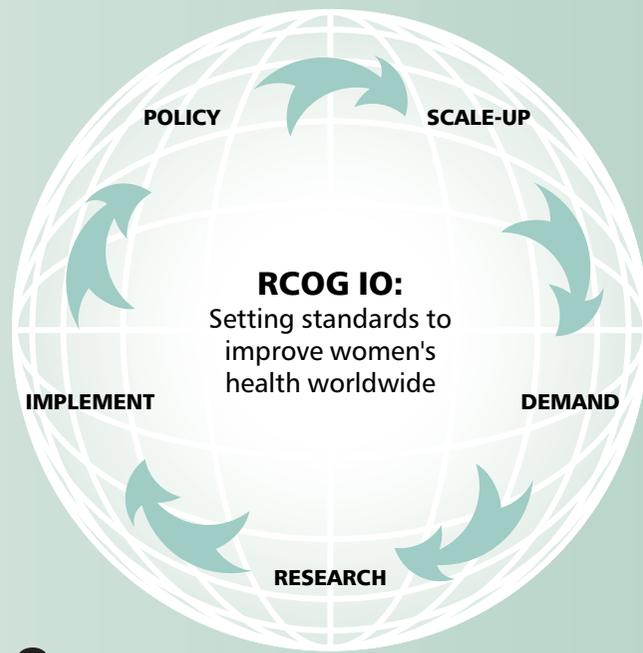
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# Life Saving Skills Essential Obstetric and Newborn Care Course



## OVERVIEW

### Name of the course:

Life Saving Skills – Essential Obstetric and Newborn Care course

### Duration:

3 days (or programme adapted to local need)

### Course content:

Ten modules which cover the major causes of maternal death in under-resourced countries (haemorrhage, sepsis, eclampsia and severe pre-eclampsia, obstructed labour and complications of abortion) and essential newborn care.

### Method of delivery:

Adheres to the principles of adult learning by including different methods of learning to cover all types of learners – lectures, skills teaching, scenarios, discussions, workshops and demonstrations. Constructive feedback is given to participants during small group work.

### Supporting documents:

**Course manual:** Course content and course manual are entirely complementary.  
**Facilitator guide:** Lectures, breakout sessions, discussions and demonstrations are standardised and documented in written facilitator guide.



## COURSE MANUAL

- Structured around the leading causes of maternal mortality and the delivery of basic and comprehensive essential (emergency) obstetric and newborn care.
- Comprises ten modules (same modules as in the course):
  - ❖ Communication, triage and referral
  - ❖ Resuscitation of mother and care of the newborn
  - ❖ Shock and the unconscious patient
  - ❖ Severe pre-eclampsia and eclampsia
  - ❖ Haemorrhage
  - ❖ Obstructed labour
  - ❖ Sepsis
  - ❖ Assisted delivery
  - ❖ Complications of abortion
  - ❖ Other common obstetric emergencies.
- The manual is useful for any healthcare provider, especially those working in resource-poor settings, trying to save lives in sometimes very difficult situations (including midwives, clinical officers, medical assistants and doctors).

## THE COURSE

Participants are trained in saving lives of women and the newborn through:

- proper management of the major causes of maternal mortality in resource-poor settings
- delivery of basic and comprehensive essential obstetric care.

**Basic emergency obstetric care (BEOC)** consists of six key functions:

- being able to provide intravenous or intramuscular antibiotics
- being able to provide intravenous or intramuscular oxytocic drugs
- being able to provide intravenous or intramuscular anticonvulsants
- manual removal of placenta
- removal of retained products of conception (manual vacuum aspiration)
- assisted vaginal delivery.

**Comprehensive emergency obstetric care (CEOC)** consists of all the above functions plus the ability to provide:

- caesarean section
- blood transfusion.

**To ensure its maximum effectiveness, the course is designed to:**

**Be deliverable:** It is 2–3 days' duration only, so as not to have a prolonged period of time away from the workplace for either participants or facilitators.

**Be educationally sound:** It covers all types of learner – a combination of lectures, skills teaching, scenarios, discussions, workshops and demonstrations are used to deliver the course.

**Enhance local collaboration: The course is delivered in-country with participation of local partner associations and ministry of health.**

**Be supportive:** Twice-daily facilitator meetings are held to discuss progress of participants. Mentoring takes place throughout the course, with allocated time for discussion between mentors and mentees.

**Have an effective target audience:** Advice is taken locally to ensure that participants are selected to achieve maximum impact. It is intended that both 'hands on'

healthcare providers and those in management positions are involved.

**Be sustainable:** A 'training of trainers' (TOT) course is offered after each course to selected participants who will become facilitators to deliver future courses locally.

**Promote retention of learned interventions:** A series of wall charts will be available to complement the course materials which can be used in the workplace to guide clinical management.

**Audit of effectiveness** is an integral part of course delivery.

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