



WHO Labour Care Guide MCGL Learning Resource Package Master Trainer / Trainer Agenda

The MOMENTUM Country and Global Leadership (MCGL) learning resource package (LRP) for training on the WHO Labour Care Guide (LCG) is a learning module designed to help providers give supportive care and close monitoring to women in labour using the WHO LCG. This module builds capacity of the entire team of providers who care for women during labour and childbirth using a “low-dose, high-frequency” (LDHF) approach. Skills are built on-site to reinforce respectful care and women’s choice in order to provide the best experience of care during labour and childbirth. A key component of this approach is the short set of LDHF skills practice and quality improvement activities done by providers after the training activity.

Workshop Goal:

Increase capacity of Master Trainers / Trainers to use the MCGL LRP to train providers working in facilities to correctly and confidently care for women in labour and childbirth and complete the LCG.

Workshop Objectives:

1. Explain the principles of the training approach.
2. Provide the WHO LCG Champion Training to all participants.
3. Orient participants on LDHF activities
4. Explain the importance of LDHF practice at the facility after training.
5. Orient candidate Master Trainers to facilitate training of candidate Trainers to use the LRP: orient candidate Trainers to train providers using the LRP.
6. Train candidate Trainers to orient facility-based Peer Practice Coordinators (PPCs) to facilitate LDHF practice.
7. Explain the importance of mentoring providers and PPCs and develop a schedule to mentor them.

Audience:

The LRP for the WHO LCG is designed for all providers (doctors, midwives, and nurses) who care for women during labour and childbirth and need to provide close monitoring and supportive care and who need to be able to rapidly identify complications for management or referral.

Learning Objectives:

At the end of the Master Trainer/Trainer workshop, participants will:

1. Describe the principles of the training approach used in the LRP;
2. Demonstrate completion of the WHO LCG;
3. Describe the importance of LDHF at the facility after training;
4. Effectively use the Action Plan, Participant’s Worksheets, LCG User’s Manual, and Flipbook;
5. Demonstrate appropriate facilitation techniques when training providers and orienting PPCs;
6. Be able to facilitate assessment of learners;
7. Explain the use of the LDHF session plans for facility practice; and be able to orient Practice Coordinators (PC) to their roles at the facility including data recording and promoting a culture of ‘practice’ and quality improvement.

At the end of the LCG training activity, participants will be able to:

- List the principal aims of the LCG
- Identify for whom, when, and where the LCG can be used
- Recognize the principal elements and sections of the LCG
- Competently and confidently assess all parameters in the LCG
- Correctly fill out the LCG
- Competently use the reference thresholds (alert signs) to trigger reflection and specific action(s)
- Make an assessment based on findings from the evaluation
- Make a plan of care with the woman and her companion
- Identify additional resources that are available

Pre-Workshop Day:

Facilitators:

4-8 HOURS AS REQUIRED BASED ON THE EXPERIENCE OF THE TRAINING TEAM AND THE CONTEXT

The purpose of this day is to coordinate activities of the trainers, assign roles, procure any last-minute items, print required documents (sign-in sheet, learner assessments, etc.) and manage logistics. Some of this can and should be done in advance, but often trainers are traveling to the training venue and will need to become familiar with the training site.

Tasks:

- Ensure 1 trainer for every 6-8 learners
- Ensure facility management is prepared for the training activity
- Ensure doctors, midwives, and nurses working in the maternity are invited to the training activity
- Review the “**Training and Mentoring Preparation Checklist**” to ensure all materials are available
- Assign roles for welcome, role play, preparing stations, delivering content, timekeeper, etc. and write the name of the Facilitator responsible in the “**Agenda – Champion Training**”
- Set up the training site and tape the Action Plans around the training room

Workshop Day 1: Champion Training

8:00–8:30 AM—SET-UP AND WELCOME Ensure all supplies are set up and ready			
Duration	Session Description	Materials	Facilitators
8:30-9:00	<ul style="list-style-type: none"> Welcome and sign in and pass out participant materials (Participant characteristics, Participant Worksheets, User's Manual, 3 LCGs, black and red pens, 1 pencil with eraser). NOTE: The WHO User's Manuals will be re-used for each training activity. The facility will have User's Manuals in the labour and delivery wards and the providers may refer to the Quick Guide on pages 17-26 in the Participant Worksheets document for guidance after the training activity. Collect the participant characteristics and enter them after the training day. 	<ul style="list-style-type: none"> Sign-In sheet Participant characteristics 	
9:00-9:10	Page 2 – You can make a difference <ul style="list-style-type: none"> Introduce the training activity with the visualization exercise. Facilitate a discussion after the visualization. Share the overall objective with participants. Ask participants to read course objectives on page 1 in the Participant Worksheets and then ask if there are questions. Review the learning materials. 	<ul style="list-style-type: none"> FlipBook Participant Worksheets page 1 	
9:10-9:20	Page 3 – Overview of the LCG – why, for whom, when, and where <ul style="list-style-type: none"> Provide an overview of the LCG. Facilitate a discussion on how care is currently being provide and how it can be improved. Ask for a volunteer to note any improvements to be made. 	<ul style="list-style-type: none"> FlipBook 	
9:20-9:30	Page 4 – Structure and sections <ul style="list-style-type: none"> Explain the importance of documentation and comparison of findings to alert values to identify possible problems. Ask learners to refer to their copy of the LCG and to pages 2-3 in the Participant Worksheets. After you read the title of a section, ask learners to list the parameters to assess for that section. Review the sections of the LCG and ask participants to identify each section on the LCG, the time axis, the alert column, active phase section, second stage section. Discuss: Facilitate a discussion on how the LCG compares to the labour monitoring tool they are currently using. 	<ul style="list-style-type: none"> FlipBook Participant Worksheets pages 2-3 WHO LCG 	

Duration	Session Description	Materials	Facilitators
9:30-9:45	Page 5 – Reference thresholds – Alert values <ul style="list-style-type: none"> • Explain the alert values and how they were established. • Learning activity: Ask participants to find the table in the WHO LCG User's Manual and identify "alert values" and actions for the parameters listed in the FlipBook (they may also refer to the Quick Guide on pages 17-26 in the Participant's Worksheets). • Discuss: Facilitate a discussion on their perception of the alert values on the LCG. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets pages 17-26 • LCG User's Manual pages 10, 12, 15, and 17 • WHO LCGs 	
9:45-10:00	Page 6 – From labour monitoring to action <ul style="list-style-type: none"> • Review the steps in the action cycle. • Ask participants to read the steps in the cycle on page 4 in the Participant Worksheets. Provide any clarification needed. • Discuss: <ul style="list-style-type: none"> ○ Ask participants what questions they must ask themselves when comparing findings to alert values for each section of the LCG. ○ Facilitate a discussion on how the action cycle is used in the facility. • Ask a volunteer to note any solutions that were listed to ensure that all providers use the Assess-Record-Compare to Alert-Plan cycle to improve identification of problems and care. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets page 4 	
10:00-10:15	Page 7 – Start the LCG in active phase <ul style="list-style-type: none"> • Reinforce that the LCG is started when the woman is in active phase of first stage of labour. • Explain the importance of correctly and comprehensively completing Section 1. • Learning activity 1: Ask participants to respond to questions about completing Section 1. • Learning activity 2: In groups of 2-3, have participants complete Section 1 of the LCG using information in the Participant's Worksheets on page 7. • Discuss: Facilitate a discussion on current practice in the facility for identifying risk factors. • Ask the volunteer to note any solutions that were listed to improve making a careful assessment of risk factors and making care decisions based on them. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets page 7 • LCG User's Manual pages 8-9, 22 • WHO LCGs 	
10:15-10:30	Tea break		

Duration	Session Description	Materials	Facilitators
10:30-11:00	Page 8 – Ensure supportive care <ul style="list-style-type: none"> • Provide an overview of supportive care during labour and childbirth, including the latest WHO recommendations. • Learning activity 1: Ask participants to refer to the User's Manual to respond to questions on how to document supportive care. • Learning activity 2: In groups of 2-3, have participants complete Section 2 of the LCG using information in the Participant's Worksheets on page 7. • Review actions to take for alert values. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets page 7 • LCG User's Manual pages 9-11, 22 • WHO LCGs 	
11:00-11:10	Page 9 – Assess well-being of baby: Baseline FHR and decelerations <ul style="list-style-type: none"> • Provide an overview of FHR assessment during labour and childbirth, including the latest WHO recommendations. • Learning activity: Ask participants to refer to page 8 in the Participant's Worksheets to respond to questions about FHR and decelerations. • Ask Knowledge Check questions. They should refer to page 12 in the LCG User's Manual to respond to the question on how to respond if there are variable decelerations. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets page 8 • LCG User's Manual pages 11-14 	
11:10-11:20	Page 10 – Assess well-being of baby: Amniotic fluid and fetal position <ul style="list-style-type: none"> • Provide an overview of fetal position and amniotic fluid assessment during labour and childbirth, including the latest WHO recommendations. • Ask Knowledge Check questions. 	<ul style="list-style-type: none"> • FlipBook • LCG User's Manual pages 11-14 	
11:20-12:10	Page 11 – Assess well-being of baby: Caput and moulding <ul style="list-style-type: none"> • Provide an overview of caput and moulding assessment during labour and childbirth, including the latest WHO recommendations. • Ask Knowledge Check questions. They should refer to page 13 in the LCG User's Manual to respond to the questions. • Learning activity: In groups of 2-3, have participants complete Section 3 of the LCG using information in the Participant's Worksheets on pages 8-9. They should complete blanks for assessing well-being of the baby on page 9 in the Participant Worksheets. • Review actions to take for alert values. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets pages 8-9 • LCG User's Manual pages 11-14 • WHO LCGs 	

Duration	Session Description	Materials	Facilitators
12:10-12:30	Page 12 – Assess well-being of woman <ul style="list-style-type: none"> • Provide an overview of assessment of the woman’s well-being during labour and childbirth. • Discuss: Facilitate a discussion on how to ensure women’s well-being can be correctly monitored in the facility. Ask the volunteer to note any solutions that were listed. • Learning activity: In groups of 2-3, have participants complete Section 4 of the LCG using information on page 9 in the Participant’s Worksheets. • Review actions to take for alert values. • Ask Knowledge Check question. They should refer to page 15 in the LCG User’s Manual to respond. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets page 9 • LCG User’s Manual pages 14-16, 22 • WHO LCGs 	
12:30-13:30	Lunch break		
13:30-13:40	Page 13 – Assess labour progress: Contractions <ul style="list-style-type: none"> • Provide an overview on assessing contractions and interventions to improve contractions. 	<ul style="list-style-type: none"> • FlipBook • LCG User’s Manual pages 17-20 	
13:40-14:00	Page 14 – Assess labour progress: Cervical dilatation <ul style="list-style-type: none"> • Provide an overview on assessing cervical dilatation. Emphasize that for women with spontaneous labour onset, the cervical dilatation rate threshold of 1 cm/hour during active phase is inaccurate to identify women at risk of adverse childbirth outcomes and is therefore NOT recommended. Review the new definitions that cervical dilatation is slower than normal. • Ask Knowledge Check questions. 	<ul style="list-style-type: none"> • FlipBook • LCG User’s Manual pages 17-20 	
14:00-14:30	Page 15 – Assess labour progress: Fetal descent <ul style="list-style-type: none"> • Provide an overview of assessment of fetal descent during labour and childbirth, and signs of unsatisfactory progress. • Ask Knowledge Check question. • Learning activity: In groups of 2-3, have participants complete Section 5 of the LCG using information on page 10 in the Participant’s Worksheets. They should complete blanks for assessing labour progress on page 10 in the Participant Worksheets. • Review actions to take for alert values. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets page 10 • LCG User’s Manual pages 17-20, 22/33-34 • WHO LCGs 	

Duration	Session Description	Materials	Facilitators
14:30-14:45	Page 16 – Medication <ul style="list-style-type: none"> • Provide an overview of the medications section. Emphasize that key goals of the LCG are to (1) prevent unnecessary use of oxytocin, medicines, or IV fluids and (2) ensure timely and appropriate use of oxytocin, medicines, or IV fluids when there is a clear indication. • Learning activity 1: Ask participants to respond to questions on how to complete the Medication section. • Learning activity 2: Facilitate a discussion on whether Mary Jane required oxytocin, medicines, or IV fluids. Ask participants to complete the medication section for Mary Jane on their LCGs. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets page 11 • LCG User’s Manual pages 20-21, 22 • WHO LCGs 	
14:45-15:00	Page 17 – Shared decision-making <ul style="list-style-type: none"> • Provide an overview of the section for shared decision-making. • Discuss: Facilitate a discussion on how to enable shared decision-making with women and their companions during labour and childbirth. • Learning activity: Facilitate a discussion on whether they agreed with assessments and plans of care for Mary Jane. Ask participants to complete the shared decision-making section for Mary Jane on their LCGs. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets page 11 • LCG User’s Manual page 21 • WHO LCGs 	
15:00-15:15	Tea break		
15:15-16:00	Page 18 – Learning activities <ul style="list-style-type: none"> • Learning activity: Have participants individually complete Elizabeth’s case study on pages 12-13 in the Participant Worksheets. Participants may check their LCGs by comparing their completed LCG with the answer key on page 28 in the Participant Worksheets. • Review any problems the participants may have with completing the LCG. 	<ul style="list-style-type: none"> • FlipBook • Participant Worksheets – pages 12-13 (answer key on page 28) • WHO LCGs 	
16:00-16:45	<ul style="list-style-type: none"> • Post-module assessment. Pass out the post-module questionnaire to be completed individually; encourage participants to use the LCG User’s Manual to assist them with completing the LCG. • Correct the post-module questionnaire. Any participants who have not scored at least 80% will need to take a second questionnaire. 	<ul style="list-style-type: none"> • Post-Module questionnaire and key • LCG User’s Manual • WHO LCGs 	
16:45-17:00	<ul style="list-style-type: none"> • Recap of Day 1 • Preparation for clinical practice 		

Workshop Day 2: Champion Training

Duration	Session Description	Materials	Facilitators
8:30-12:30	<ul style="list-style-type: none"> Clinical practice Retake of post-module questionnaire for those who didn't score at least 80% Case study Zakia (if not enough women for all teams) 	<ul style="list-style-type: none"> LCG User's Manual Participant Worksheets pages 14-15 (answer key on page 29) WHO LCGs 	
12:30-13:30	Lunch break		
13:30-14:30	Debriefing after clinical		
14:30-15:30	Page 19 – LDHF: Ongoing practice and quality improvement activities <ul style="list-style-type: none"> Facilitate development of the action plan to implement in the facility. 	<ul style="list-style-type: none"> FlipBook Participant Worksheets – pages 16; 30-37 	
15:30-15:45	<ul style="list-style-type: none"> Pass out course evaluation and confidence assessment forms for participants to complete. 	<ul style="list-style-type: none"> Course evaluation Confidence assessment 	
15:45-16:00	<ul style="list-style-type: none"> Closing ceremony Give Champion Certificates 	<ul style="list-style-type: none"> Champion certificates 	

Workshop Day 3: Facilitation Support, Peer Practice Coordinator (PPC) Orientation, Implementation Guidance

TIME	SESSION	RESOURCES
15 minutes	Recap of Days 1 and 2	
15 minutes	Review of post-module questionnaire	<ul style="list-style-type: none"> • Post-module questionnaires
45 minutes	Materials overview: <ul style="list-style-type: none"> • Learning materials • Participant Characteristics • Confidence assessment • Agendas • Overview of LDHF approach 	<ul style="list-style-type: none"> • Flipbook • Training agenda • Participant Worksheets • WHO LCG User's Guide • LCG
120 minutes	Facilitating content: <ul style="list-style-type: none"> • Using the Flipbook to facilitate sessions – content, instructions for facilitators, facilitating discussion where indicated, using “Knowledge Check” questions, keeping within the time limits • Using the agenda for providers' courses • Techniques for offering feedback • Techniques for engaging all learners • Delivering content- all participants practice giving content in pairs 	<ul style="list-style-type: none"> • Flipbook • Training agenda • Checklist for Classroom Presentation Skills
30 minutes	Orientation of Peer PPCs <ul style="list-style-type: none"> • Purpose • Selection of PPCs • LDHF session plans • Organizing LDHF sessions on the ward • Session logs 	<ul style="list-style-type: none"> • LDHF session plans • Materials on FHR decelerations, fetal position, caput, and moulding • Session schedules • Session logs
90 minutes	Completion of the LCG audit: <ul style="list-style-type: none"> • People to include in the audit • Choice of LCGs • Completing the audit form • Analysing the audits • Techniques for offering feedback • How to transmit the forms to trainers and Jhpiego staff 	<ul style="list-style-type: none"> • LCG audit form • Excel file
30 minutes	<ul style="list-style-type: none"> • Mentoring schedule • Assigning roles to candidate facilitators during the first training activity for providers • Preparation for first training providers on-site – using the Training Preparation checklist 	<ul style="list-style-type: none"> • Training agenda • Training prep checklist
30 minutes	<ul style="list-style-type: none"> • Closing and participant evaluation, confidence assessment • Certificates for Trainers will be presented after completing their first on-site training activity for providers 	
15 minutes	<ul style="list-style-type: none"> • Pearls 	

Workshop Days 4-6: Training of trainers

Master Trainer candidates will independently conduct the LCG training of trainers under mentoring support of a Master Trainer, per agendas above. **Candidate Master Trainers will receive a certificate after the training of trainers is successfully completed.**

Workshop Days 4-6: Training of providers and orientation of PPCs

Trainer candidates will independently conduct the LCG training under mentoring support of the Master Trainer, per agendas above. **Candidate Trainers will receive a certificate after the training of providers and orientation of PPCs is successfully completed.**