



THE BABY
FRIENDLY
INITIATIVE

unicef 
UNITED KINGDOM

@UNICEF/Maile-Finch



EMBEDDING BABY FRIENDLY STANDARDS IN NEONATAL CARE

Online course participant pack

This course fulfils the training requirements of the UNICEF UK Baby Friendly Initiative and provides appropriate updating for NMC requirements. Please read prior to the course.

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WELCOME

We are pleased to welcome you to the UK Committee for UNICEF (UNICEF UK) Baby Friendly Initiative online course: Embedding Baby Friendly Standards in Neonatal Care. The course consists of two parts—**Part 1: E-learning & pre-course activities** and **Part 2: Two taught days**. As each part builds on previous content, it is important for your learning experience that you complete all of the elements.

We hope you enjoy the course and go away from it with new information and renewed enthusiasm to provide optimal care for babies, their mothers, parents and families.

COURSE OVERVIEW: PARTS 1 & 2

PART 1: E-LEARNING & PRE-COURSE ACTIVITIES

A few weeks before Part 2 of the course (the taught days), you will be given access to our e-learning platform **Litmos**. The e-learning includes several downloadable documents to enhance your training and you will need to complete all of the modules prior to the first taught day of the course. We anticipate the e-learning will take 2-3 hours to complete, however it does not need to be completed at once. Access to the e-learning on Litmos will expire two weeks after the taught days. See page 6 for more information.

Prior to the taught days, we ask you to undertake the following **two pre-course activities**. We will discuss what you observed, so you may find it useful to make brief notes.

- **Discussion on expressing:** Have a discussion with a mother about expressing, including any challenges experienced when expressing by hand or pump.
- **Observation of a breastfeed:** Observe baby's behaviour before, during and after the feed. How does the baby approach and attach to the breast and how does the mother respond to baby before, during and after the feed?

PART 2: TWO TAUGHT DAYS

Part 2 of this course includes two taught days facilitated remotely via Microsoft Teams. These will run from 9:15-15:45 on each day with plenty of comfort breaks (see schedule on pages 4-5). You will receive a physical copy of a workbook in the post ahead of the start date to use during this section of the course.

After the two taught days of the course, we strongly recommend that you complete a practical element to consolidate your learning and apply it in practice. This should involve you:

- Supporting a mother to express: Undertake an assessment of expressing and develop a plan of care to optimise the mother's expressing.
- Supporting a breastfeeding mother to achieve effective feeding: Carry out a feeding assessment and then use props (such as dolls and breast models) or other tools (such as leaflets and videos) to either confirm what is going well or to make suggestions which could improve the mother's experience of feeding.
- Building on information gained: Consider the language you use to help build confidence in the mother and how you can encourage instinctive behaviours.
- It may be helpful for you to write a short reflection on your experience as this will enable you to take time to identify new approaches to the way you practice.

Further details concerning the practical element will be provided during the course. Due to confidentiality and copyright we ask that you do not record the taught element of the course.

AIM OF THE COURSE

To provide healthcare staff and other interested parties with a foundation for supporting optimal care for babies, their mothers, parents and families.

EXPECTED LEARNING OUTCOMES

At the end of the course, participants will be able to:

1. Outline the UNICEF UK Baby Friendly Initiative standards for neonatal units and understand how they promote the importance of improving physical and emotional outcomes for babies through a child rights approach.
2. Demonstrate an understanding of factors which support brain development, including the role of oxytocin, when babies are born too soon.
3. Consider the impact that a premature birth has on the baby, mother, father and family and describe ways to promote positive and loving relationship-building within the family unit.
4. Outline the importance of all mothers keeping babies close in the weeks and months after the birth.
5. Explain the importance of embracing developmental care approaches in the care of preterm infants.
6. Examine how the natural microbiome is supported through birth and breastfeeding.
7. Explain the role that breastfeeding plays in improving health with specific emphasis on the preterm and sick infant.
8. Demonstrate an understanding of the key differences between human milk, donor breastmilk and infant formula and their significance for human health.
9. Describe the anatomy of the breast and the physiology of lactation and their relevance to help you support optimal lactation.
10. Explain the importance of and technique to support early, frequent and effective expression of breastmilk for the initiation and establishment of an adequate milk supply.
11. Demonstrate an understanding of the impact of premature birth on feeding development.
12. Describe the positive impact of skin-to-skin contact / kangaroo care for the preterm infant and caregivers and consider how to support this in your unit.
13. Recognise effective positioning and attachment and teach mothers the skills necessary for them to breastfeed successfully.
14. Identify the potential challenges to breastfeeding faced by mothers and babies in the neonatal unit and describe ways to prevent and address these.
15. Discuss how to support responsive and safe feeding for mothers who are bottle feeding.
16. Demonstrate an understanding of the information and support required to prepare parents for discharge home, including where to access ongoing support.
17. Demonstrate an understanding of the International Code of Marketing of Breastmilk Substitutes (the Code) and how this to practice in the neonatal unit.
18. Define the importance of sensitive, compassionate communication to support positive interactions and empowered decision making with families on the neonatal unit.
19. Observe and discuss good practice both in the UK and worldwide.
20. Demonstrate an awareness of the changes in provision of care for preterm and sick babies and consider possibilities for the future.

TIMETABLE: DAY 1

Time	Session	Outline of content
09.15	Participants join, welcome and IT check	Initial greetings Use of key technology features
	Introductions	Aims of the course Brief introductions Creating a positive learning environment Expectations Ice breaker activity
	Impact of preterm birth	How admission to the neonatal unit affects baby and family Supporting optimal brain development
11.00	Tea break (15 minutes)	
11.15	What makes breastmilk special	Specific health outcomes for preterm babies
	Microbiome	How we support the microbiome in the neonatal unit environment
	How to promote and protect breastfeeding	Conflicts of interest Evidence-based information for formula feeding families
13.00	Lunch (45 minutes)	
13.45	Making milk and mothering	How milk is made and delivered Challenges for mothers on the neonatal unit
	Expressing	How to support initiation of lactation through expressing Maintaining good milk production How to support challenging situations
	Feeding development and kangaroo care	Challenges for the preterm infant Supporting kangaroo care
15.30-15.45	Wrap up	Wrap up and close

TIMETABLE: DAY 2

Time	Session	Outline of content
09.15	Welcome back	Review of Day 1 and quick quiz
	Effective communication	Right- and left-brain theory Principles of effective communication
	Compassion	What is compassion? How we can support compassionate care and communication
11.00	Tea break (15 minutes)	
11.15	Transitioning to breastfeeding	Getting ready for breastfeeding
	Positioning and attachment	Recognising effective positioning and attachment for breastfeeding
	Supporting the preterm infant and mother	Ways to support the preterm infant to feed effectively How to support mothers effectively
13.00	Lunch (45 minutes)	
13.45	Parents as partners in care	Creating a culture to empower parents to be partners in care
	Scenarios	Group work to bring all of our learning together
	The future of neonatal care	Drivers for the future What could neonatal care look like
15:30	Wrap up and close	Evaluation

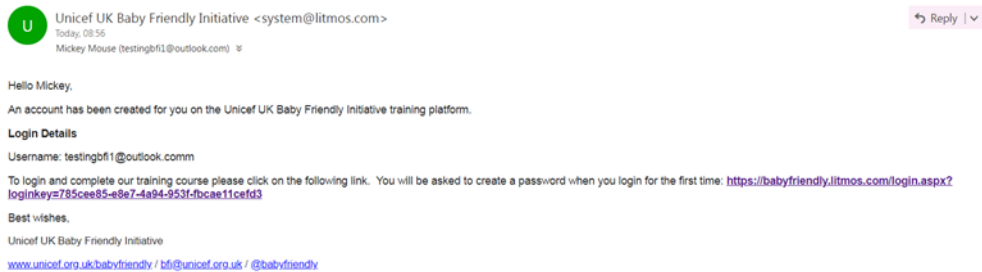
PART 1: PRE-COURSE E-LEARNING

Before the start of the course, you will need to complete the pre-course e-learning. This is accessed via a learning management system called **Litmos** at babyfriendly.litmos.com.

INSTRUCTIONS

1. You will receive an email to register on the system:

E-learning login information - Unicef UK Baby Friendly Initiative



2. Click the link in the email and complete the registration page.



Section 1 – Enter your first and last name

Hello Mickey Mouse

1. Confirm your name
* is required field

Please make sure that we have your first and last names correct.

First Name*

Mickey

Last Name*

Mouse

Section 2 – Create your password

2. Create a password

Next time you login you will use the following username and password

Username: testingbf1@outlook.com

Password*

Your password must be at least 6 characters long

Confirm password*

Confirm your password by entering it again

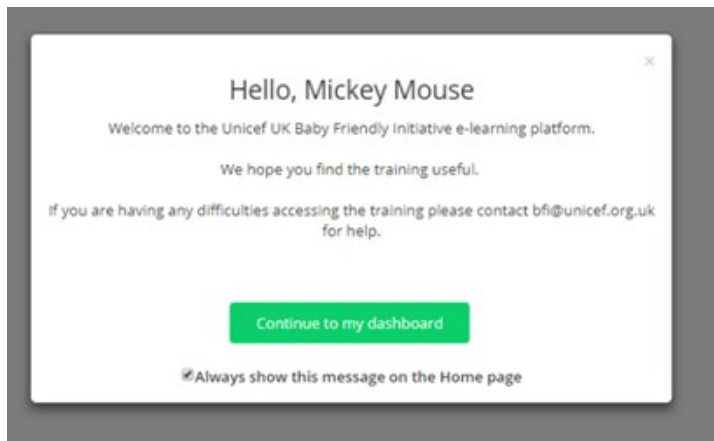
Section 3 – Optional – you can enter any additional information, but this isn't required, so you can skip this section.)

3. Additional information

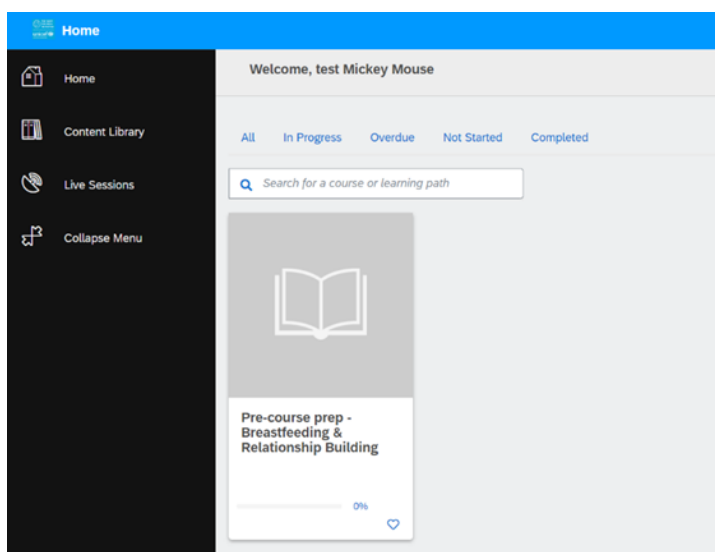
Job title

(Note: if you are already registered in Litmos for one of our other e-learning courses, you will only need to repeat this step if using a different email address. Otherwise you should log in with your existing password, and the course will be assigned to your account.)

3. Click the green **continue** button. You will be logged in and will see the following welcome message:



4. Click the green **continue to my dashboard** button and you will see the training courses that have been assigned to you. Click on the course title and picture to begin.



The course is made up of short pieces of content called **modules** (either text and images, slides or videos). The course doesn't have to be completed all at once. You can stop working and come back later to resume where you left by visiting babyfriendly.litmos.com to login with your username (your email address) and password. If you have forgotten your password, you can reset it from here.

System requirements for using Litmos

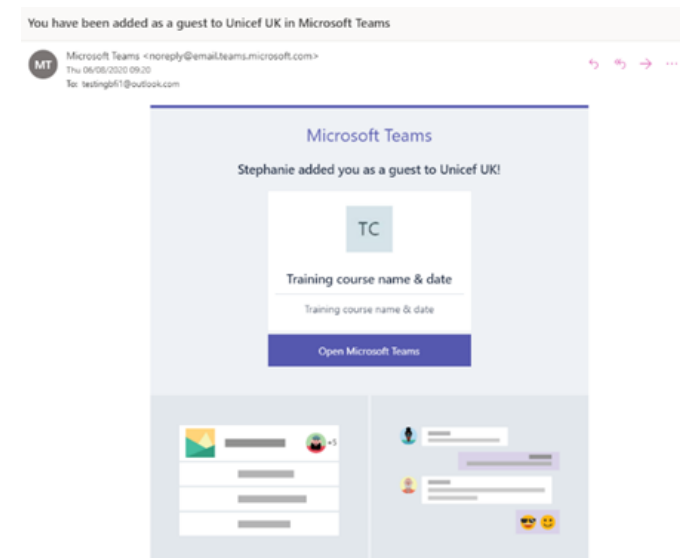
Litmos makes every effort to test and support the most recent versions of all browsers, and recommends using the latest stable versions from: Apple Safari / Google Chrome / Mozilla Firefox / Microsoft Edge.
With JavaScript and Cookies enabled

Internet Explorer is **not** recommended and is no longer supported by Microsoft. We are aware of issues from users accessing Litmos from this browser (e.g., unable to see the course content). Therefore if you are experiencing issues using Internet Explorer, please try a different browser.

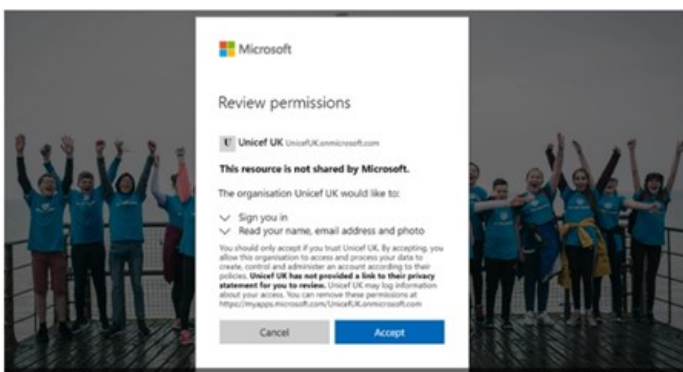
If you have any trouble accessing the course, please contact bfi@unicef.org.uk

PART 2: TAUGHT COURSE VIA MICROSOFT TEAMS

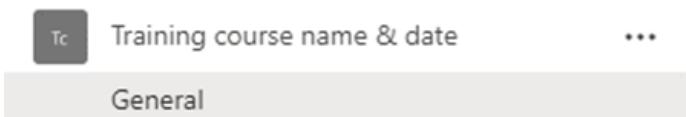
To join the two taught days of the online course, you will need to access Microsoft Teams and have downloaded the **Teams app**. Please let us know the email address that you use to access Teams (either via your workplace or by using a Microsoft account). For information on Teams, please [read this guide](#).



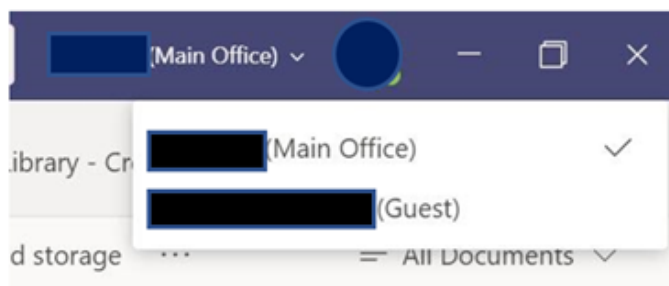
1. We will add you as a guest to a specific **Team** for the training course you are attending. You will receive an email to let you know you have been added to the Team.



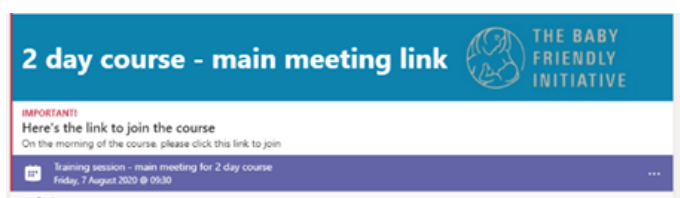
2. You may see a screen asking you to review permissions, click **Accept** to proceed.



3. In your Teams app, you will then have access to the Team for the course. Click the **General** channel to access the meeting link.



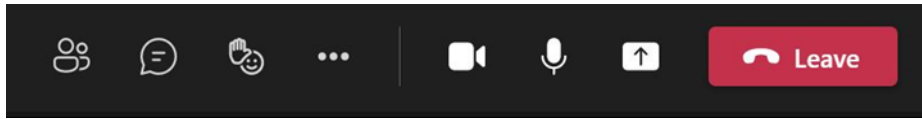
4. If you use Teams for work, you may need to select the **UNICEF UK network** from the drop down by your profile picture to switch between your main account and guest access with UNICEF.



5. We will send an invite for the main meeting link for the course, and the link will also be posted in the **General channel** of the Team. On the day of the course, you can click "join" when the meeting has started from the link on the General channel.

FURTHER GUIDANCE ON MICROSOFT TEAMS

During the meeting, there is a **command bar** which will appear at the top of your screen.



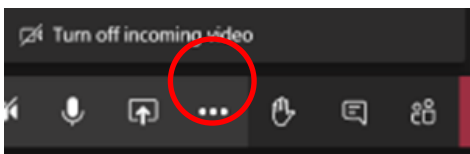
You can change your **video** and **audio** settings by pressing the buttons here:



Camera and audio are on.

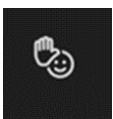


Camera and audio are off. We recommend muting your microphone when you're not speaking to minimise any background noise for others.



You can access more menu options by clicking the **ellipsis**.

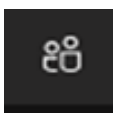
Turn off incoming video will mean you stay connected by audio, but will no longer see anyone else's video feed. Others on the call will still see the video, but this will help if you feel your connection is breaking up, as it may improve call quality.



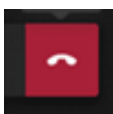
You can **raise (or lower)** your hand to get the tutor's attention or ask a question by clicking this icon. A small yellow hand icon will appear next to your name, and remain until you click the button again to lower it.



Click the **message** icon to show the **conversation pane** which will appear on the right. The conversation pane will bring up the chat box which will be used throughout the course.

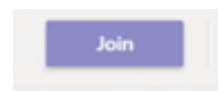


Click the **people** icon to show the **participants pane** that will appear on the right.



You can leave the meeting by clicking the red phone icon to **hang up**.

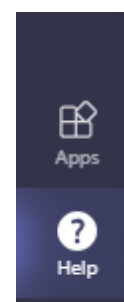
If you accidentally leave a call, you can re-join via the meeting link, or from the meeting chat page where there should be a purple **join** button.



FURTHER HELP

There's a **Help section** in the bottom-left corner of Teams.

Click either **Topics** or **Training** to find out more about how to use Teams. In **Training** there's a number of short videos to take you through learning something new, or if you just want a refresher.



Topics

Training

What's new

Suggest a feature

TIPS FOR TEAMS

We recommend considering the following aspects for joining the course via video call:

- Test your setup before the course – make sure you have downloaded the Teams app and tested your computer settings and internet connection before the course.
- Find a quiet space to work, if you can, and use headphones to help improve the sound quality.
- Mute your microphone when not speaking to minimise background noise to the group. Remember to unmute if you are asking a question.
- Consider your camera setup – having the light source to the side or in front of you will work best. Please have your camera on at all times during the course, if possible.
- Troubleshooting – if you have connection issues, try closing down anything else on your computer and restarting Teams. You can make a test call and review your devices by clicking your profile picture in the top right, clicking Settings and then Devices.
- We recommend joining from a computer or laptop rather than any other device (e.g., iPad or mobile). Joining on other devices may limit your functionality to take part in the course via chat and breakout rooms and we will be unable to provide specific technical support for this.

Settings

General

Privacy

Notifications

Devices

Permissions

Calls

Plantronics Blackwire 3225 Series

Speaker

Headset Earphone (Plantronics Blackwire 3225 Series)

Microphone

Headset Microphone (Plantronics Blackwire 3225 Series)

Make a test call

Secondary ringer

None

Camera

USB Video Device