



THE BABY
FRIENDLY
INITIATIVE

unicef 
UNITED KINGDOM



INFANT FEEDING AND RELATIONSHIP BUILDING

A course for those working in perinatal and infant mental health services

Please read this **participant pack** before the online course. Contents include:

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WELCOME

Welcome to the UK Committee for UNICEF (UNICEF UK) Baby Friendly Initiative Infant Feeding and Relationship Building course for those working in perinatal and infant mental health services. This course covers support for those who are breastfeeding, mixed feeding, providing expressed breastmilk, formula feeding or giving milk feeds alongside the introduction of solid foods. It has been designed to provide a foundational knowledge of infant feeding and its interrelationship with perinatal and infant mental health. The course includes: **Part 1: E-learning & personal reflection** and **Part 2: Two taught days**. Each part builds on previous content, so it is important for your learning that you complete all of the elements.

COURSE OVERVIEW: PARTS 1 & 2

PART 1: E-LEARNING & PERSONAL REFLECTION

Prior to Part 2 of the course (the taught days), you will be given access to our e-learning platform **Litmos**. This includes downloadable documents to enhance your training and you will need to complete all modules prior to the first taught day. The e-learning will take around 2-3 hours, but it does not need to be completed at once. Access to Litmos expires two weeks after the taught days (see page 8).

As part of the e-learning you will be guided to reflect on your personal and/or professional knowledge and experience of infant feeding and how you use this in your current role.

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 both days with plenty of comfort breaks (see pages 6-7). Please read the Teams guidance carefully and ensure that you have access to the Team when you receive the invite, and can access the chat box. You will receive a workbook in the post to use during this part of the course.

BACKGROUND

Multi-disciplinary teams within perinatal and infant mental health services comprise a variety of roles, including psychotherapists, clinical psychologists, parent-infant practitioners, mental health nurses, nursery nurses, social workers, occupational therapists and perinatal peer supporters. However, few focus on infant feeding support. If feeding difficulties or the inability to breastfeed due to ill-health are impacting on the mother, as is often the case, resolving these may prevent escalation of symptoms of postnatal anxiety and depression.

It is important to recognise that when mental health services and universal services develop independently from one another, the complex relationship between infant feeding and perinatal and infant mental health can be overlooked. For example, some staff may want to support mothers to protect breastfeeding, but lack the training and skills to enable this. Other staff may consider breastfeeding to be a pressure which could hinder recovery from perinatal ill-health. At times, it may be necessary to introduce infant formula alongside breastfeeds or to stop breastfeeding in order to protect the mother's wellbeing. In other instances, stopping breastfeeding could worsen the mother's experience.

The UNICEF UK Baby Friendly Initiative does not have an accreditation programme for perinatal and infant mental health services. However, some of these services work collaboratively with their local maternity and health visiting services who are working towards or have achieved Baby Friendly accreditation.

AIM OF THE COURSE

To equip participants with the ability to consider the impact of feeding choices when providing care to families to support perinatal and infant mental health.

LEARNING OUTCOMES AND KEY TOPIC AREAS

THEME 1: THE VALUE OF HUMAN MILK AND BREASTFEEDING

LEARNING OUTCOMES

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

1. Describe the main constituents of human milk and their function
2. Compare and contrast the key differences between human milk and infant formula and list their impact on short- and long-term health outcomes for infants and their mothers
3. Explain how the microbiome is supported through birth and breastfeeding
4. Examine evidence for the impact of early life nutrition on epigenetic processes.

TOPICS

- The constituents of human milk including colostrum and mature breastmilk
- The protective and developmental functions including the effect on the immune system, microbiome, developmental programming and growth
- The role of human milk and breastfeeding in improving the health and wellbeing outcomes of infants, their mothers and the wider family and in promoting and protecting public health.

THEME 2: THE PHYSIOLOGY OF BREASTFEEDING AND RESPONSIVE CAREGIVING

LEARNING OUTCOMES

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

5. Understand the anatomy and physiology of lactation
6. Explain the physiology underpinning effective milk production and responsive mothering
7. Describe the instinctive behaviours which take place in the immediate post-birth period to support breastfeeding
8. Understand the physiological importance of mothers keeping their babies close in the weeks and months after the birth where possible.

TOPICS

- The functional anatomy of the breast
- The physiology of lactation including hormonal influences on milk production and the role of the Feedback Inhibitor of Lactation (FIL)
- Responsive feeding and its role in successful breastfeeding
- The impact on breastfeeding and relationship building following mother-baby separation after birth
- Sleep, night-time breastfeeding and milk supply
- Brain adaptation in the perinatal period which supports responsive caregiving.

THEME 3: SUPPORTING INFANT FEEDING

LEARNING OUTCOMES

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

9. Understand key practices which facilitate the initiation and maintenance of breastfeeding and recognise the signs of effective breastfeeding
10. Explain how to maintain lactation if mother and baby are separated or supplementation is required
11. Explain how to support parents who formula feed to do so responsively and as safely as possible
12. Reflect on personal experiences, beliefs and attitudes which may lead to hidden preferences, assumptions and biases when supporting families with infant feeding.

TOPICS

- Getting breastfeeding off to a good start including skin-to-skin and positioning and attachment
- Assessing and supporting effective breastfeeding including recognising effective milk transfer and when to refer for specialist support
- Expressing, storage and handling of breastmilk
- Continued breastfeeding and the introduction of other foods into the diet for all babies, irrespective of feeding method
- Supporting parents who are formula feeding to minimise risks, including making up feeds safely and bottle feeding responsively
- Evaluating and utilising independent, evidence-based information on infant formula
- Identifying common myths and challenges around breastfeeding
- How compassionate communication enables empowered decision making in the perinatal period.

THEME 4: INFANT FEEDING IN CONTEXT

LEARNING OUTCOMES

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

13. Understand the wider social, cultural and political influences on infant feeding
14. Explain the importance of the International Code of Marketing of Breastmilk Substitutes and subsequent WHA Resolutions (the Code) for protecting breastfeeding
15. Compare and contrast the Code with U.K. legislation
16. Outline the role of UNICEF, the Baby Friendly Initiative, the Code and the UNCRC and how together they promote child rights.

TOPICS

- Social and cultural variations in breastfeeding prevalence including data and effects on inequalities
- Evidence-based interventions which promote, support and protect breastfeeding including the WHO and the UNICEF UK Baby Friendly Initiative
- The Nurturing Care Framework for early childhood development
- The Code: rationale, history and impact on practice
- Conflicts of interest in infant feeding and where to access evidence-based resources.

THEME 5: THE INTERRELATIONSHIP BETWEEN INFANT FEEDING AND PERINATAL AND INFANT MENTAL HEALTH

LEARNING OUTCOMES

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

17. Describe how breastfeeding impacts on the physical and emotional health of mothers and babies
18. Discuss the role of oxytocin in breastfeeding, brain development and early relationship building
19. Understand the difference between postnatal depression, breastfeeding aversion and dysphoric milk ejection reflex (D-MER)
20. Understand the physical and emotional consequences of stopping breastfeeding.

TOPICS

- The challenges to continuing breastfeeding for mothers who are experiencing mental health issues, plus strategies for support
- Breastfeeding aversion and dysphoric milk ejection reflex (D-MER)
- The importance of love and secure attachment on a baby's brain development and how oxytocin plays a role
- Local and national sources of support for decisions about feeding and medication
- Support for reducing breastfeeds or stopping breastfeeding.

TIMETABLE: DAY 1

Time	Session	Outline of content
09.15	Participants join Welcome and IT check	Initial greetings Use of key technology features
	Introductions	How the course will run Brief introductions Creating a positive learning environment Expectations of the course Icebreaker activity
	Why breastfeeding is important	Constituents of breastmilk and their impact on health
10.55	Tea break (15 minutes)	
	Breastmilk and the microbiome	Breastmilk and the microbiome—the evidence so far
	Protecting breastfeeding	How to promote and protect breastfeeding and the International Code of Marketing of Breastmilk Substitutes Safer formula feeding
	Compassionate communication	An overview of the current culture and influences for breastfeeding and parenting within the UK Compassionate care and sensitive communication Importance of self-awareness
12.40	Lunch (45 minutes)	
	Sharing antenatal information	What influences the decision to breastfeed Supporting decision-making
	Making milk Becoming mothers	Anatomy and physiology Stages of lactogenesis Mothering hormones Night-time breastfeeding and milk supply
	Meeting baby for the first time	Birth and instinctive post-birth behaviour Importance of skin contact for all babies and mothers Skin contact in the longer term
14.35	Tea break (15 minutes)	
	Early weeks and months	Responsive breastfeeding and relationship building How love and nurture shape a baby's brain
15.30-	Wrap up	Q&A, reflection and close

TIMETABLE: DAY 2

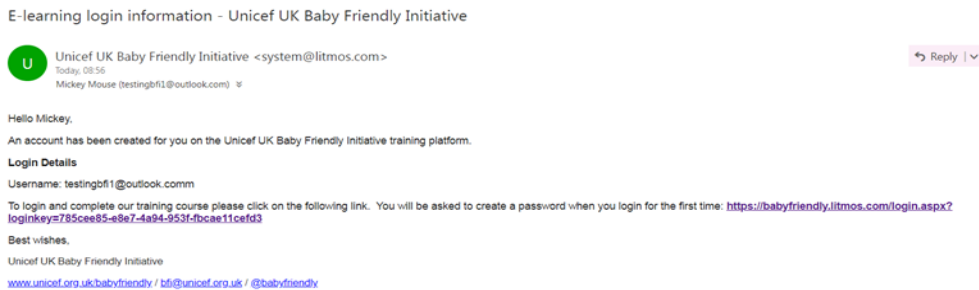
Time	Session	Outline of content
09.15	Welcome back	A quick quiz and review
	Care for the caregiver	Brain adaptation for responsive caregiving The Nurturing Care Framework
	Effective feeding	What babies do and how mothers help Taught skills vs instinct—bringing the two together
10.55	Tea break (15 minutes)	
	Supporting breastfeeding	Carrying out a feeding assessment Establishing breastfeeding
	Longer term breastfeeding	Introducing solids and breastfeeding the older baby Reducing feeds and stopping breastfeeding
12.55	Lunch (45 minutes)	
	Supporting formula feeding and mixed feeding	Maximising Breastmilk Expressing breastmilk Responsive bottle feeding Considerations when using infant formula
14.25	Tea break (15 minutes)	
	Challenges for mothers	Breastfeeding, sleep and perinatal mental health Breastfeeding aversion and D-MER Case studies
15:30- 15:45	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:



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

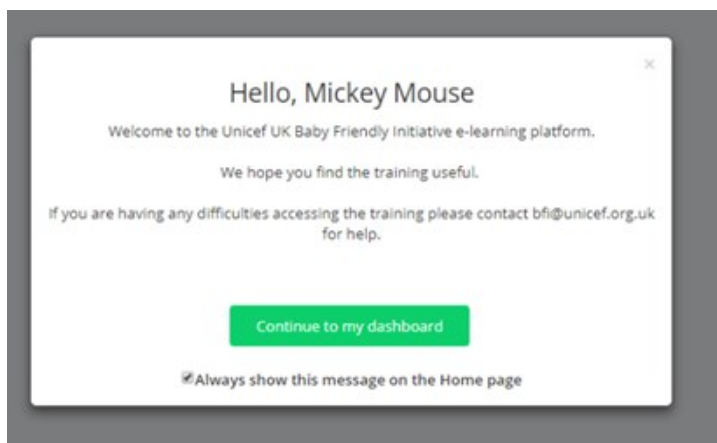
Section 3 – Optional – you can enter any additional information, but this isn't required, so you can skip this section

3. Additional information

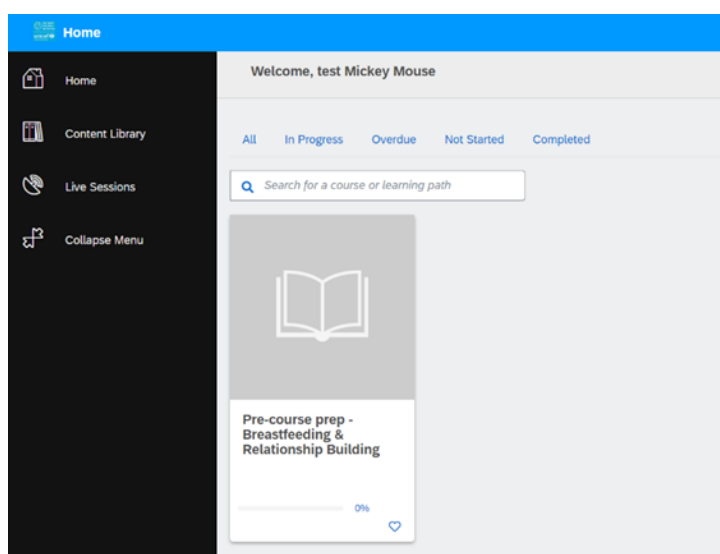
Job title

(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) and password. If you have forgotten your password, you can reset it from here.

System requirements for using Litmos

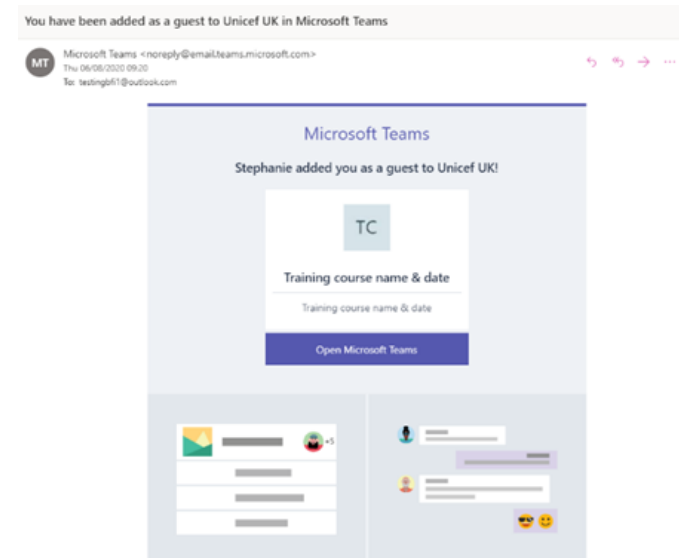
Litmos makes every effort to test and support the most recent versions of all browsers, and recommends using the latest stable versions from: Apple Safari / Google Chrome / Mozilla Firefox / Microsoft Edge.
With JavaScript and Cookies enabled.

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.

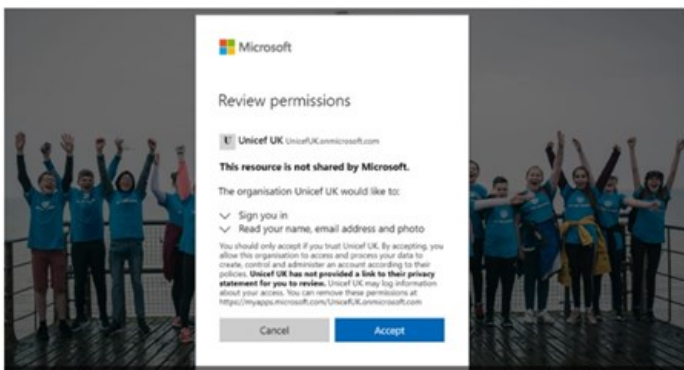
If you have any trouble accessing the course, please contact bfi@unicef.org.uk

PART 2: TAUGHT COURSE VIA MICROSOFT TEAMS

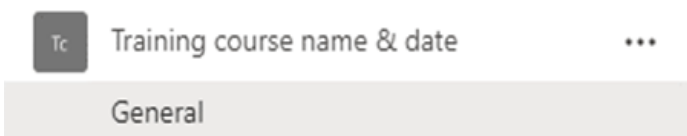
To join the two taught days of the online course, you will need to access Microsoft Teams and have downloaded the **Teams app**. Please let us know the email address that you use to access Teams (either via your workplace or by using a Microsoft account). For information on Teams, please [read this guide](#).



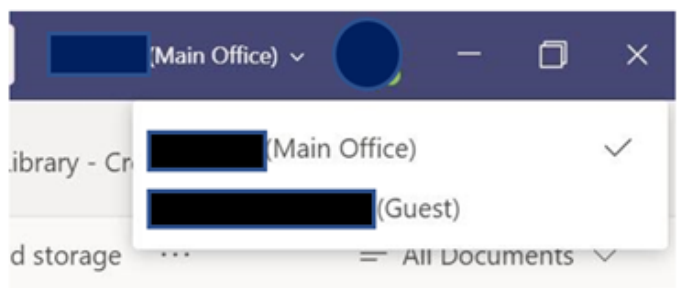
1. We will add you as a guest to a specific **Team** for the training course you are attending. You will receive an email to let you know you have been added to the Team.



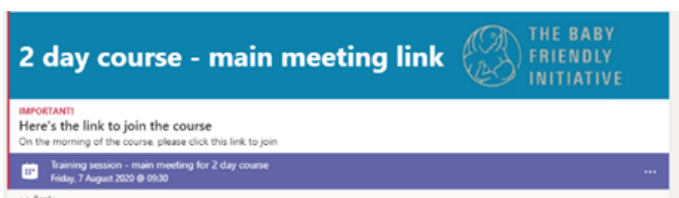
2. You may see a screen asking you to review permissions. Click **Accept** to proceed.



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.

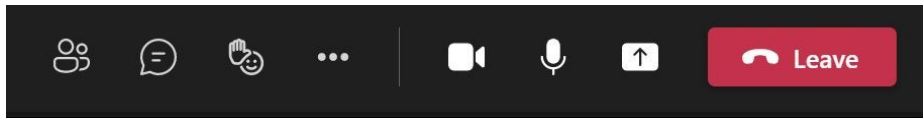


4. If you use Teams for work, you may need to select the **UNICEF UK network** from the drop down by your profile picture to switch between your main account and guest access with UNICEF.



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

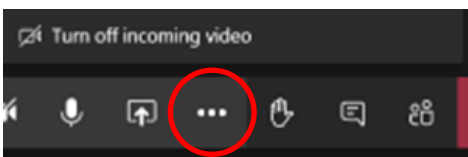
You can change your **video** and **audio** settings by pressing the buttons here:



Camera and audio are on.

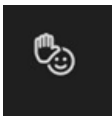


Camera and audio are off. We recommend muting your microphone when not speaking to minimise any background noise for others.

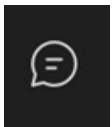


You can access more menu options by clicking the **ellipsis**.

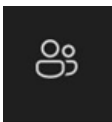
Turn off incoming video will mean you stay connected by audio, but will no longer see anyone else's video feed. Others on the call will still see the video, but this will help if you feel your connection is breaking up as it may improve call quality.



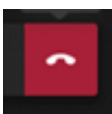
You can **raise (or lower)** your hand to get the tutor's attention or ask a question by clicking this icon. A small yellow hand icon will appear next to your name, and remain until you click the button again to lower it.



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

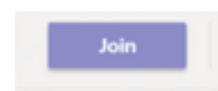


Click the **people** icon to show the **participants pane** that will appear on the far right.



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.

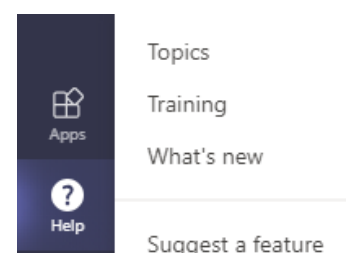


During the course, the tutors will provide further information about joining breakout rooms within the meeting.

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.



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 sound quality
- Mute your microphone when not speaking to minimise background noise to the group (and 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 and 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