@UNICEF/Maule-Ffinch

BREASTFEEDING AND RELATIONSHIP BUILDING: FOR UNIVERSITY LECTURERS

Online course participant pack

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

Contents

WELCOME

We are pleased to welcome you to the UK Committee for UNICEF (UNICEF UK) Baby Friendly Initiative Breastfeeding and Relationship Building online course for university lecturers. The course consists of two parts — **Part 1: E-learning & observing a breastfeed** and **Part 2: Two taught days**. As each part of the programme builds on previous content, it is very important for your overall learning experience that you complete all of the elements.

We hope that you enjoy the course and go away from it with new information and renewed enthusiasm to engage and enable the students in your programmes to support mothers and parents to become confident in their own ability to feed and care for their babies. Please think about what you would like to get out of the course and bring along some ideas based on your experience and knowledge.

COURSE OVERVIEW: PARTS 1 & 2

PART 1: E-LEARNING & OBSERVING A BREASTFEED

A couple weeks before Part 2 of the course (the two taught days), you will be given access to our e-learning platform **Litmos**. You will need to complete this e-learning prior to the first taught day of the course. It includes several downloadable documents to enhance your learning. We anticipate this e-learning will take between 2-3 hours, however it does not need to be completed all at once. Your access to Litmos will expire two weeks after the taught days. See page 6 for more guidance.

As a pre-learning activity, please **observe a breastfeed** before Part 2 of the course. If you are unable to carry out a breastfeeding observation in person, please choose a video to watch online. Whilst you are watching the breastfeed, make some notes about the following:
- Baby's behaviour before, during and after the feed
- How the mother responds to baby before, during and after the feed
- How the baby approaches and attaches to the breast and what the mother does to 'help'.

PART 2: TWO TAUGHT DAYS

Part 2 of this course includes two taught days facilitated remotely via Microsoft Teams. These will run from **9:30-16:30** on Day 1 and **9:30-16:00** on Day 2 with plenty of comfort breaks (see pages 4-5). You will receive a copy of a workbook in the post ahead of the start date to use during this part 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 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.
- Supporting a mother who is bottle feeding: Carry out a bottle feeding assessment and make a plan of care with the mother, if needed, or reinforce what is going well.
- Building on information gained during the course: Consider the language you use to help build confidence in the mother and look at where 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 university lecturers involved with midwifery and health visiting pre-registration education with a foundation for enabling students to support 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 role of UNICEF, the Baby Friendly Initiative and the International Code of Marketing of Breastmilk Substitutes and how together they promote child rights and protect breastfeeding

2. Discuss the broader societal influences which affect women's decisions about infant feeding

3. Explore how birth and hospital practice can impact on early mother-baby interaction and initiation of breastfeeding

4. Examine how the natural microbiome is supported through birth and breastfeeding and consider the evidence for the impact of early life nutrition on epigenetic processes

5. Compare and contrast the key differences between human milk and artificial milk and list their impact on short- and long-term health outcomes

6. Describe how breastfeeding impacts on both the physical and emotional health of mothers and babies and the role of oxytocin in supporting this

7. Define the importance of sensitive, compassionate communication to support positive interactions and empowered decision making with pregnant women and new mothers

8. Explain the anatomy and physiology of lactation and their relevance for supporting effective milk production and responsive mothering

9. Interpret the instinctive behaviours which take place in the immediate post-birth period and how to support these in practice

10. Outline the importance of all mothers keeping babies close in the weeks and months after the birth

11. Recognise effective breastfeeding and explore ways to enable mothers to get breastfeeding off to a good start, and how to maintain lactation if mother and baby are separated

12. Outline how to identify, prevent and manage care for 'at risk' babies

13. Discuss how to support responsive and safe feeding for mothers who are bottle feeding

14. Describe how to protect breastfeeding where supplementation, mixed or complementary feeding are required

15. Identify common breastfeeding challenges and explore ways in which these can be prevented and overcome

16. Explore some of the common barriers to sustained breastfeeding and identify ways to address these within local communities, including wider support networks to support breastfeeding

17. Explore how to incorporate new concepts and core Baby Friendly standards into established education programmes.

TIMETABLE: DAY 1

Time	Session	Outline of content
09.30	**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
	Breastmilk and the microbiome	Breastmilk and the microbiome—the evidence so far
11.00	**Tea break (15 minutes)**	
	Protecting breastfeeding	How to promote and protect breastfeeding and the International Code of Marketing of Breastmilk Substitutes Safer formula feeding
	Setting up the antenatal relationship and compassionate communication	An overview of the current culture for breastfeeding and parenting within the UK and influences Our role in supporting decision-making Relationship building in pregnancy Compassionate care and sensitive communication Importance of self-awareness
12.30	**Lunch (45 minutes)**	
	Making milk **Becoming mothers**	Anatomy and physiology Stages of lactogenesis Mothering hormones
	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
14.15	**Tea break (15 minutes)**	
	Early weeks and months	Responsive breastfeeding and relationship building How love and nurture shape a baby's brain The importance of role models
15.30—16.30	**Wrap up**	Q&A, reflection and close

TIMETABLE: DAY 2

Time	Session	Outline of content
09.30	**Welcome back and quiz**	Quick review and discussion of resources
	Supporting confident and effective feeding	What babies do and how mothers help Taught skills vs. instinct—bringing the two together
11.00	**Tea break (15 minutes)**	
	Bringing it all together	Carrying out a feeding assessment Theory to practice and the "why" activity
	Identifying breastfeeding challenges for the baby **Longer-term breastfeeding**	Babies who are reluctant to feed Recognising and preventing hypoglycaemia Hand expression Setting up supply for a preterm baby Breastfeeding beyond the first year Relactation Breastfeeding in emergencies
13.00	**Lunch (30 minutes)**	
	Planning care	Supplementation and protecting breastfeeding in the early days, weeks and months Weight issues
14.15	**Tea break (15 minutes)**	
	Challenges for mothers	Preventing and managing common breastfeeding challenges Activity to look at cause and treatment
15:15—16.00	**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:
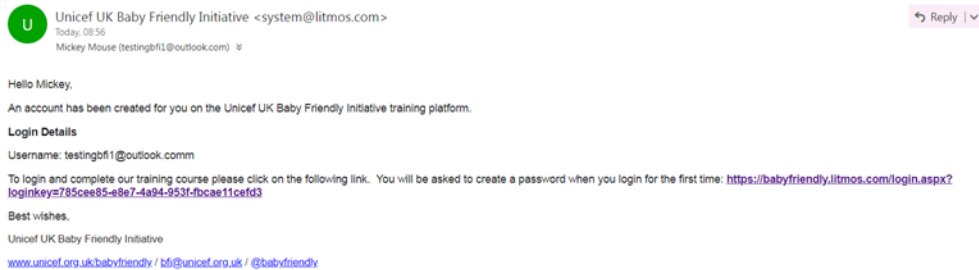
2. Click the link in the email and complete the registration page.

Section 1 – *Enter your first and last name*

Section 2 – *Create your password*

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

(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:
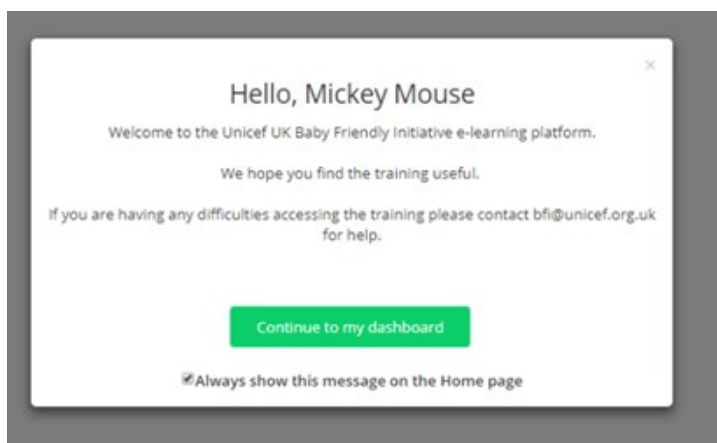
4. Click the green **continue to my dashboard** button and you will see the training courses that have been assigned to you. Click on the course title and picture to begin:
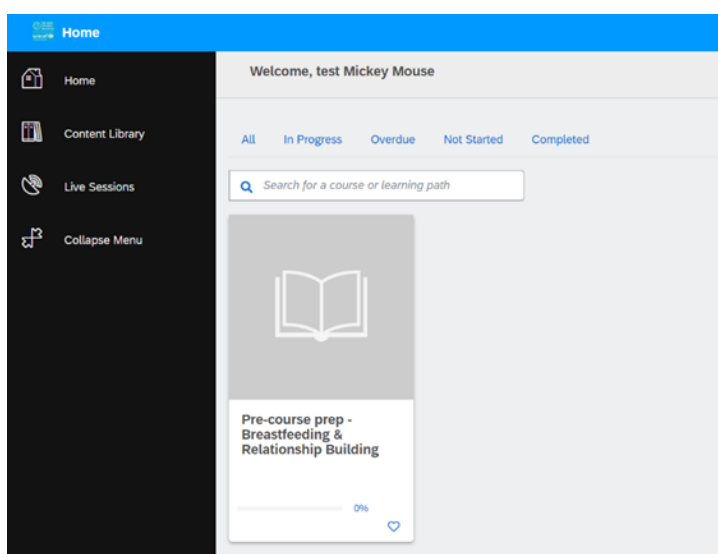
The course is made up of short pieces of content called **modules** (either text and images, slides or videos). The course doesn't have to be completed all at once. You can stop working and come back later to resume where you left by visiting **babyfriendly.litmos.com** to login with your username (your 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**.
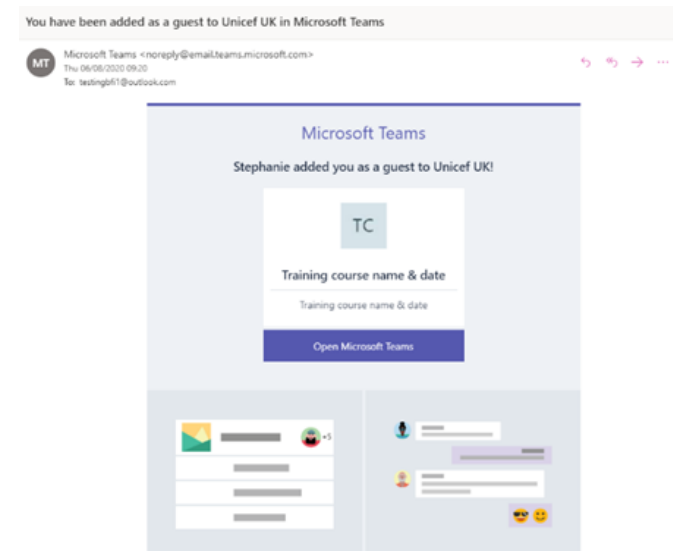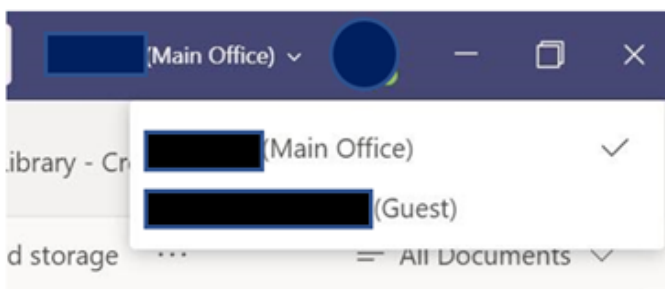

1. We will add you as a guest to a **Team** for the course you are attending. You will receive an email to let you know you have been added to the Team.
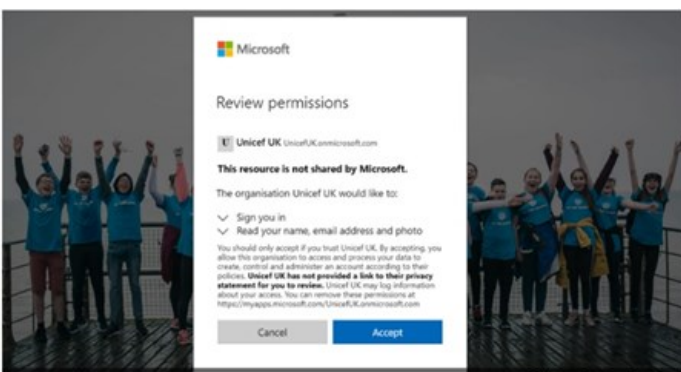

2. You may see a screen asking you to review permissions. Click **Accept** to proceed.
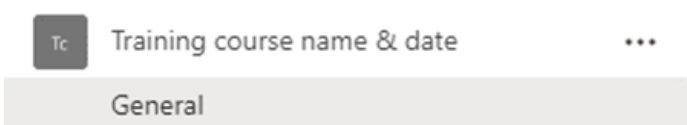
3. In your Teams app, you will then have access to the Team for the course. Click the **General** channel to access the meeting link.


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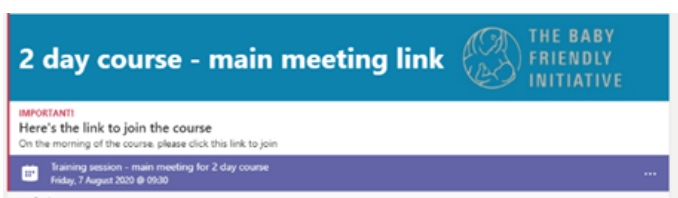
5. We will send an invite for the main meeting link for the course, and the link will also be posted in the **General channel** of the Team. On the day of the course, you can click "join" when the meeting has started from the link on the General channel.

FURTHER GUIDANCE ON MICROSOFT TEAMS
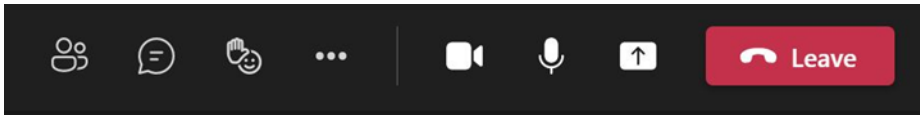
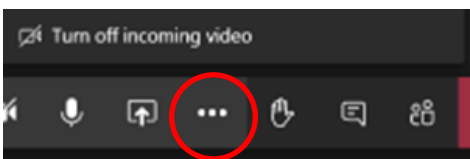During the meeting, there is a **command bar** which will appear at the top of your screen.

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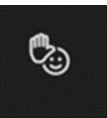
You can **raise (or lower)** your hand to get the tutor's attention or ask a question by clicking this icon. A small yellow hand icon will appear next to your name, and remain until you click the button again to lower it.

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.
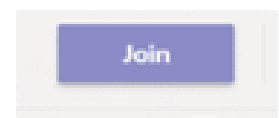
Click the **people** icon to show the **participants pane** that will appear on the far right.
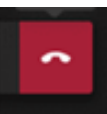
You can leave the meeting by clicking the red phone icon to **hang up.**

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.
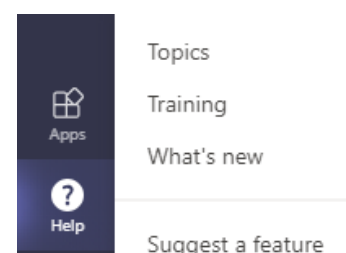
TIPS FOR TEAMS

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