@UNICEF/Jennings

EMBEDDING BABY FRIENDLY STANDARDS IN HOSPITAL-BASED CHILDREN'S SERVICES

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.

Contents

WELCOME

We are pleased to welcome you to the UK Committee for UNICEF (UNICEF UK) Baby Friendly Initiative Embedding Baby Friendly Standards in Hospital-Based Children's Services course. The course is suitable for all staff working within hospital-based children's services. Other staff who may be charged with training this group of staff may also find the course useful.

The course consists of two parts: **Part 1: E-learning and 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 over-all learning experience that you complete all of the elements.

COURSE OVERVIEW

PART 1: E-LEARNING AND OBSERVING A BREASTFEED

A few weeks before Part 2 of the course (the taught days), you will be given access to our e-learning platform **Litmos**. (See pages 7-8). The e-learning includes several downloadable documents to enhance your training. You will need to complete all of the modules prior to the first taught day of the course, however the e-learning package does not need to be completed at once. We anticipate the e-learning will take around 2 hours to complete.

As a pre-learning activity before the taught days, please **observe a breastfeed**. 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 9:15-15:45 on both days with plenty of comfort breaks scheduled (see schedule on pages 5-6). Please read the guidance carefully and ensure that you have access to the Team when you receive the invite, and can access the chat functionality.

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. Further details will be provided during the course, however 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, reinforce what is going well, and make a care plan with the mother if needed.
■ *Building on information gained:* Consider the language you use to build confidence in the mother and look at where you can encourage instinctive behaviours.
■ *Writing a short reflection on your experience*, as this will enable you to take time to identify new approaches to the way you practice.

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/primary caregivers and families.

EXPECTED LEARNING OUTCOMES

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

1. Describe the UNICEF UK Baby Friendly Initiative standards for Hospital-Based Children's Services 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/children are sick/unwell.

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

4. Consider the evidence for the impact of early life experiences on epigenetic processes.

5. Examine how the natural microbiome is supported through birth and breastfeeding.

6. Explain the role breastfeeding plays in improving health with specific emphasis on the sick infant.

7. Demonstrate an understanding of the key differences between human milk, donor breastmilk and artificial milk, and their significance for human health.

8. Describe the anatomy of the breast and the physiology of lactation and their relevance to help you support optimal lactation.

9. Interpret the instinctive baby behaviours which take place in the immediate post-birth period and their significance.

10. Demonstrate an understanding of the risks to breastfeeding when a child/baby is sick.

11. Describe the positive impact of skin-to-skin for the sick baby and their caregivers and consider how to support this in your unit.

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

13. Recognise effective breastfeeding and explore ways to enable mothers to get breastfeeding off to a good start and how to maintain lactation.

14. Recognise effective positioning and attachment and teach mothers the skills necessary for them to breastfeed successfully.

15. Identify the potential challenges to breastfeeding faced by mothers and babies in the clinical setting and describe ways to prevent and address these.

16. Explore common barriers to sustained breastfeeding and identify ways to address these within the service.

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

19. Demonstrate an understanding of the information and support required to prepare families for discharge home including where to access ongoing support.

20. Demonstrate an understanding of the International Code of Marketing of Breastmilk Substitutes (the Code) and its impact on hospital practice.

21. Describe how to protect breastfeeding where supplementation, mixed or complimentary feeding are required.

EXPECTED LEARNING OUTCOMES continued

22. Define the importance of sensitive and compassionate communication to support positive interactions and empowered decision making with families in the service.

23. Observe and discuss good practice both in the UK and worldwide.

24. Demonstrate awareness of the changes in provision of care for sick babies/children in all areas of service, including critical care and medical wards 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 of participants and the UNICEF UK Baby Friendly Initiative standards	How the course will run Brief introductions Creating a positive learning environment Expectations of the course Icebreaker activity Outline of UNICEF and the Baby Friendly Initiative
	Close and loving relationships	Transitioning from womb to world Family-centred care Adaptive maternal brain changes
	Skin-to-skin and the microbiome	Value of skin-to-skin The microbiome and vulnerability in sick babies/infants
	Break	15 minutes
	Supporting brain development	Structure of the brain Impact of hospitalisation, toxic stress and ACEs Epigenetics
	Maternal mental health	The impact of a sick/poorly baby on mental health Signs to observe for
	Lunch	45 minutes
	Why breastfeeding is important	Constituents of breastmilk and their impact on health Importance of breastmilk for sick infants/babies Recapping the hormones' key to breastfeeding
	Break	15 minutes
	Breastfeeding	Signs of ineffective breastfeeding Range of breastfeeding positions Positioning and attachment Suck-swallow pattern
	Assessment of feeds	Assessment of breastfeeding Effects of hospitalisation on breastfeeding
15.30-15.45	**Wrap up**	Q&A, reflection and close

TIMETABLE: DAY 2

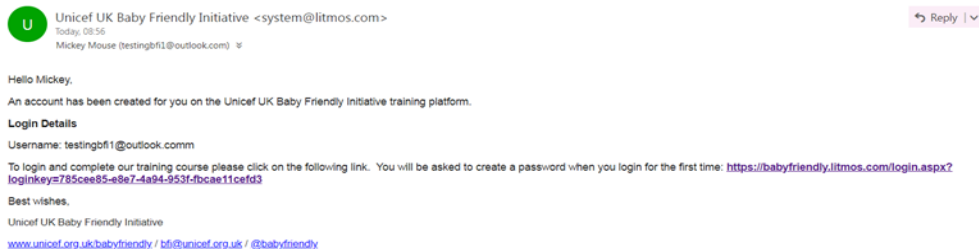| Time	Session	Outline of content
09.15	**Welcome back**	A quick quiz and review
	Expressing breastmilk	Hand expressing Keeping expressing going
	Breastfeeding challenges	Low and high milk supply Positioning and attachment with a sick baby Strategies Supplementation
	Break	15 minutes
	Responsive bottle feeding	How to bottle feed Making up infant formula Key information parents and caregivers need about infant formula
	Introducing solid food	Identifying appropriate age and why
	Protecting breastfeeding	How to promote and protect breastfeeding and the International Code of Marketing of Breastmilk Substitutes (the Code)
	Lunch	30 minutes
	Compassionate communication	Model of compassion Use of language
		Scenarios **Application to practice**
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 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

U Unicef UK Baby Friendly Initiative <system@litmos.com>
Today, 08:56
Mickey Mouse (testingbfi1@outlook.com) ⌄

↩ Reply | ⌄

Hello Mickey,

An account has been created for you on the Unicef UK Baby Friendly Initiative training platform.

Login Details

Username: testingbfi1@outlook.comm

To login and complete our training course please click on the following link. You will be asked to create a password when you login for the first time: https://babyfriendly.litmos.com/login.aspx?loginkey=785cee85-e8e7-4a94-953f-fbcae11cefd3

Best wishes,

Unicef UK Baby Friendly Initiative

www.unicef.org.uk/babyfriendly / bfi@unicef.org.uk / @babyfriendly

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

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

2. Create a password

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

Username: **testingbfi1@outlook.comm**

Password*

Your password must be at least 6 characters long

**Confirm password***

Confirm your password by entering it again

3. Additional information

Job title

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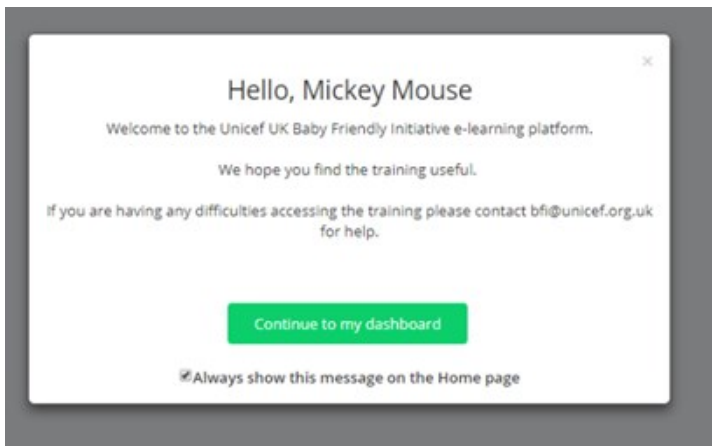
4. Click the green **continue to my dashboard** button and you will see the training courses that have been assigned to you. Click on the course title and picture to begin:
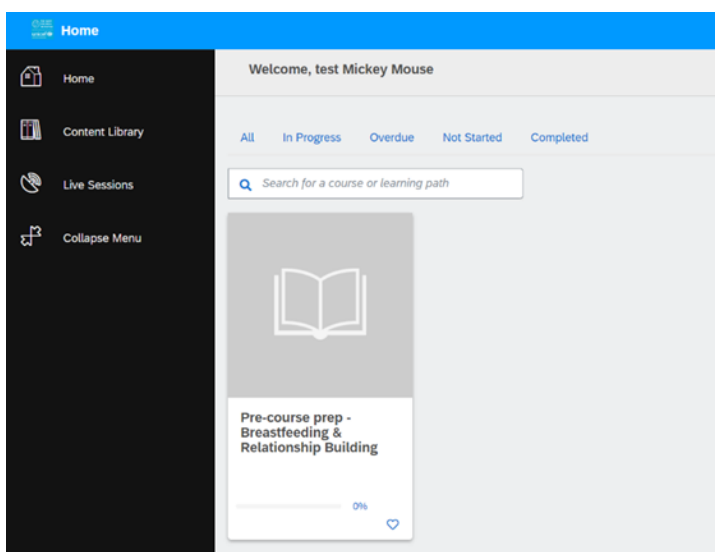
The course is made up of short pieces of content called **modules** (either text and images, slides or videos). The course doesn't have to be completed all at once. You can stop working and come back later to resume where you left by visiting **babyfriendly.litmos.com** to login with your username (your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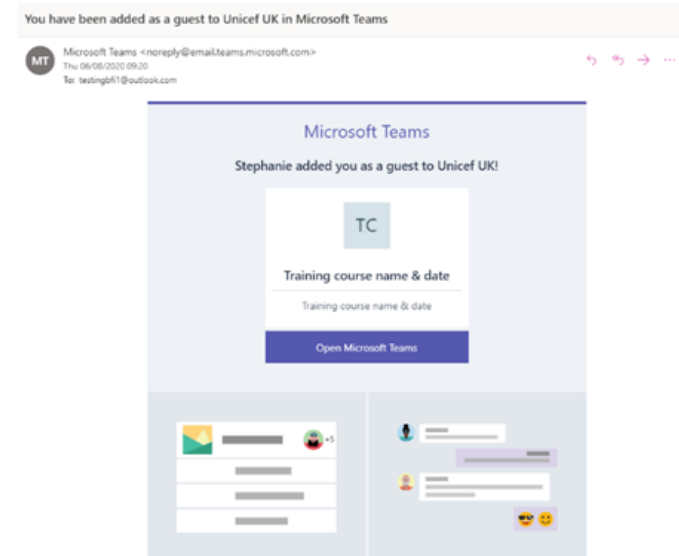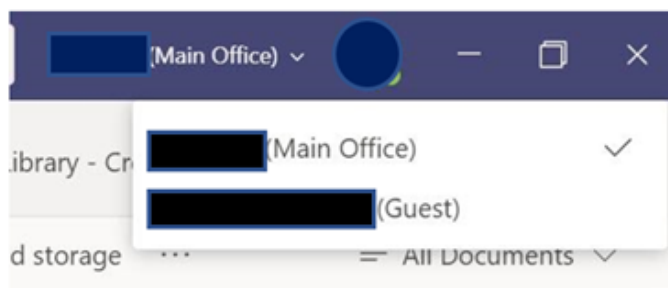

1. We will add you as a guest to a specific **Team** for the training course you are attending. You will receive an email to let you know you have been added to the Team.
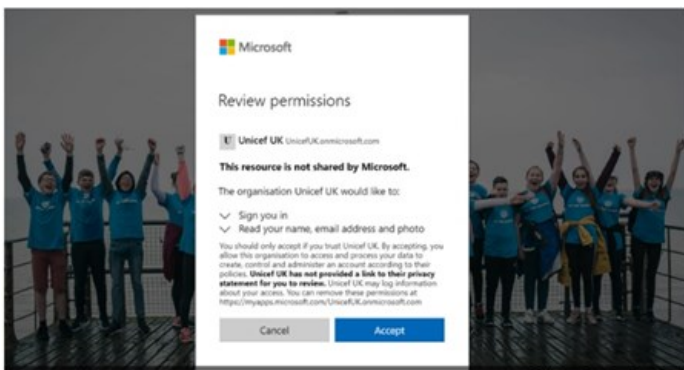
2. You may see a screen asking you to review permissions. Click **Accept** to proceed.
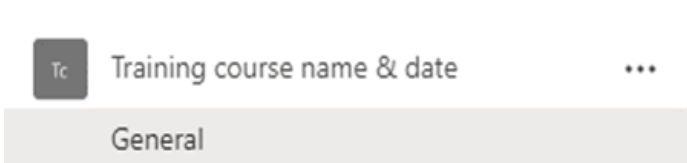
3. In your Teams app, you will then have access to the Team for the course. Click the **General** channel to access the meeting link.


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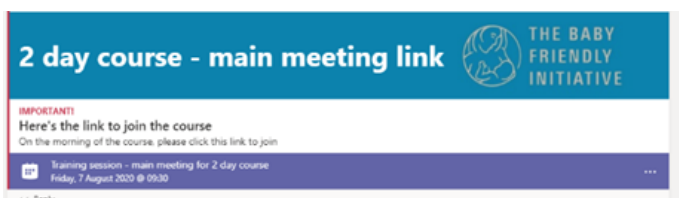
5. We will send an invite for the main meeting link for the course, and the link will also be posted in the **General channel** of the Team. On the day of the course, you can click "join" when the meeting has started from the link on the General channel.

FURTHER GUIDANCE ON MICROSOFT TEAMS

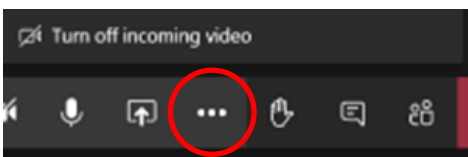During the meeting, there is a **command bar** which will appear at the top of your screen
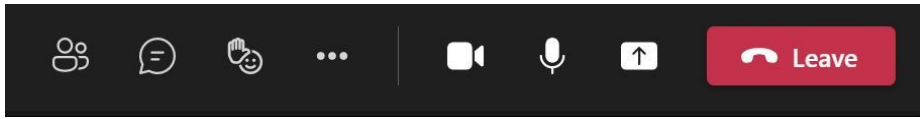
You can change your **video** and **audio** settings by pressing the buttons here:

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.
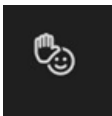
You can **raise (or lower)** your hand to get the tutor's attention or ask a question by clicking this icon. A small yellow hand icon will appear next to your name, and remain until you click the button again to lower it.
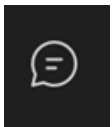
Click the **message** icon to show the **conversation pane** which will appear on the right. This will bring up the chat box which will be used throughout the course.
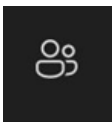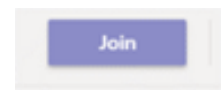
Click the **people** icon to show the **participants pane** that will appear on the far right.
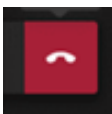
You can leave the meeting by clicking the red phone icon to **hang up.**

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.
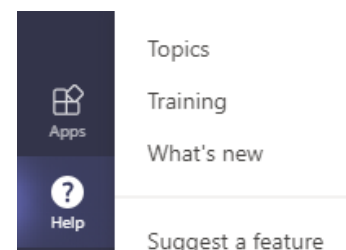
TIPS FOR TEAMS

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

March 2025