SURVEY COURSE ON BREASTFEEDING AND PUBLIC HEALTH

Instructors
Prof. Miriam Labbok
labbok@unc.edu/ 966-0928/ 422C Rosenau Hall
Guest lecturers
TA Michael Wilson michael.wilsonvmi@gmail.com

Meeting Times
Wednesdays, 9:30am-12:20pm, MH

Description:
This survey course briefly covers the principal topics related to breastfeeding as a broad field of public health knowledge, including domestic and global issues. Teaching methods will be primarily lecture with discussion and student presentations. The topics will include public health relevant maternal and infant anatomy, physiology, and endocrinology; complementary feeding; immunology; pathology, pharmacology and exposures; psychology, sociology and anthropology; growth and development; research issues; ethics, Code of Marketing and other legal issues; breastfeeding support skills; counseling, communication and advocacy; and programming and policy.

Competencies:
As a survey course, nearly all competencies are addressed, including Analytic Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Cultural Competency Skills, and Community Dimensions of Practice Skills. There is greater emphasis on Basic Public Health Sciences Skills and Leadership and Systems Thinking Skills.

Grading:
Grading will be based on class participation, a social marketing project, class presentations, and exams.

1. Class Participation: The required readings and lecture materials should be read before each class as they will reinforce what is discussed in class and enable better participation in class discussion. The lectures will not include all material on Sakai; the student is expected to review the full presentation and raise questions in class. – 10%
2. Class presentation as formal slide presentations: grade based on clarity, professionalism, understanding of content – 15%
3. Debate: grade based on preparation, presentation, and defense of discussion – 15%
4. Social Marketing assignments: based on completion of steps, preparation, and defense of discussion – 20%
   a. Go through the required reading material in the Social Marketing Assignment Folder.
   b. Thoughtfully select a target population, gather relevant breastfeeding data for this population, and consider possible strategies for improving breastfeeding awareness, rates, etc.
   c. Develop a potential social marketing message or messages for this population.
   d. Design a qualitative research approach. (Use the provided reading and other references to guide your approach.)
   e. Conduct mini focus group(s) or in-depth interviews with at least 4-6 persons of the target audience.
   f. Be prepared to give an informal 5-10 minute presentation on your rationale and concept, the design and planned function of the original communication, your study design and methods, findings, any changes made, and your observations on the process.
   Due April 17, 2013
5. Exams will cover the full content of the presentations available on Sakai, and excellence will demand having completed readings.
   Midterm – 20% and Final Exam– 20%
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<thead>
<tr>
<th>Basis of Grade</th>
<th>%</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Presentation: Exercise in time-limited scientific presentation</td>
<td>15</td>
<td>Professional behavior/Within time</td>
<td>2</td>
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<td>Follows suggested outline</td>
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<td>Critical thinking skills used in selection and review of articles</td>
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<td>Conclusions are based on what is shown from data presented</td>
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<td>Question similarly based</td>
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<td>Overall clarity</td>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Debates*</td>
<td>15</td>
<td>Presentation clarity</td>
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<td>Critical exploration of the literature</td>
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<td>Choice of citations</td>
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<td>Convincing argument</td>
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<td>Professional behavior</td>
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<tr>
<td>Social Marketing**</td>
<td>20</td>
<td>Defining the issue/population/etc</td>
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<td>Development of sample</td>
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<td>Testing</td>
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<td>Revision</td>
<td>4</td>
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<td>Presentation</td>
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<tr>
<td>General participation</td>
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<td>Raises salient questions in class and engages in discussion</td>
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<td>Responds to challenges in a professional manner and demonstrates interest in being challenged intellectually</td>
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<td>Final Exam</td>
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<td>Total Score</td>
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<td>Score (Final Grade is adjusted for Class-specific bell shaped curve.)</td>
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**Debate Guidelines**

- 2 Teams choose a topic.
- The team that goes first will be determined by coin toss or similar, and will present the PRO side of the debate.
- Each team will have up to 10 minutes to present their initial argument, and up to 5 minutes for rebuttal following the initial arguments and a few comments by the faculty of the course. Therefore, the rebuttal cannot be fully preplanned and should capitalize on any unexpected stylistic or other issues raised by faculty.
- Each member of each team will have a role in presentation of the argument or in the rebuttal.
- Each team will take one topic, and be ready to present both sides of the argument. THE SIDE THAT YOU WILL BE ON WILL BE DETERMINED BY COIN TOSS.
- In preparation, the teams can decide how their team will divide INTO 2 GROUPS, BUT MAY NOT DECIDE WHICH SIDE OF THE ARGUMENT EACH GROUP WILL PRESENT. ALL MUST BE PREPARED FOR BOTH SIDES. Each side may choose in advance who will do the rebuttal, as that person will have to think on their feet a bit more.

**Social Marketing Guidelines**

TBD

Grades will be assigned as follows:

- H = Clear Excellence
- P = Entirely Satisfactory*
- L = Low Satisfactory
- F = Fail
- I = Incomplete

*P+ is also given within the School of Public Health to denote above average work.

**Required readings:**

Required readings, indicated by an asterisk (*) in the syllabus, will be available on the Blackboard site. Some readings will be taken from the textbooks and the chapters will be available on Blackboard, such as Lawrence RA, Lawrence RM. Breastfeeding: A Guide for the Medical Profession. 6th or 7th edition. Elsevier Mosby. Philadelphia. 2005 or 2010.

Important resource:  [http://guides.hsl.unc.edu/breastfeeding](http://guides.hsl.unc.edu/breastfeeding)

**Class Schedule:** PLEASE NOTE: some of the debate topics and dates may be modified, or changed to accommodate guest lecturers. Also PLEASE NOTE: Some aspects of the syllabus may be adapted to students’ expressed interest and needs.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Title and Instructor</th>
<th>Objectives</th>
<th>Readings</th>
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| 1 8 Jan 2013 | Introduction and Overview: Example of a breastfeeding training approach for lay groups Labbok/ Anderson | 1. Define “optimal” feeding, and understand why six months exclusive breastfeeding is recommended  
2. Have an understanding of trends in US breastfeeding rates, including disparities, and trends around the world  
3. Be able to explain “protection, promotion and support” | CDC guidelines or CDC guidelines update  
On line education portal free courses for discussion in class: These will be indicated at the appropriate time in the course. [https://education-portal.com/academy/course/index.html?qe=el&hq_m=1641130&hq_l=1&hq_v=cf5c97b91c](https://education-portal.com/academy/course/index.html?qe=el&hq_m=1641130&hq_l=1&hq_v=cf5c97b91c) |
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<tr>
<th>Date</th>
<th>Event/Assignment</th>
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<tr>
<td>2 Jan 2013</td>
<td>Continued overview. Maternal and Infant Anatomy, Physiology and Endocrinology</td>
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<td>Labbok</td>
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<td>22 Jan 2013</td>
<td>Student Presentation on Health Consequences of Breastfeeding for Mother and Child:</td>
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<td>Immunology, Pathology, Pharmacology and Exposures Labbok</td>
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<tr>
<td>29 Jan 2013</td>
<td>Clinical Breastfeeding: Basics for Public Health Professionals Catherine Sullivan</td>
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<tr>
<td>5 Feb 2013</td>
<td>Evolutionary</td>
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4. Be familiar with the major findings and the literature on the major risks of not breastfeeding for the child, both in the short- and long-term.
5. Be aware of the literature on breastfeeding and maternal health.
6. Understand the economic costs of not breastfeeding.

Required:
- Lawrence or Hale: Drugs in breast milk.

Optional:

Required:
- HMBANA Position Paper on Donor Milk Banking. Available at: [https://www.hmbana.org/position-statement](https://www.hmbana.org/position-statement)
### 2012

**Medicine and breastfeeding; Growth, Development and Complementary Feeding**  
Labbok  
Dr Klingaman Tully

1. Know the genesis and content of global, US and selected NC policies  
2. Understand the activities ongoing at the State level  
3. Gain an understanding of how the WIC program promotes, protects and supports breastfeeding  
4. Learn about initiatives and collaborations in the Division of Public Health that will create a breastfeeding friendly environment for North Carolina citizens

### 2012

**Policy and Programming**  
Labbok  
Bethany Holloway

1. Know the genesis and content of global, US and selected NC policies  
2. Understand the activities ongoing at the State level  
3. Gain an understanding of how the WIC program promotes, protects and supports breastfeeding  
4. Learn about initiatives and collaborations in the Division of Public Health that will create a breastfeeding friendly environment for North Carolina citizens

### 2012

**Programming and Policy Research – Evaluation using Models for program planning: Discussion of the**

1. Discuss program development using conceptual frameworks for decision making  
2. Use the approaches in model program planning  
3. Use the approaches in critique of a current program or advocacy approach

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**we are and why we do what we do – an additional frame for considering breastfeeding**  
**2. Be familiar with new breastfeeding related issues in growth and development, and become familiar with international growth and development standards**  
**3. Understand the rationales for the components of the new complementary feeding guidance**

**PAHO. Guiding principles for complementary feeding of the breastfed child [http://whqlibdoc.who.int/paho/2003/a85622.pdf]**

**Optional:**  

**Sachs M, Dykes F, Carter B. Feeding by numbers: an ethnographic study of how breastfeeding women understand their babies' weight charts. IBJ. 2006;1:29**

**Working at WHO:**  

**Required:**  

**Optional:**  
**Global Strategy for Infant and Young Child Feeding. Available at: [http://www.who.int/child-adolescenthealth/NUTRITION/global_strategy.htm](http://www.who.int/child-adolescenthealth/NUTRITION/global_strategy.htm)**  

**Required:**  
**Labbok MH. Transdisciplinary breastfeeding support: Creating program and policy synergy across the reproductive continuum. Int Breastfeed J. 2008 Aug 4;3:16.**  
**AHRQ: Communication and Dissemination Strategies To Facilitate the Use of Health-Related Evidence**
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<th>Date</th>
<th>Event</th>
<th>Details</th>
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| Rights-based Model and the Socio-ecological Model/Vertical/Integrated Labbok | **In-class debate**  
| 8          | 26 Feb 2012 Research Issues Labbok Midterm - possibly take home       | 1. Understand major issues in breastfeeding research definition and design and how they can be addressed  
2. Learn basics of operational and translational research for the mother/child dyad  
3. Cover basics of research article critique | Required  
Labbok M. Breastfeeding, Fertility and Family Planning. Glob. libr. women's med. (Research design issues in the study of breastfeeding and fertility)  
|            | 9 5 Mar 2012 Social Marketing and breastfeeding promotion and support Labbok Dr Jane Brown or Seth Noar Midterm Due | 1. Better understand the role of information networks in relation to infant feeding norms in the United States and elsewhere | Required  
Optional:  
|            | 12 Mar 2012 Spring Break                                              |                                                                       |
|            | 10 19 Mar 2012 Social Marketing and Debate discussions                |                                                                       |
|            | 11 26 Mar 2012 Women’s Health, Rights, and Realities Labbok          | 1. Know the basics of why breastfeeding is a women’s health issue.  
2. Breastfeeding and Family planning  
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Content</th>
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| 12   | 2 Apr 2012 | Ethical Issues in Breastfeeding Program, Policy, Practice | Labbok | 1. Understand the background, genesis, intention, content, and trends in implementation of the Int’l Code of Marketing of Breast-milk Substitutes  
2. Know where and how to report Code violations or commercial formula associated health issues  
3. Know what an individual or an organization can do to support the principles of the Code in various settings  
4. Understand other ethical issues in ongoing breastfeeding programs  
5. Understand issues in donor milk banking  
**In-class debate: The Code of Marketing has an important impact on breastfeeding rates** |
|      |      |       | Required:  
Optional:  
IBCLC Code of Ethics. Available at: [http://www.iblce.org/old/ethics.htm](http://www.iblce.org/old/ethics.htm) |
2. Be able to list components of program assessment, monitoring, and evaluation, and how they differ  
3. Demonstrate ability to apply these components to a breast-feeding related situation |
|      |      |       | Required:  
Optional:  
Labbok M. Infant Feeding Area Graphs and EBF indicator: Insight on BFHI and other program inputs. Case study presentation for The International Society for Research in Human Milk and Lactation  
Labbok M. Breastfeeding Counseling in Mexico – Operations Research Operational Research guidelines |
| 14   | 16 Apr 2012 | Social Marketing | Labbok | Social Marketing Presentations |
| 15   | 23 Apr 2012 | Final Exam and Review | Labbok |  

Exams: The midterm and final will consist of short answer questions.