

The Mary Rose Tully Training Initiative:
Clinical Support for Breastfeeding (MHCH 766)
Clinical and Didactic Syllabus
Spring 2017

Course Faculty

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Office Hours: The Director of Training is available to students by telephone/email from 12:30 pm to 2:00 pm each Friday and by appointment. Students may schedule an in-person meeting based on availability. Responses by the Director of Training for telephone and email communication will be within 48 hours. Additionally, she will post and announce her availability and anticipated response times during non-academic periods (i.e. holidays, school breaks).

Course Description

MHCH 766 is the second of two courses required for the program, and is considered a master's level course. MHCH 766 is offered in the spring semester only. The course is structured to provide supervised breastfeeding support education in the context of clinical lactation services and public health practice. Students receive didactic and clinical training, and begin earning the required 300 clinical hours and 90 didactic hours required for program completion and to comply with the requirements of an IBLCE Approved Pathway Two Program.

The clinical component of the course takes a phased approach to learning. The student will begin with observation of couplet care and will then move to a clinical practice experience that allows for the student to become more involved while continuing under the direct supervision of a clinical instructor by the end of the course. Students will be primarily with IBCLCs serving as program Clinical Instructors, but will also be required to have clinical experiences at off-site locations and will learn from others that are non-faculty IBCLCs, nutrition and/or breastfeeding professionals and para-professionals, and/or breastfeeding advocates.

In the classroom setting, students will begin to be exposed to lecture content that will assist them in laying a solid foundation in Lactation and Public Health in a manner that allows them to transfer the didactic content into their clinical experiences when applicable.

Prerequisites

In order to be enrolled in MHCH 766, students must have approval from the Director of Training, be admitted to the program, and properly enrolled in the class according to the guidelines set forth by the individual's method of entry into the program (i.e. current UNC student, part-time studies program, UNC employee). In addition,

students must demonstrate an ability to perform academically at a graduate level. Successful completion of MHCH 765 is a required prerequisite.

Admission into the program requires that students have already completed all of the IBLCE required health education courses, with the exception that students may take one of the IBLCE required health education courses simultaneously during the fall semester with the permission of the Director of Training. Failure to complete and pass that course will result in dismissal from the program. Please see the MRT-TI Student Handbook and/or the [MRT-TI website](#) for more details.

Program Objective

- To prepare competent entry-level lactation consultants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Disability Statement

The MRT-TI is committed to providing reasonable accommodations to otherwise qualified students with disabilities, so long as such disabilities, as determined on a case-by-case basis, do not preclude the student from meeting the qualifications considered essential by the MRT-TI administration for successful completion of the educational objectives of its curriculum

The University of North Carolina-Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email accessibility@unc.edu. Please contact ARS as early in the semester as possible.

Non-Discrimination Policy

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

The Equal Opportunity/ADA Office (100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies. Please visit the following website for additional details: policies.unc.edu

Competencies

MRT-TI students receive instruction based on the competencies set forth by the School of Maternal and Child Health at the Gillings School of Global Public Health as well as specific competencies for Lactation Consultant training as outlined by the Lactation Education Accreditation and Approval Review Committee (LEAARC). The Lactation Consultant competencies can be viewed in their entirety on the Clinical Competency Student Checklist.

All competencies, both Public Health specific and those outlined by LEAARC, are covered in the lecture portion of the course, and when able, covered in the clinical setting. Assigned weekly readings from the Core Curriculum for Lactation Consultant Practice and various research articles provide additional exposure to competency topics.

The schedule of covered topics for the course provides a specified list of competency topics covered within each lecture. Additionally, each presentation contains a “Competencies Covered” slide at the beginning of the presentation that outlines the competencies that will be covered.

Public Health Competencies

Communication and Informatics --*The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.*

1. Demonstrate effective written and oral health communication skills appropriately adapted to professional and lay audiences with varying knowledge and skills in interpreting health information.
2. Use information technology tools effectively in core public health functions such as retrieval of institutional and online public health data and dissemination of public health information.
3. Engage in collective information sharing, discussion and problem solving.

Diversity & Cultural Competency -*The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.*

1. Demonstrate awareness of and sensitivity to the varied perspectives, norms and values of others based on individual and ethnic/cultural differences (e.g., age, disability, gender, race, religion, sexual orientation, region and social class).
2. Show effective and productive skills in working with diverse individuals including co-workers, partners, stakeholders, and/or clients.
3. Develop, implement, and/or contribute to effective public health programming and conduct research that integrates: (1) knowledge levels of health access among individuals and within communities, and (2) culturally-appropriate methods for conducting practice or research.

Leadership - *The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.*

1. Demonstrate basic team building, negotiation, and conflict management skills.
2. Create a climate of trust, transparency, mutual cooperation, continuous learning, and openness for suggestion and input with co-workers, partners, other stakeholders, and/or clients.
3. Exercise productive organizational, time-management and administrative skills.
4. Develop knowledge of one’s individual strengths and challenges, as well as mechanisms for continued personal and professional development.

Professionalism & Ethics *The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.*

1. Review, integrate, and apply ethical and/or legal principles in both personal and professional interactions, as well as public health practice and/or research.
2. Apply evidence-based concepts in public health decision-making.
3. Appreciate the need for lifelong learning in the field of public health.

4. Consider the effect of public health decisions on social justice and equity.

Program Planning - *The ability to plan for the design, development, implementation and evaluation of strategies to improve individual and community health.*

1. Discuss social, behavioral, environmental, and biological factors that contribute to specific individual and community health outcomes.
2. Identify needed resources for public health programs or research.

Systems Thinking - *The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.*

1. Identify characteristics of a system.
2. Respond to identified public health needs within their appropriate contextual setting.

IBCLC Clinical Competencies

- Communication and Counseling
- Documentation and Communication
- History Taking and Assessment
- Prenatal and Perinatal Breastfeeding Support
- Extended Breastfeeding Support
- Problem-Solving Skills
- Newborn/Child Breastfeeding Challenges
- Maternal Breastfeeding Challenges
- Use of Techniques and Devices
- Public Health
- Research, Legislation and Policy
- Professional Responsibilities and Practice
- Leadership and Teaching

University Calendar

Please reference the UNC Chapel Hill calendar, found on the University's [Registrar website](#) for dates such as registration, drop/add and university holidays.

MRT-TI Calendar

This course runs from January through May, and for the most part, follows the UNC Chapel Hill academic calendar. There is a mini-workshop immediately prior to the start of the spring in January. Attendance at this workshop is mandatory. Didactic classes are held on Friday each week, from 9:05 am to 12:05 pm.

Clinical days are assigned by the Director of Training, based on the preferences listed by accepted students. An effort is made to meet the needs of the students, however there may be days where students need to make accommodations to meet the needs of the program. For example, students are required to attend an EPIC electronic health record training, which is only offered on specific days during the week. An effort is made to give

students advanced notice of class requirements, but again, some flexibility is necessary to meet course requirements. Clinical days are typically 8 hour days.

Due to the need to meet the program total of 300 required clinical hours, on weeks where there are University holidays, clinical days may need to be adjusted to keep the student on target. These adjustments will be made at the discretion of the Director of Training.

Classroom Meeting Times

The entire class will meet every Friday from 9:05 am to 12:05 pm at the UNC Health Sciences Library- **Room 328 (unless otherwise indicated)** for clinical topic review and student experiential sharing, case studies, and research article reviews.

Required Text

- Mannel. R., Martens, P.J., & Walker, M. (2013). Core curriculum for Lactation Consultant practice. Burlington, MA: Jones & Bartlett Learning. (Available on Amazon for \$58)

Recommended Text

- Wilson-Clay, B., & Hoover, K. (2014). Breastfeeding Atlas, 5th Edition. Manchaca, TX: Lactnews Press.

Number of Credits Required for Course Completion

Successful completion of the MHCH 766 class is required in order to receive full credit for the program, meet the qualifications of a Pathway Two Program and meet eligibility criteria to sit for the certification exam. Students must earn a total of 3 credits through the regular attendance of scheduled didactic days, and through the earning of an adequate amount of clinical hours during the semester. Please note that the Director of Training reserves the right to determine if students are accumulating clinical hours at an appropriate pace, as students may have unique circumstances preventing them from accumulating hours at the expected weekly pace (average of 8 hours per week).

Policies and Procedures for Performing Service Work While Enrolled in the Program

Clinical hours will only be generated from course approved clinical experiences. Students may not count time at places of personal employment towards the required clinical hours. MRT-TI participants are to remain in student status for the duration of the program and may not be counted as lactation educators or staff members for patient census purposes. Questions about specific policies should be directed towards the Lead Clinical Instructor(s) at the site as well as the MRT-TI Director of Training.

Policies on Credits for Experiential Learning

Students are required to meet course requirements regarding experiential learning throughout the semester in order to receive full credit for the course. This includes, but is not limited to receiving satisfactory reviews from

clinical preceptors, participating and contributing to in-class discussions, progressing through clinical competency phases at an acceptable pace, and presenting clinical case study presentations and research findings per course outline.

Criteria for Successful Completion of Each Segment of the Program

Clinical Content for MHCH 766

Phases of Learning:

Students will progress through the clinical practicum portion of the course beginning with direct observation, then transitioning to assisting the clinical instructor.

Phase II. Supervised Clinical Practice (1st half of fall semester)

- Student begins working directly with breastfeeding families, under supervision of clinical instructor
- Begins with student participating in small ways, doing some of the teaching (feeding cues, hand expression, etc.)
- Progresses with student conducting some of the physical assessment/breastfeeding assessment
- Clinical Instructor helping with the breastfeeding assessment and developing plan of care
- Ends with student doing complete consultation with IBCLC observing

Phase III. Independent Clinical Practice (2nd half of spring semester)

- Student will begin to manage care of breastfeeding families with oversight of Clinical Instructor
- Students will utilize their Clinical Competency checklists and daily clinical goals to demonstrate their readiness and preparedness to move through the Phases of Student Learning.
- Students will be evaluated by their clinical instructors at the end of each clinical day through the use of an online Qualtrics survey. The feedback provided by the instructors will be reviewed by the Director of Training and shared with the student during scheduled feedback sessions. This feedback will be utilized when determining the student's final grade and satisfactory progress towards the clinical competencies.

Core Competencies

Students are required to be signed off on specific core competencies related to lactation consulting. As the student progresses through the phases of learning, the student is to be first signed off as observing and then as actually performing the competency. The core competency checklist will be reviewed by the Director of Training during feedback sessions to ensure the student is progressing appropriately.

Student Assessment

Students are evaluated at the end of each clinical day by their Clinical Instructor at all main clinical sites **with the exception of Women's Birth and Wellness Center**, who will complete an evaluation of each student on a monthly basis. Preceptors are provided with a link to a Qualtrics Survey where feedback is provided that the Director of Training uses to determine if the students are progressing appropriately through the program and whether any

corrective action needs to be taken. Students are provided with formal feedback at the mid-point during the semester and as needed.

The following scale is used to rate the student on the criteria listed below:

Significant concerns

Some concerns, but not unsafe

Performing as expected for this level

Exceeds expectations

Phase 2 and 3:

Please rate the student on the following statements regarding: interactions with patients/clients

- Demonstrates caring behaviors towards clients and families
- Provides accurate information to clients and families
- Uses appropriate and respectful words and tone in verbal communications
- Actively listens

Please rate the student on the following statements regarding: professional behavior

- Appears on time and informs instructors of any absences
- Adheres to facility dress and appearance policies
- Demonstrates professional demeanor in interactions with clinical instructors, peers, and staff
- Takes criticism constructively

Please rate the student on the following statements regarding: student expectations and knowledge

- Demonstrates ability to contribute to discussion of patient plan of care
- Student demonstrates ability to engage in phase-appropriate aspects of patient care such as teaching feeding cues, hand expression, etc.
- Knows limits and seeks assurance when the situation is beyond the student's knowledge/expertise
- Demonstrates enthusiasm for learning
- Participates in self-evaluation
- Student takes responsibility for identifying core competencies needing completion and discussing these with preceptor

Didactic Content for MHCH 766

Please reference the chart below for a description of the MHCH 766 requirements.

Assignment Type	Description	Grade Percentage
Participation	Students will demonstrate active participation in all aspects of the course. This includes participation and discussion during didactic sessions and active listening, shadowing, and asking questions during clinical sessions. Qualtrics survey results from clinical instructors will weigh into this part of the grade.	30%

Weekly Assignments	Students will be graded on one case study presentation from their experiential notes and one critical review of a relevant journal article. Students will maintain experiential notes in the form of a clinical journal, and will use these notes during clinical case study presentations. Participants will be required to review a research or clinical article each semester and will be responsible for presenting this to the class and leading a group discussion.	40%
Semester Projects	Students will be given one project to work on and turn in at the end of the semester. Participants will either design a facility/hospital-based research project or develop a programmatic approach to increase hospital or community breastfeeding support activities as requested by clinical sites.	20%
Examinations	Participants will be given a written exam	10%

Criteria for Graduation/Course Completion

This two-semester clinical course is structured to provide supervised breastfeeding support and education in the context of clinical lactation services and public health practice. Students will be expected to complete 300 hours of supervised clinical experience and 90 hours of didactic lactation education to comply with the requirements of an IBLCE Approved Pathway Two Program.

Successful completion of all clinical coursework, competencies, and passing grades for both MHCH 765 and 766 are required for graduation from the program. Clinical logs will be kept on file to demonstrate the meeting of the Pathway Two Program guidelines for clinical experience.

Total Clinical Hours:

It is expected that students will be close to half way through the hours below at the **end of the first semester:**

Clinical rotation experiences each week (8-12 hour shifts) = 256+ hours

15 hrs of external experience* = 15 + hours

1hr experiential sharing, clinical topic discussions= 30

TOTAL: 301+ hours

Reminder: Students must reach 300 hours of clinical experience by the end of the spring semester in order to complete the program and be eligible for the IBCLC exam. Students are expected to notify the Director of Training with any personal and/or academic concerns that may delay them in completing approximately half of the required hours during the fall semester in order to stay on target for successful completion of the program.

Total Didactic Hours:

The hours below are detailed and described as they pertain to both the fall and spring courses:

2 hours topic lecture each week (fall semester) = 28 hours

2 hours topic lecture each week (spring semester) = 28 hours

4 days orientation and introductory lectures (fall semester) = 30 hours
 1.8 days spring workshop = 13 hours
 1 day of Breastfeeding and Feminism International Conference (spring semester) = 7 hours
TOTAL: 107+ hours

*Coordinating external experiences is the responsibility of the student and must include ALL of the following:

1. At least two mother-to-mother support meetings
2. At least two prenatal breastfeeding classes
3. Two 3-hour or one 6-hour period with a WIC peer counselor, WIC breastfeeding coordinator or WIC Nutritionist (minimum of 6 hours)
4. One full day at the WakeMed Human Milk Bank (Wed or Thurs only)

Students may begin coordinating the external experiences during the second half of the fall semester. Additionally, all students are expected to attend at least one local/state coalition meeting (NCBC, TBA, etc.).

For information about meetings, go to:

North Carolina Breastfeeding Coalition – www.ncbfc.org

North Carolina Lactation Consultant Association (see NCBC website)

Triangle Breastfeeding Alliance – www.nctba.org

Grading

The following definitions will be used as a guide for the assignment of Graduate Grades:

H	High Pass
P	Pass
L	Low Pass
F	Fail
IN	Work Incomplete: A temporary grade that converts to an F* unless the grade is replaced with a permanent grade by the last day of the classes for the same term one year later
AB	Absent from Final Examination: A temporary grade that converts to an F* unless the grade is replaced by the last day of classes for the same term one year later

*Most students earn a P, unless the student exceeds expectations continuously.

If a student is concurrently enrolled in a bachelor's degree program, students will be graded according to the UNC undergraduate grading policy that states "Letter grades of A, B, C, D, and F are used. Pluses and minuses may be assigned to grades of B and C. Minus may be assigned to an A, and plus may be assigned to D". Please visit the following website for questions regarding grading policies:

<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/#under>

Dress and Appearance

NOTE: Individual sites may have dress codes policies specific to their site. The standards listed below are the minimum of the program.

- Business dress is the default standard and is always appropriate. When visiting another clinical site, follow or exceed their standards.
- Wear your MRT-TI lab coat to all sites except Women's Birth and Wellness Center.

- Shoes should be close-toed and comfortable.
- No denim is allowed.
- Wear your hospital issued UNC ID badge at all times when at a clinical site. Wear your WakeMed hospital issued student ID badge when rotating at WakeMed Cary.
- Jewelry and other accessories must be conservative and not interfere with the performance of job duties or pose a safety hazard (avoid wearing hoop earrings). No wrist jewelry or watches that will prevent you from scrubbing your hands and arms when washing your hands.
- Excellent personal hygiene is expected. Nails must be clean, neat, trimmed and short enough so that if you look at your palms, you cannot see your nails from the other side. If polish is used, it must be clear and not chipped. Fake nails are not permitted.
- Avoid noticeable scents: perfumes, strong-smelling lotion, hair spray, etc. We do not want to interfere with the mother and baby smelling each other.
- Hands should be washed and sanitized frequently. Students should follow individual site protocols for hand washing.

Student Responsibilities in the Clinical Setting

- Read and sign the MRT-TI Learning Agreement during orientation.
- Arrange all external experiences as stated in the student handbook.
- Use good judgment regarding the care of patients-particularly recognize your own limitations, ask for help, and never work more than a 12 hour clinical shift.
- Any time in addition to the standard 8 hour day needs to be previously approved by the Director of Training.
- It is the responsibility of each student to be aware of the clinical competencies he/she must have verified by a clinical instructor.
- Students are expected to arrive to their clinical site having already reviewed the competencies he/she wishes to try to accomplish that day, and to initiate a discussion with the clinical preceptor.
- Students, with the guidance of the clinical preceptors, should actively seek out learning opportunities in the clinical environment.
- Students are responsible for keeping track of their clinical hours and having their Clinical Log signed off by their preceptor each clinical day.
- Students should remind clinical preceptors to fill out Qualtrics surveys. The Director of Training provides the lead instructors with the web link

Lead Clinical Instructors

Diane Asbill, BSN, RN, IBCLC (UNC)
dasbill@unch.unc.edu / 919.966.3428

Ellen Chetwynd, BSN, RN, IBCLC (WBWC)
ellenchetwynd@gmail.com / 919.967.6960

Bonnie Moore, ADN, RN, IBCLC (WMC)
bmoore@wakemed.org / 919.412.5091

Rebecca Costello, BA, MPH, IBCLC (WBWC)
rebecca@ncbirthcenter.org / 919.933.3301

Susan Sugg Lactation Coordinator (Vidant)
SSugg@vidanthealth.com / 252.847.0892

Melanie Huffman, RN, IBCLC (Randolph)
mhuffman@randolphhospital.org
 336.629.8817 Ext. 3159

Didactic Faculty

Diane Asbill, BSN, RN, IBCLC

Ellen Chetwynd, BSN, RN, IBCLC

Victoria Facelli, IBCLC

Elley Schopler, RN, BSN, IBCLC

Alison Stuebe, MD, MSc, FACOG

April Fogleman, PhD, RD, IBCLC

Rebecca Costello, MPH, BA, IBCLC

Abby Smetana, BSN, MSN, IBCLC

Samantha Meltzer-Brody, MD, MPH

Joan Comrie, MS, CCC-SLP

Kathy Parry, MPH, IBCLC

Aunchalee Palmquist, PhD, IBCLC

*Didactic Faculty member contact information can be obtained on the day of their lecture for the class. Specific questions either before or after the lecture can be routed through the Director of Training.