

SURVEY COURSE ON BREASTFEEDING AND PUBLIC HEALTH

Instructors

Prof. Miriam Labbok

labbok@unc.edu/ 966-0928/ 422C Rosenau Hall

Guest lecturers

Meeting Times

Wednesdays, 9:05am-11:50am, MH 3100

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, class presentations, debates, a group project, 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.** – 15%
2. Class presentation as formal slide presentations: grade based on clarity, professionalism, understanding of content – 20%
3. Debate: grade based on preparation, presentation, and defense of discussion – 20%
4. Social Marketing assignments or similar: based on completion of steps, preparation, and defense of discussion – 25%
 - 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.
5. Exams will cover the full content of the presentations available on Sakai, and excellence will demand having completed readings.
Midterm – 10% and Final Exam– 10%

Basis of Grade	%	Assessment	%
2-3 Presentations	20	Professional behavior/Within time	4
		Follows suggested outline	4
		Critical thinking skills used in selection and review of articles	4
		Conclusions and questions are based on what is shown from data presented	4
		Overall clarity	4
		Score	
Midterm Exam	10	Grade	
		Score	
Debates*	20	Presentation clarity	4
		Critical exploration of the literature	4
		Choice of citations	4
		Convincing argument	4
		Professional behavior	4
		Score	
Social Marketing**	25	Defining the issue/population/etc.	5
		Development of sample	5
		Testing	5
		Revision	5
		Presentation	5
		Score	
General participation and BF/Fem	15	Raises salient questions in class and engages in discussion	10
		Responds to challenges in a professional manner and demonstrates interest in being challenged intellectually	5
		Score	
Final Exam	10	Grade	
		Score	
Total Score Final Grade may be adjusted for Class-specific bell shaped curve.	100		

***Debate Guidelines: a lesson in the reality that one must understand both sides of breastfeeding controversies**

- Each team chooses a topic to review in depth and to develop evidence based arguments, with citations, to be presented
- 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 after both initial arguments are presented 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/Project Guidelines: a lesson in exploring and addressing breastfeeding motivation in a target audience**

- a. Meet with team and determine interest area
- b. Go through the required reading material in the Social Marketing Assignment Folder.
- c. Thoughtfully select a target population relevant to your interest, gather relevant breastfeeding data for this population, and consider possible strategies for improving breastfeeding awareness, rates, etc.
- d. Develop a potential social marketing message or messages for this population. Remember the 5 Ps.
- e. Design a qualitative research approach. (Use the provided reading and other references to guide your approach.)
- f. Conduct mini focus group(s) or in-depth interviews with at least 4-6 persons of the target audience.
- g. Be prepared to give a formal 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.

Grades will be assigned as follows:

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

Content review

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 Sakai, such as Lawrence RA, Lawrence RM. Breastfeeding: A Guide for the Medical Profession. 6th or 7th edition. Elsevier Mosby. Philadelphia. 2010.

Important resource: <http://guides.hsl.unc.edu/breastfeeding> also <http://cgbi.sph.unc.edu> on occasion

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.

	DATE	Title and Instructor	Objectives	Readings
1	7 Jan 2015	Introduction and Overview: Examples	<ol style="list-style-type: none"> 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” 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 	<p>Introduction in class to 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.</p> <p>https://education-portal.com/academy/course/index.html?hq_e=el&hq_m=1641130&hq_l=1&hq_v=cf5c97b91c</p>
2	14 Jan 2015	Maternal and Infant Anatomy, Physiology and Endocrinology Student presentation	<ol style="list-style-type: none"> 1. Understand and be able to discuss basic breastfeeding-related maternal and child anatomy, physiology, and endocrinology and health implications for mother and child 	<p>Required: Population dynamics https://education-portal.com/academy/lesson/the-history-of-human-population-growth-and-carrying-capacity.html#lesson</p> <p>Optional: Lawrence text: Anatomy of the human breast (Ch. 2), p. 39-63. Lawrence text: Physiology of lactation (Ch. 3), p. 65-103.</p>
3	21 Jan 2015	Immunology, Pathology, Pharmacology and Exposures, Guest lecture: Catherine Sullivan- Clinical aspects of breastfeeding for the public health professional Student Presentation	<ol style="list-style-type: none"> 1. List the health system implications and components of basic clinical support for breastfeeding for the newborn, including milk banking 	<p>Required: at least one of the following - ILCA clinical guidelines for the establishment of exclusive breastfeeding. http://www.ilca.org/files/resources/ClinicalGuidelines2005.pdf HMBANA Position Paper on Donor Milk Banking. Available at: https://www.hmbana.org/position-statement Labbok M. Breastfeeding, Fertility and Family Planning. Glob. libr. women's med. (Research design issues in the study of breastfeeding and fertility)</p> <p>Optional: Counseling – Learning to Help Mothers (Ch.5) Lauwers J, Swisher A. Counseling the Nursing Mother. Jones & Bartlett, 4th ed., 2005. Larsen JS, Hall E, Aagaard H. Shattered expectations: when mothers’ confidence in breastfeeding is undermined – a metanalysis. Scand J Caring Sci; 2008; 22; 653–661.</p>
4	28 Jan	Immunology, Pathology,	**Discuss debate	Required: at least one of the following –

	2015	<p>Pharmacology and Exposures, Continued</p> <p>Guest Lecture – Dr Alison Stuebe- Maternal health and breastfeeding</p> <p>Student presentation</p>	<ol style="list-style-type: none"> 1. Understand the causation of the health impact of lactation 2. Recognize the breadth of the immunological base of breastfeeding 3. Be able to carry out simple calculations of disease burden 4. Understand basic breast pathology associated with breastfeeding, and the health system implications 5. Understand the relationship of breastfeeding with maternal and child medications and transmission of infection and/or environmental pollutants 	<p>Ip S, Chung M, Raman G, Chew P, Magula N, DeVine D, Trikalinos T, Lau J. Breastfeeding and Maternal and Infant Health Outcomes in Developed Countries. AHRQ Publication No. 07-E007. Rockville, MD: Agency for Healthcare Research and Quality. April 2007.</p> <p>Executive Summary pgs 14-21.</p> <p>Stuebe A. The reset hypothesis - lactation and maternal metabolism. Am J Perinatology 2009; 26(1):81-88.</p> <p>Optional:</p> <p>Labbok M, Goldman A and D Clark. Breastfeeding: maintaining an irreplaceable immunological resource, <i>Nature Immunology</i>. 2004;4(7):565-72.</p> <p>Lawrence or Hale: Drugs in breast milk.</p> <p>Lawrence textbook: Transmission of infectious diseases through breast milk and breastfeeding (Chap. 17), p. 629-694.</p>
5	4 Feb 2015	<p>Guest lecture: Kristin Tully: 1) Evolutionary Medicine and breastfeeding, and 2) Sleep as an evolutionary part of breastfeeding 10:30</p> <p>Growth, Development and Complementary Feeding</p> <p>Student Presentation</p>	<ol style="list-style-type: none"> 1. Evolution and breastfeeding: why we are what we are and why we do what we do – an additional frame for considering breastfeeding 2. Breastfeeding and sleep 3. Be familiar with new breastfeeding related issues in growth and development, and become familiar with international growth and development standards 4. Understand the rationales for the components of the new complementary feeding guidance 	<p>For Dr Tully: Required: at least one of the following -</p> <p>Ball, H.L. & Klingaman, K.P. 2007. Breastfeeding and mother-infant sleep proximity: Implications for infant care. In W.R. Trevathan, E.O. Smith, & J.J. McKenna (Eds.). <i>Evolutionary Medicine and Health: New Perspectives</i> (pp. 226-241). Oxford: Oxford University Press.</p> <p>Infant Sleep Information Source https://www.isisonline.org.uk/ Mother-Baby Behavioral Sleep Laboratory http://cosleeping.nd.edu/</p> <p>Required:</p> <p>de Onis M, Garza C, Onyango AW, Borghi E. Comparison of the WHO Child Growth Standards and the CDC 2000 Growth Charts. J Nutr. 2007;137:144–148.</p> <p>PAHO. Guiding principles for complementary feeding of the breastfed child http://whqlibdoc.who.int/paho/2003/a85622.pdf</p> <p>Optional:</p> <p>Dewey K. Guiding Principles for Complementary Feeding of the Breastfed Child, PAHO, 2003. Available at: http://www.who.int/nutrition/publications/guiding_6principles_comfeeding_breastfed.pdf</p> <p>de Onis M, Onyango AW, Van den Broeck J, Chumlea WC, Martorell R. The WHO Multicentre Growth Reference Study: planning, study design, and methodology. <i>Food and Nutrition Bulletin</i>. 2004;25(1):S15-26.</p> <p>Sachs M, Dykes F, Carter B. Feeding by numbers: an ethnographic study of how breastfeeding women understand their babies' weight charts. <i>IBJ</i>. 2006;1:29</p>

<p>6</p>	<p>11 Feb 2015</p>	<p>National and Global BF Policy, with public health implications</p> <p>Introduction to Social Marketing – Guest Speaker Brian Southwell – 10-11</p> <p>Student Presentation</p>	<ol style="list-style-type: none"> 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 	<p>Required: at least one of the following – Surgeon General’s Call to Action to Support Breastfeeding, 2011 http://www.surgeongeneral.gov/topics/breastfeeding/index.html Innocenti Report 1990 and update 2005. Available at: http://www.unicef.org/nutrition/files/Innocenti_plus15_BreastfeedingReport.pdf Perez-Escamilla R. Breastfeeding social marketing: lessons learned from USDA's "Loving Support" campaign. <i>Breastfeed Med.</i> 2012 Oct;7(5):358-63. http://online.liebertpub.com/doi/pdfplus/10.1089/bfm.2012.0063 Foss K, Southwell B. Infant feeding and the media <i>IBJ</i> (in resources) Optional on policy and programs: Health People 2020: http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=26 Global Strategy for Infant and Young Child Feeding. Available at: http://www.who.int/child-adolescenthealth/NUTRITION/global_strategy.htm The NCMCBFD: : http://www.nutritionnc.com/breastfeeding/breastfeeding-friendly.htm Optional on Social Marketing and the role of marketing: Kilbourne J. Bath Tissue is Like Marriage. (Chap 3) In: <i>Deadly Persuasion: Why Women And Girls Must Fight The Addictive Power Of Advertising.</i> 1999. The Free Press. New York, NY. Brown JD, Peuchaud SR. Media and breastfeeding: Friend or foe? <i>Int Breastfeed J.</i> 2008 Aug 4;3:15. Freriches L, Adnsager J, Campo S et al. Framing breastfeeding and formula-feeding messages in popular U.S. magazines. <i>Women Health.</i> 2006;44(1):95-118. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.472.7939&rep=rep1&type=pdf. bit.ly/16xm74i.</p>
<p>7</p>	<p>18 Feb 2015</p>	<p>Continue National and Global BF Policy, the rise of Rights based approaches, with public health implications</p> <p>Begin: Programs, Research and</p>	<ol style="list-style-type: none"> 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 	<p>Required: AHRQ: Communication and Dissemination Strategies To Facilitate the Use of Health-Related Evidence http://www.effectivehealthcare.ahrq.gov/ehc/products/433/1756/medial-evidence-communication-executive-131120.pdf Optional: Labbok MH. Transdisciplinary breastfeeding support: Creating program and policy synergy across the reproductive continuum. <i>Int Breastfeed</i></p>

		<p>Program planning planning: Discussion of the Rights-based Model and the Socio-ecological Model/ Vertical/Integrated</p> <p>Student Presentation</p>		<p>J. 2008 Aug 4;3:16. Kramer MS. Promotion of Breastfeeding Intervention Trial (PROBIT): A Randomized Trial in the Republic of Belarus. JAMA. 2001;285(4):413. Kramer et al. A Randomized Breast-feeding Promotion Intervention Did Not Reduce Child Obesity in Belarus. J. Nutr. February 2009 vol. 139 no. 2 417S-421S http://jn.nutrition.org/content/139/2/417S.full</p>
8	25 Feb	<p>Continued from Feb 18</p> <p>Guest lecture - Catherine Sullivan–WIC and other state and national programs</p> <p>Student presentation</p>	<ol style="list-style-type: none"> 1. Examples of US programs 2. Better understand the role of information networks in relation to infant feeding norms in the United States and elsewhere 	<p>Required: First four documents at: http://www.nutritionnc.com/breastfeeding/ NC approaches to breastfeeding support in various areas: search on line.</p>
9	4 March	<p>In-class Debate</p> <p>Midterm</p>	<ol style="list-style-type: none"> 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 <p>** Review Syllabus **In-class debate ** Discuss social marketing assignment</p>	<p>Required: read the syllabus for debate instructions Optional: Jackson, et al. Operational effectiveness and 36 week HIV-free survival in the South African programme to prevent mother-to-child transmission of HIV-1. AIDS 2007;21;509–16.</p>
	11 Mar 2015		Spring Break	

10	19/20 Mar 2015	Attend local breastfeeding conference: prepare presentation		
11	25 Mar 2015	Review of midterm Complete research discussion Women's Health, Rights, and Realities Special issues Social Marketing project questions and review of breastfeeding programs. Discuss the BF/Feminism conference. Presentations from BFIC Discussion of remainder of course Readings Student Presentation	<ol style="list-style-type: none"> 1. Know the basics of why breastfeeding is a women's health issue. 2. List new concepts or ideas that emerge 3. Research <p>Social marketing prep discussion</p>	Required Reading: Steps to conducting Focus Groups - http://www.orau.gov/cdcynergy/soc2web/Content/activeinformation/resources/SOC_focusgroup-indepthinterview_steps.pdf Chapter from Breastfeeding/Feminism Book- Beyond Choice/Beyond Health- link provided Optional: Convention on the Rights of the Child. Available at: http://www.unicef.org/crc/
12	1 Apr 2015	Code of Marketing, ETIERS and other, Program Monitoring and evaluation discussion and other Guest lecture: Kathleen Anderson: Development, replication and scale-up of BFCC – realities in implementation Student Presentation	<ol style="list-style-type: none"> 1. Miriam will discuss a bit more about the International Code of Marketing 3. All will present for discussion the steps in planning a breastfeeding program for one of the following from scratch: --LDC --Industrialized country --Hospital/Healthcare system --Community --Integrated into ongoing other silo program (For help on this assignment, please see the 20 action areas of the SGCTa and/or the Innocenti targets) 4. Miriam will address any programming gaps that 	Required: Aguayo VM. Monitoring compliance with the International Code of Marketing of Breastmilk Substitutes in west Africa: multisite cross sectional survey in Togo and Burkina Faso. BMJ. 2003;326(7381):127. Optional: Labbok M, Nakaji E. Breastfeeding: A biological, ecological and human rights imperative for global health. Ch. 31, pp 421-426. In Murthy P, Smith CL (eds). Women's global health and human rights. Jones and Bartlett, 2010.* IBCLC Code of Ethics. Available at: http://www.iblce.org/old/ethics.htm Video on proposal development http://www.youtube.com/watch?v=Rqw90rGBXrQ&feature=c4-overview&list=UUig0KhrB5NCIMvX9QrbXcrw Work at WHO:

			<p>emerge</p> <p>5. Short video and discussion about application to breastfeeding projects.</p> <p>6. If time, discuss 2 short videos on population dynamics.</p>	<p>http://www.youtube.com/watch?v=GYSW3eqtdr4&feature=youtu.be&goback=.gde_120372_member_5816996783577931778#</p> <p>Population dynamics</p> <p>https://education-portal.com/academy/lesson/the-history-of-human-population-growth-and-carrying-capacity.html#lesson</p> <p>Malthus</p> <p>https://education-portal.com/academy/lesson/thomas-malthus-theory-of-human-population-growth.html#lesson</p>
13	8 Apr 2015	<p>Global and Local Programs, UNICEF, Jobs</p> <p>Student Presentation</p>	<p>Discussion of areas that individuals would like to explore further for final presentation.</p> <ol style="list-style-type: none"> 1. Understand difficulties in assessment of impact of Global breastfeeding programs 2. Review components of program assessment, monitoring, and evaluation, and how they differ 3. Demonstrate ability to apply these components to a breast-feeding related situation 4. Continue breastfeeding program planning review <p>UNICEF/WHO BF update Possible employers domestic and international (Video on job at WHO)</p>	<p>Required</p> <p>WHO/UNICEF. Planning guide for national implementation of the global strategy for infant and young child feeding http://www.who.int/nutrition/publications/infantfeeding/9789241595193/en/index.html</p> <p>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</p> <p>Optional:</p> <p>USAID Tool Kit for Monitoring and Evaluating Breastfeeding Practices and Programs. September 1996. Table on planning Monitoring : http://www.enonline.net/pool/files/ife/toolkit4monitoringbf.pdf</p> <p>BFHI Section 1: Implementation chapters</p> <p>Labbok M. Breastfeeding Counseling in Mexico – Operations Research Operational Research guidelines</p> <p>Working at WHO: http://www.youtube.com/watch?v=GYSW3eqtdr4&feature=youtu.be&goback=.gde_120372_member_5816996783577931778#</p>
14	15 Apr 2015	Social Marketing Presentations	<p>Social Marketing Presentations: In depth review presentations – 30 minutes and 10 minutes discussion -2-3 references approved by Instructor, critically reviewed</p>	<p>Required:</p> <p>Presentation follow guidelines in syllabus</p>
15	22 Apr 2015	Content review	<p>Topic review presentations</p>	
16	29 Apr 2015	Final Exam		