

## Sustainability in the NHWSN

Where sustainability might be incorporated in the NHWSN Strategic Goals 2005-2010:

Goal 1: Enhance the working climate of our people and the overall school community.

Goal 3: Become a national and international model for integration of **social responsibility** into all school curricula.

Ann Connor was the first Piedmont Project participant from NHWSN in 2004. Her efforts focused on incorporating sustainability into the Fuld Fellows' experiences in the community. In 2007, Maeve Howett's project with research students was selected. The stairwell survey generated data to improve the school environment, and demonstrated that there was student, staff and faculty interest in improving sustainability and the health of our community.

This year the School Life committee has moved forward to implement much of the content that Maeve and Ann developed during the Piedmont Project:

1. Improved recycling in the building including 30 new bins and for the first time, mixed paper bins and posters for education about usage.
2. An effort in reduction in energy waste: set backs on thermostats, closing blinds, turning off lights, removing any wasteful vending machines and refrigerators.
3. Apply for small grant (as RSPH has) for mugs and plates that go into improved dishwasher and water coolers on each floor, including the fourth floor board room, to reduce disposable plastic water bottles in the building.
4. Educating students and faculty about eating locally grown and organic; encouraging attendance at Emory food fair as part of health assessment classes.
5. Investigation into the medical waste stream and recycling "disposables" through local Medshare projects.
6. Establishment of an educational medicinal garden for curricular and co-curricular use. Traditional healing plants and small descriptive signs are available to teach students and anyone who comes over to enjoy the new peaceful space. The stipend from Piedmont Project paid for a garden designer.
7. Signs in each copy room encouraging double-sided copying and recycling.
8. Using Emory's green vendors for purchasing (low fume paint, carpet, local and organic catering, etc).
9. Big kick-off at orientation with refillable mug/water bottle giveaway printed with reduce, reuse, and recycle suggestions, refillable water bottles for students from Bike Emory, and an orientation tour of the stairwells, the gardens and a focus on Emory as Place using Bobbi Patterson's script developed for Lullwater Park.
10. New carpeting, lighting, and paint in the stairwells to encourage their use.

**EMORY UNIVERSITY**  
**NELL HODGSON WOODRUFF SCHOOL OF NURSING**

**COURSE:** NRSNG 614: Human Lactation and Breastfeeding Management

**PREREQUISITES:** Graduate student status  
Permission of instructor

**CREDIT ALLOCATION:** 2 Credits

**PLACEMENT:** Fall Semester, 2007  
Tuesdays, 4-6 p.m.  
Nell Hodgson Woodruff School of Nursing  
Room 201

**FACULTY:** Maeve Howett, PhD, RN, CPNP, IBCLC  
Assistant Clinical Professor  
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**COURSE DESCRIPTION:**

The purpose of this course is to give the students the skills to effectively promote and support breastfeeding and human lactation in a variety of settings. Students will gain knowledge, understanding, and appreciation of the importance of breastfeeding and how the health professional can contribute to successful management of the breastfeeding family. Students will learn breastfeeding management strategies that are evidenced-based and clinically appropriate. Content will include the physiology of lactation, mechanics of breastfeeding, psychosocial factors that impact breastfeeding initiation and continuation, and teaching strategies appropriate to families and health professionals. Consideration will be given to how culture, ethnicity, and socioeconomic status influence a woman's decision to breastfeed. Legal and ethical issues will also be addressed. Students will select two observational clinical experiences based on their specific learning needs in a variety of health care and workplace settings.

Teaching/learning methods will include faculty lectures and group discussions, clinical case studies, role-play, and student reports on specific topics of interest and clinical experiences. A wide variety of media will be utilized to demonstrate the mechanics of lactation and breastfeeding. Breastfeeding equipment will be demonstrated.

**COURSE OBJECTIVES:**

1. List significant historical events and resulting documents that serve to protect, promote, and support breastfeeding locally, nationally, and internationally.
2. Describe the ways in which legal and ethical issues, cultural beliefs, societal influences, and community

- practices impact breastfeeding.
3. Summarize the benefits of breastfeeding and the risks of not breastfeeding.
  4. Describe the anatomy and physiology of lactation.
  5. List evidenced-based management strategies that support effective lactation.
  6. Assess the educational needs of breastfeeding families and provide information that is culturally appropriate.
  7. Identify lactation resources available to families and professionals.
  8. Refine communication and counseling skills that can be utilized among members of the health care team.
  9. Describe the health professional's role in evaluating the need for lactation care and services in a variety of settings.

**TEACHING/LEARNING METHODS:**

Lecture/Discussion/Case Studies/Role Play  
 Individual Presentations Based on Current Literature Review  
 Videotapes and other media  
 Student reports of clinical and community observational experiences

**Blackboard will be utilized to provide recommended readings, study guides, and announcements.**

**COURSE REQUIREMENTS:**

Attendance at all classes is required. All papers must be written in APA (5<sup>th</sup> edition) format. All assignments must be turned in at the scheduled time. Unexcused late papers will have a 5-point deduction per day, including weekends and holidays.

Satisfactory completion of the following:

- Midterm take-home examination (October 2<sup>nd</sup>-23<sup>rd</sup>, 2007)
- In-class case-study presentation/discussion (guidelines provided)
- Two observational clinical or community experiences (guidelines provided)
- Comprehensive Annotated Bibliography on an Issue (guidelines provided)

**EVALUATION AND GRADING:**

Midterm Exam (take home)	25%
Case Study Presentation (1)	20%
Comprehensive Bibliography on one issue	25%
Clinical Experience Reports (2)	30%

**Grading Scale:**

90-100 = A	70-74 = D
80-89 = B	Below 70 = F
75-79 = C	

*Academic Integrity:*

*In order to guide implementation and strengthen understanding of the School of Nursing Policies related to academic integrity, the following guidelines have been reproduced from the Student Handbook (2007-2008).*

*Academic Misconduct:*

*Academic misconduct is an offense generally defined as any action or inaction that is offensive to the integrity and honesty of the members of the academic community. This offense includes, but is not limited to, the following:*

- a) *Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized:*

b) *Plagiarizing: Definition of plagiarism*

*Plagiarism is a false representation of authorship and consists of the reproduction, in whole or in part, of a manifestation of intellectual endeavor by someone who by statement or implication holds himself/herself out as its creator.*

c) *Seeking, using, giving or obtaining unauthorized assistance or information in any academic assignment or examination.*

*Exams:*

*Please note that all tests are considered to be the property of the school and no test questions may be copied. All exams should be signed with "I certify that I have neither given nor received assistance in answering the questions on this exam. I further certify that I am unaware of any person giving or receiving such assistance".*

*Papers:*

*\*All papers are to be turned in with a cover page and signed statement of individual work.*

*\*Students should turn in one hard copy and one electronic copy to instructor.*

*\*Unauthorized late papers will receive a 5-point grade deduction per day.*

*\*The Emory writing center is available to proof any papers.*

*Any paper receiving a grade of less than 75 will automatically receive a blind second read by another instructor. The two paper grades will be averaged for the final paper grade but, will not exceed 75.*

*Papers with a grade of 75 or higher may not have a second read requested.*

*If the averaged paper grade is a 74 or less, the instructor and/or course coordinator may require the student to re-write the paper. The grade of the rewritten paper will represent the final paper grade and may not exceed 75.*

*Statement to accompany all papers:*

*I certify that this document represents my work and is in compliance with current APA writing standards and the Undergraduate Student Handbook.*

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*Signature*

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*Date*

**REQUIRED TEXT:** Biancuzzo, M. (2003). *Breastfeeding the newborn*, (2<sup>ND</sup> ed.). St. Louis: Mosby.

**RECOMMENDED TEXTS:**

Cadwell, K, Turner-Maffei, C., O'Connor, B. & Blair, A. (2002). *Maternal and infant assessment for breastfeeding and human lactation*. Boston: Jones and Bartlett.

Hale, T. (2006). *Medications and mothers' milk*, (12<sup>th</sup> ed.). Amarillo, TX: Pharmasoft Medical.

Lawrence, R.A. & Lawrence R.M. (2005). *Breastfeeding: A guide for the medical profession*, (6<sup>th</sup> ed.). St. Louis: Mosby.

Mohrbacher, N, Stock, J., Newton, E. (2003). *The breastfeeding answer book*, (3<sup>rd</sup> ed). Schaumburg, IL: La Leche International.

Riordan, J. (2004). *Breastfeeding and human lactation*, (3<sup>rd</sup> ed.). Boston: Jones and Bartlett.

Smith, L.J. (2002). *Coach's notebook: Games and strategies for lactation education*. Boston: Jones and Bartlett.

Spangler, A. (2000). *Breastfeeding: A parent's guide*, (7<sup>th</sup> ed.). Cincinnati: Specialty Lithographing.

U. S. Department of Health and Human Services. (2000). *HHS Blueprint for Action on Breastfeeding*.

(Available free from U. S. Department of Health and Human Services, Office on Women's Health)

World Health Organization & UNICEF. (2003). *Global strategy for infant and young child feeding*. Geneva, Switzerland: World Health Organization. The pdf can be accessed at

[http://www.who.int/child-adolescent-health/publications/NUTRITION/IYCF\\_GS.htm](http://www.who.int/child-adolescent-health/publications/NUTRITION/IYCF_GS.htm)

(link on right side of page).

All recommended books will be on **RESERVE** in the Health Sciences Library. Additional readings from

current nursing literature will be expected for completion of assignments. Suggested Journals: *Journal of Human Lactation, Birth, JOGNN, and Pediatrics.*

**COMMUNICATION WITH FACULTY:**

Emory University’s policy for student-faculty communication states that email is the primary medium for official communication. “Students are expected to maintain their accounts and check their email regularly so that new mail will be properly received and read. Certain communications may be time-critical. While students may redirect email from their official University email address to another address (e.g., @hotmail.com, @aol.com), the University is not responsible for the delivery of email by other service providers”. (Emory University Council of Deans and President’s Cabinet, 2004)

**Inclement Weather Procedure:**

In the event that a decision is made to close school due to inclement weather, a message will be placed at 404-727-1234

**COURSE CONTENT:**

September 4	Introduction State of Breastfeeding in America & the World	Maeve Howett Amy Spangler
September 11	Anatomy and Physiology of Lactation Biological Specificity of Human Milk Maternal Nutrition	Maeve Howett Amy Spangler
September 18	Infant Oral Assessment for Breastfeeding Maternal Assessment for Breastfeeding Working with Cultural Differences Student Case Study Presentation 1	Maeve Howett Amy Spangler Mary Ann Luttrell
September 25	The Breastfeeding Process- 3-step communication Student Case Study Presentation 2	Beadie Cambardella Rose Cannon
October 2	Management of Breastfeeding Problems & Knowing When to Refer Student Case Study Presentation 3 <b>Mid-term Examinations distributed</b>	Amy Spangler Becky Lyons, <i>Children’s Healthcare of Atlanta</i>
October 3	Optional: Healthy Mother Healthy Baby Annual Meeting, Freight Room, Georgia Railroad Freight Department, 65 Martin Luther King Jr. Dr. SW, Atl, 30303. 9-4:00 <a href="http://www.hmhbga.org">www.hmhbga.org</a> website for details.	
October 9	<b>Fall Break – No Class</b>	
October 16	Milk Expression, Storage, and Equipment Student Case Study Presentation 4	Maeve Howett
October 23	Drugs, Herbs and Breastfeeding Student Case Study Presentation 5 <b>Mid-term examination due at start of class</b>	Maeve Howett
October 26	Optional: Lactation Fast Track, Lawrenceville, GA Sponsored by East Metro Health District,	

this annual conference always has rave reviews. This year's speaker is Barbara Wilson-Clay BSEd, IBCLC co-author of the Breastfeeding Atlas.

October 30	Advanced Lactation Practice Student Case Study Presentation 6	Becky Corelli Maeve Howett
November 6	Time off for clinical visits. Don't forget to VOTE!	
November 9	Optional: Southeastern Lactation Consultants Association (SELCA) Quarterly Meeting 10:30-2 at CHOA- Egleston	
November 13	Breastfeeding the Older Child One mother's breastfeeding experience Student Case Study presentation 7	Amy Spangler Michelle Mott
November 20	Time off for clinical visits	
November 27	Hospital and Community Practices to Support Breastfeeding Student Case Study presentation 8	Jamie Ray, 4-5:00 Amy Spangler
December 4	Educating Professionals and Parents Employment Issues/Workplace Programs	Maeve Howett
December 11	Breastfeeding the Pre-term Infant <b>Comprehensive annotated bibliography or community project due</b>	Theresa Roberts

### **Clinical Reports**

Each student will have two (2) four-hour blocks of clinical observations in a choice of settings. Students will complete two reports, one for each experience, and reports are due in hard copy or by e-mail to Dr.

Howett within one week following the experience. Please include the following information in your report not to exceed **two pages** typewritten and double-spaced. Provide a cover page with the course number, your name, date of experience, and number of experience (#1 or #2). Include the following information in the report: **Each report is 15% of the course grade.**

Name of the facility and contact person (name, title, contact number(s))

Date and hours of observation

Clientele served

Services provided

How clients access the service

Cost factors (private pay, insurance, Medicaid etc.)

Observations: problems, management, outcomes, and any follow-up arranged

Try to spend time with one breastfeeding mother and her significant other(s) if present to ascertain her satisfaction with the service provided, and how she learned it was available. How effective does she rate the service in her decision to breastfeed, and or increase the duration of her breastfeeding?

Evaluate the service in terms of its effectiveness: ability of the providers to communicate, overall environment, creativity etc.

Evaluate the experience in terms of how it enhanced your knowledge and abilities to intervene in breastfeeding situations.

## Case Study Presentation/Discussion

This assignment is designed to enhance students' abilities to find current literature on a breastfeeding case study of interest to them, and lead a discussion with class members. Students will sign up for a case presentation time slot at the first class.

After presenting in class, the student will turn in a copy of the materials prepared with the literature referenced in APA style (5<sup>th</sup> edition).

Grading will be as follows:

Choice of a case that is a common breastfeeding situation that includes, social, cultural, cognitive and/or affective content	25%
Topic clearly reported and synthesized from current literature	25%
Creativity in presentation	25%
Ability to engage classmates in discussion of the case	25%



## Comprehensive Annotated Bibliography Guidelines

Building on the topic chosen for the case study presentation/discussion (or another topic), this assignment develops the capacity for a comprehensive search of the literature in the field of lactation and breastfeeding, and develops the student's ability to develop critical thinking on an issue of their choice. **This assignment accounts for 25% of the grade, and is due no later than December 11, 2007 at the beginning of class.**

1. Select an issue that satisfies one of the course objectives;  
explain the rationale for choosing this issue 5%
2. Clarify the significance of the issue 15%
3. Provide evidence of a thorough literature review 20%
  - 3.1 Include legal, ethical, cultural, and social references that impact the issue
  - 3.2 Choose literature from several disciplines (lactation, nursing, medicine, public health etc)
  - 3.3 Limit literature search to last 10 years (unless there is classic earlier work)
4. Annotate each reference 50%
  - 4.1 List full bibliographic source
  - 4.2 Include where source was found (if on-line give URL)
  - 4.3 Summarize findings from each source
  - 4.4 Clarify if findings are in agreement with other sources utilized, including the textbook.
4. Format 10%
  - 4.1 Cite references according to APA guidelines (5<sup>th</sup> ed.)
  - 4.2 Use correct grammar and spelling
  - 4.3 Submit on or before due date (December 11th)

**Note:** An alternate option to this assignment is a community project. Examples are designing a class for low-income Hispanic women, writing a proposal for a workplace program, designing a teaching plan for healthcare professionals, or developing materials to reach teens. **You must have the approval of the course coordinator for this option. Guidelines available upon request and will be similar to those for the bibliography.**