

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	INTRODUCTION TO INFANT FEEDING
<b>Unit ID:</b>	HEALN6104
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060303

## Description of the Unit:

This course is designed to provide an introduction for nurses and other allied health staff to infant feeding. In contemporary Australian health care, multidisciplinary health practitioners are integral participants in the education and support of infant feeding choices, an important aspect of public and primary health care. The focus will be on improving competence and confidence in the provision of breastfeeding advice, and the promotion, support and protection of breastfeeding, as well as the development of comprehensive assessment skills. The role and use of breast milk substitutes in infant feeding will be critically examined, as will the role of health practitioners in supporting women's informed choice in infant feeding. The role of the multidisciplinary health care providers as advocates for breastfeeding within the context of primary healthcare and public health policy will also be explored. The course will be underpinned by a philosophy of family-centred care: embedding in students a commitment to working in partnership with women, families and communities throughout the infant feeding journey

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory					✓	
Intermediate						
Advanced						

**Learning Outcomes:**
**Knowledge:**

- K1.** Describe the anatomy and physiology of breast development and lactation, including establishment, maintenance and suppression
- K2.** Demonstrate comprehensive understanding of the indication for and use of infant formula, including correct reconstitution and administration to infants and children
- K3.** Discuss the legal, ethical and professional standards and frameworks for clinicians working with infants, women and families
- K4.** Relate the pharmacokinetics, pharmacodynamics and quality use of medications to the context of breast milk feeding
- K5.** Identify the importance of maternal choice in relation to infant feeding practices
- K6.** Explore the cultural significance of breastfeeding and nutrition, including among Australia's First Peoples and in culturally diverse populations

**Skills:**

- S1.** Develop skills necessary to conduct feeding assessments for infants receiving breastmilk with or without breastmilk substitutes
- S2.** Identify strategies to manage infant feeding issues in the postpartum period
- S3.** Demonstrate family-centred care through effective communication, clinical decision-making and problem solving skills throughout the infant feeding continuum

**Application of knowledge and skills:**

- A1.** Employ reflective practice skills and implement evidence-based care for infants, women and their families throughout the infant feeding continuum
- A2.** Provide contemporary infant feeding education to facilitate informed choices by women and families for their unique circumstances
- A3.** Critique the importance of breastfeeding in public health and identify strategies that promote breastfeeding as a healthy choice.

**Unit Content:**

The WHO/UNICEF Ten Steps to Successful Breastfeeding (2006); WHO/UNICEF Baby-friendly Hospital Initiative (2009); WHO International Code of Marketing of Breast-milk Substitutes (1981); Australian National Breastfeeding Strategy: 2019 and Beyond (2019); 2010 Australian National Infant Feeding Survey (2010); NHMRC Infant Feeding Guidelines: Information for health workers (2012); ANMAC Midwife Accreditation Standards (2021); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018), Code of Ethics for the Midwife (2014), NMBA Registered Nurse Standards for Practice (2016); NMBA Code of Conduct for nurses (2018) and Code of Ethics for nurses (2012) have substantially informed the syllabus/content of this course

- Anatomy of the female breast
- Breast development through the lifespan, from embryo to menopause
- Lactation physiology
- Anatomy of the oral cavity of the infant
- Innate neonatal reflexes
- Infant microbiome
- Nutritive vs non-nutritive sucking
- Benefits of breastfeeding for mother, baby and the community
- Breastfeeding as health promotion
- Working with the mother-baby dyad
- Antenatal preparation for breastfeeding
- Initiating breastfeeding
- Importance of skin-to-skin contact and kangaroo care
- Positioning and attachment
- Normal newborn feeding behaviour
- Maintaining choice in infant feeding
- Referral pathways
- Alternate infant feeding methods including
- Pharmacology in the breastfeeding relationship
- Common maternal breastfeeding challenges
- Common infant breastfeeding difficulties
- Safe sleeping
- Dummies and pacifiers
- Contraception and family planning
- Legal and ethical considerations in infant feeding including policy and guidance documents and framework

### Graduate Attributes

Federation graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K5, K6, S1, A1, A2, A3	AT1, AT2

GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2, A3	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, K5, K6, S2, A3	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, K4, S3, A1, A2, A3	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K5, S3, A3	AT2

#### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4	Theoretical concepts of the anatomy and physiology of human lactation	Online Activities	20-40%
K1, K3, K5, S3, A1, A3	Discussion and demonstration of health promotion concepts in an infant feeding context	Health promotion activity - Written assessment	20-40%
K5, K6, S1, S2, S3, A1, A2, A3	Discussion and demonstration of health promotion concepts in an infant feeding context	Health promotion activity - Audio-visual presentation	30-50%

#### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)