



# Course Outline (Higher Education)

<b>School:</b>	School of Nursing and Healthcare Professions
<b>Course Title:</b>	ADVANCED HUMAN LACTATION
<b>Course ID:</b>	HEALN6105
<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 Course :

This course is designed to develop advanced human lactation knowledge and skills in health care practitioners. Underpinned by the complementary philosophies of woman-centred and family-centred care, students will explore in-depth the concepts of complex breastfeeding, complementary and supplementary feeding through the continuum from birth to childhood. Students will develop the capacity to support women, infants, children and families with increased needs in a variety of clinical settings and with evidence-based interventions and therapeutic care plans. Students will explore the role of health care practitioners as breastfeeding advocates and the role of breastfeeding as a commodity in a practical and political context. Students will be supported to develop a professional identity as a health practitioner with speciality human lactation and an understanding of their role in the wider context of contemporary Australian and global health care

**Grade Scheme:** Graded (HD, D, C, etc.)

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- K1.** Demonstrate advanced knowledge of breast development through a woman's lifespan, from embryology through to menopause
- K2.** Describe in detail the anatomy and physiology of lactation, including establishment, maintenance and suppression for women and babies with complex needs
- K3.** Relate the pharmacokinetics, pharmacodynamics and quality use of medications to the context of breast milk feeding, including prescription of galactagogues and milk suppression agents
- K4.** Articulate an advanced philosophy of care integrating the complementary philosophies of woman-centred and family-centred care, with respect for and protection of the mother and infant as a unique dyad and the family as a self-determined, complex unit
- K5.** Demonstrate specialist knowledge of the components of breast milk and their significance to infant and child nutrition, including formal and informal breast milk banking and sharing
- K6.** Demonstrate specialist knowledge of the components of breast milk substitutes and the indications for their use in infant and child nutrition
- K7.** Relate the principles of pharmacokinetics and pharmacodynamics to the context of breast milk feeding, inclusive of prescriptions and substances to augment breast milk supply

**Skills:**

- S1.** Liaise with multidisciplinary health care practitioners effectively in the joint effort to provide comprehensive, evidence-based care for women and their infants
- S2.** Advocate for the rights of women and their infants/children: both in the provision of direct health care and in the development and evaluation of policies, procedures and protocols
- S3.** Identify and assess breastfeeding complexities and assisting women to overcome challenges, including education, care planning, and physical and psychosocial support
- S4.** Assess the need for alternate feeding methods, such as teats or supply line, and implement these with women and families
- S5.** Develop and implement feeding care plans for women and families with complex feeding needs

**Application of knowledge and skills:**

- A1.** Communicate complex care plans effectively with women and families from diverse backgrounds, inclusive of cultural, linguistic and socio-economic diversity
- A2.** Identify, evaluate and apply research evidence in both the provision of care to women and families and the development and review of policies, procedures and protocols
- A3.** Critically evaluate the role of breast milk and breastfeeding in the political space, locally, nationally and globally
- A4.** Use critical thinking and problem solving skills to address the nutritional requirements of infants, children, women and families in emergencies
- A5.** Underpin practice with an understanding of and adherence to the professional, legal and ethical roles and responsibilities of the health practitioner in infant and child nutrition contexts

**Course Content:**

The International Board of Lactation Consultant Examiners (IBCLE) International Board Certified Lactation Consultant® (IBCLC®) Detailed Content Outline (2016); 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 National Accreditation Standards for the Midwife (2014); 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.

<b>Modules</b>	<b>Major topics</b>
<b>1: Anatomy and physiology of human lactation</b>	<ul style="list-style-type: none"> <li>• Breast development through the lifespan               <ul style="list-style-type: none"> <li>◦ Embryonic and fetal development</li> <li>◦ Childhood</li> <li>◦ Puberty</li> <li>◦ Pregnancy</li> <li>◦ Birth</li> <li>◦ Lactation</li> <li>◦ Suppression</li> <li>◦ Menopause</li> </ul> </li> <li>• Components of breast milk (advanced)</li> <li>• Components of breast milk substitutes (advanced)</li> <li>• Indications for and management of breastfeeding cessation</li> <li>• Indications and management of supplementation</li> <li>• Indications for and management of feeding with breast milk substitutes</li> <li>• Alternative methods of infant feeding               <ul style="list-style-type: none"> <li>◦ Supply line</li> <li>◦ Bottle, cup, syringe, pipette etc</li> <li>◦ Nasogastric or orogastric tube</li> </ul> </li> </ul>

<b>2: Maternal breastfeeding challenges</b>	<ul style="list-style-type: none"> <li>• Breast and nipple pain           <ul style="list-style-type: none"> <li>◦ Vasospasm</li> <li>◦ Cracked nipples</li> <li>◦ Engorgement and oedema</li> <li>◦ Blocked milk ducts</li> </ul> </li> <li>• Abnormal breast anatomy and development           <ul style="list-style-type: none"> <li>◦ Insufficient breast tissue</li> <li>◦ Hormonal disorders</li> <li>◦ Nipple inversion</li> </ul> </li> <li>• Breast surgery and augmentation</li> <li>• Milk ejection reflex dysfunction</li> <li>• Medical conditions           <ul style="list-style-type: none"> <li>◦ Breast cancer</li> <li>◦ Mastitis and breast abscess</li> <li>◦ Thrush</li> <li>◦ Nutritional status</li> <li>◦ Diabetes</li> <li>◦ Metabolic conditions</li> <li>◦ Autoimmune conditions</li> </ul> </li> <li>• Physical and neurological disability and cognitive disorders           <ul style="list-style-type: none"> <li>◦ Acute</li> <li>◦ Chronic</li> </ul> </li> <li>• Pregnancy, infant and child loss</li> <li>• Induced lactation in the non-biological mother</li> <li>• Re-lactation</li> <li>• Pharmacology and toxicology           <ul style="list-style-type: none"> <li>◦ Prescription medications</li> <li>◦ Over the counter medications</li> <li>◦ Medicinal herbs</li> <li>◦ Topical ointments, creams and dressings</li> <li>◦ Galactagogues</li> <li>◦ Contraception</li> <li>◦ Screening, diagnostic and treatment procedures</li> <li>◦ Alcohol</li> <li>◦ Tobacco</li> <li>◦ Substances of abuse</li> </ul> </li> </ul>
<b>3: Infant and child breastfeeding challenges</b>	<ul style="list-style-type: none"> <li>• Prematurity           <ul style="list-style-type: none"> <li>◦ WHO growth charts with gestational age adjustments</li> </ul> </li> <li>• Congenital anomalies           <ul style="list-style-type: none"> <li>◦ Cardiac anomalies</li> <li>◦ Gastrointestinal anomalies</li> <li>◦ Respiratory anomalies</li> <li>◦ Neurological anomalies</li> <li>◦ Cleft lip and palate</li> </ul> </li> <li>• Chromosomal anomalies           <ul style="list-style-type: none"> <li>◦ Trisomy 21 (Down Syndrome)</li> <li>◦ Trisomy 18 (Edwards Syndrome)</li> <li>◦ Trisomy 13 (Patau Syndrome)</li> </ul> </li> <li>• Acute illness           <ul style="list-style-type: none"> <li>◦ Bacterial</li> <li>◦ Viral</li> <li>◦ Fungal</li> <li>◦ Systemic</li> </ul> </li> <li>• Ankyloglossia</li> <li>• Hypoglycaemia</li> <li>• Diabetes</li> <li>• Difficult or poor suck</li> <li>• Multiple births</li> </ul>

<b>4: Global perspective of human lactation</b>	<ul style="list-style-type: none"> <li>• Politics of breast milk and breast milk substitutes               <ul style="list-style-type: none"> <li>◦ Development of policies regarding breastfeeding and breast milk</li> </ul> </li> <li>• Breast milk as a commodity</li> <li>• Breast milk donation               <ul style="list-style-type: none"> <li>◦ Formal milk banks</li> <li>◦ Informal milk sharing</li> </ul> </li> <li>• Infant and child nutrition in emergencies</li> </ul>
<b>5: Health professionals in lactation</b>	<ul style="list-style-type: none"> <li>• Role of the International Board Certified Lactation Consultant (IBCLCs)</li> <li>• Practice settings for infant and child nutrition</li> <li>• Legal, ethical and professional codes, frameworks and guidelines</li> </ul>

**Values:**

- V1.** Promote, support and protect breastfeeding as the optimal method of infant and child feeding from birth to 2 years and beyond
- V2.** Protect the mother-baby dyad within the context of the woman's self-determined family unit
- V3.** Respect the contribution of breastfeeding and breast milk to the population at large
- V4.** Acknowledge and respect the biopsychosocial, political, and cultural factors that may influence women's experiences of and decisions about infant feeding throughout the infant and child feeding continuum
- V5.** Recognise, promote and support the role of the IBCLC in infant and child nutrition

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

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)	Code A: Direct B: Indirect N/A: Not Assessed	Assessment task (AT#)	Code: A: Certain B: Likely C: Possible N/A: Not
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, K7, S3, S4, S5, A2, A3, A4	A	AT1, AT2	A
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, S3, A2, A3	B	AT1, AT2	C
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.	K4, S1, S2, S3, A4, A5	A	AT1, AT2	B
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.	K4, S1, S2, S3, S5, A1, A5	A	AT2	A
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.	K4, S1, S2, S5, A2, A4, A5	B	AT2	B

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K4, S1, S2, S3, S4, S5, A1, A2, A5	Application of theoretical concepts and reflective practice principles to a complex infant feeding scenario	Group assessment Written assessment and/or audio-visual presentation	40-60%
K1, K2, K3, K4, K5, K6, K7, S1, S2, S3, S4, S5, A1, A2, A3, A4, A5	Application of theoretical concepts, knowledge and skills required in caring for women, infants, child/ren and families with complex feeding issues	Examination Part A - Objective Structured Clinical Examination (OSCE) Part B - Written exam	40-60%

### Adopted Reference Style:

APA