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Summary of EPB-Supported Curricula for In-Service Training (1992-1996)

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Introduction

From the beginning of Wellstart International's Expanded Promotion of Breastfeeding (EPB) Program, training was identified as a priority technical area. EPB's strategy in training was threefold: (1) to develop the capabilities of in-country organizations and groups to design, implement, manage, and evaluate programs to promote optimal breastfeeding practices; (2) to enable groups and/or individuals in contact with mothers to provide appropriate counseling and informaiton on breastfeeding practices; and, (3) to assist in-country counterparts to adapt institutional structures to support optimal breastfeeding practices. The EPB Program has focused on training throughout the last five years, assisting Ministries of Health, international and local non-governmental organizations (NGOs), private voluntary organizations (PVOs), universities, community groups, and breastfeeding training centers to develop or adapt high quality, cost-effective training strategies, curricula, and materials for training of trainers (TOTs).

Attached is a collection of training materials that have been developed through EPB. Materials are grouped alphabetically by country, and preceded by a one-page summary which highlights the content, objectives, and special features of the curricula.

EPB-Supported Curricula for In-Service Training (1992-96)

EPB Supported Curricula for In-Service Training	Language	Features
▸ Cameroon-specific curriculum for physicians and nurses	French	40-hour course for use in Baby-Friendly Hospital Initiative (BFHI).
▸ Dominican Republic-specific curriculum for physicians and nurses	Spanish	40-hour course for use in BFHI.
▸ Republic of Georgia-specific curriculum for physicians	Georgian	24-hour prototype curriculum for the former Soviet Union. Being translated into Russian for use in training in other former Soviet countries.
▸ Honduras-specific curriculum for training physicians and nurses	Spanish	For use in 8-hour, 18-hour and 40-hour courses.
▸ Mexico-specific curriculum for training physicians and nurses	Spanish	Prototype curriculum which can be used for 8-hour, 18-hour and 40-hour courses.
▸ Nigeria-specific curriculum for village health workers	English	For use in training health care workers at the primary health care level.
▸ Nigeria-specific curriculum on Adult Education for trainers	English	For use in training the trainer.
▸ Peru-specific curriculum for training nurse midwives at the university faculty level	Spanish	Being incorporated into university faculty curricula for training nurse midwives.
▸ Uganda-specific CDD/BF curriculum for primary health care workers	English	An integrated module on treatment of diarrhea and lactation management.

Curriculum de Formation en Allaitement Maternel au Cameroun (May 1994)

Curriculum de Formation en Allaitement Maternel au Cameroun was developed in Cameroon by representatives from the Ministry of Health, local NGOs, Wellstart Associates, and UNICEF. It was adapted from the curriculum for clinicians developed by UNICEF/Mexico and the curriculum for clinicians developed by the Pakistani National Breastfeeding Steering Committee. The curriculum was field-tested prior to being finalized and was printed by UNICEF/Cameroon. It is used for conducting 40-hour courses on breastfeeding and lactation management as part of the country's Baby-Friendly Hospital Initiative (BFHI). Some of the features include:

Target Audience: In-service physicians and nurses, and other health care providers working at the hospital/facility based level.

Language: French

Content: Breastfeeding and Lactation Management:

- Benefits of breastfeeding
- Anatomy and physiology
- Biological composition and immunology
- Prenatal counseling
- Intrapartum counseling
- Post-partum counseling
- Common problems
- Special problems
- Beliefs and taboos
- Weaning
- IEC and breastfeeding
- Practical exercises

Special Features: In addition to the development of the curriculum for health care professionals, a series of counseling cards was developed for use by health care providers to counsel mothers in community public health talks. These cards cover basic messages on breastfeeding, lactation management issues, and simple counseling techniques for talking to women.

PRÉFACE

Le programme de survie de l'enfant dispose d'une composante nutritionnelle qui démarre dès la naissance de l'enfant. L'allaitement maternel, quoique pratiqué par plus de 99 % des mères, est, le plus souvent, combiné à d'autres habitudes alimentaires qui exposent les nouveaux-nés à des pathologies infantiles diverses.

En 1992 le Ministère de la Santé Publique a mis sur pied le Programme National de Promotion de l'Allaitement Maternel (PNPAM) permettant ainsi à l'allaitement maternel d'occuper une place de choix dans le programme de santé maternelle et infantile. En effet, ses bienfaits ne sont plus à démontrer.

La nouvelle stratégie sanitaire cherche ainsi à promouvoir, à protéger et à encourager la pratique de l'allaitement maternel, le but ultime étant la réduction de la morbidité et de la mortalité infantiles. Chacun doit se sentir concerné par ces activités et pour cette raison le personnel socio-sanitaire doit recevoir une formation adéquate et des activités de recherche doivent être menées dans ce domaine.

Pour atteindre le but visé, il est important de transmettre des notions claires à tous les intervenants afin d'harmoniser leur langage auprès des populations cibles. C'est pourquoi le Ministère de la Santé Publique a jugé primordial d'élaborer un curriculum de formation en allaitement maternel. Ce curriculum saura :

- restaurer la place de l'allaitement dans la nutrition de l'enfant, dès sa naissance;
- accorder une place prépondérante à l'allaitement maternel dans le programme de SMI;
- permettre à tout le personnel social de mieux informer et éduquer la communauté ainsi que de mieux communiquer avec elle en matière d'allaitement maternel;
- constituer un outil de formation très utile tant pour le personnel socio-sanitaire en service que pour les institutions de formation médicale, paramédicale et sociale.

Après un travail ardu et bien mené, le Ministère de la Santé Publique, en collaboration avec Wellstart International, a mis au point le présent manuel qui contribuera certainement à corriger et uniformiser les messages à transmettre. Ce manuel sera désormais indispensable à tout formateur dans le cadre des activités de formation en SMI.

Le voeu que formule dès à présent le Ministère est, que ces informations désormais disponibles soient incorporées dans le "paquet minimum" d'activités de formation en santé et ce à tous les niveaux.

REMERCIEMENTS

Ce Curriculum de formation n'aurait pu voir le jour sans le dévouement incontestable de tous ceux qui ont participé à sa conception et à sa réalisation.

Nos remerciements vont particulièrement :

- à tous les experts en allaitement maternel formés par Wellstart International (Wellstart Associates) et par l'UNICEF;

- au personnel du Ministère de la Santé Publique ayant participé à son élaboration;

- aux représentants des autres Ministères concernés;

- à l'Agence américaine de développement international (USAID) par le biais de Wellstart International, à l'UNICEF, à INTRAH et au CIFAS.

Nous remercions également ceux qui ont élaboré le curriculum pakistanais.

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Programa Nacional de Lactancia Materna
Manual de Capacitacion (May 1993)

Manual de Capacitacion was developed in the Dominican Republic by representatives from the Ministry of Health, local NGOs, and Wellstart Associates. It was adapted from the curriculum for clinicians developed by UNICEF/Mexico and printed by UNICEF/Dominican Republic. The curriculum is used by representatives from the Ministry of Health and UNICEF/Dominican Republic to train health care professionals as part of the country's Baby-Friendly Hospital Initiative (BFHI). *Manual de Capacitacion* can be adapted for use to train health care professionals in 8-hour courses, 18-hour courses and 40-hour courses. It has the following features:

Target Audience: In-service physicians, nurses, and other health care providers working at the hospital/facility-based level.

Language: Spanish

Content: Breastfeeding and Lactation Management:

- Breastfeeding situation in the Dominican Republic
- Benefits of breastfeeding
- Anatomy and physiology
- Patterns of suction
- Composition and immunology
- Prenatal care
- Intrapartum care
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Lactation Management Training Curriculum (May 1995)

The *Lactation Management Training Curriculum* was developed in the Republic of Georgia by representatives from the Ministry of Health and Wellstart Associates. It was adapted from the curriculum developed by the Pakistani National Breastfeeding Steering Committee. The curriculum was field-tested prior to being printed and revised once again after training 200 physicians nationwide. As part of its Baby Friendly Hospital Initiative (BFHI), UNICEF/Georgia provided funding for printing the curriculum and training physicians in its use. This is the only curriculum that exists in the Republic of Georgia. It is currently being translated into Russian for use in training physicians from other former Soviet Union countries. The curriculum has the following features:

Target Audience: Physicians working in maternity hospitals and facilities.

Language: Georgian

Content: Breastfeeding and Lactation Management:

- Benefits of breastfeeding
- Anatomy and physiology
- Counseling skills for lactation management
- Optimal breastfeeding practices
- Nutrition of mothers and infants
- Lactation management in the antenatal period
- Lactation management immediately post-partum
- Lactation management of common problems
- Special problems
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Note: An English translation of the table of contents and how to use the curriculum is provided.

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როგორ ვისარგებლოთ სასწავლო პროგრამით

ლაქტაციის მენეჯმენტის სასწავლო პროგრამა შემუშავებულია საქართველოს ჯანმრთელობის სამსახურით სპეციალისტთა ტრენინგის მიზნით რომ მათ ხელი შეუწყონ და მხარი დაუჭირონძუძუთი კვების პრაქტიპას თავიანთ კლიენტურაში იგი გამიზნულია ჯანმრთელობის სამსახურის დაწესებულებების სხვადასხვა დონის შტატისითვის და მოწოდებულია დედათა და ბავშვთასამსახურში გამოსაყენებლად დასაშვებია სასწავლო პროგრამის ენისა და ცალკეული დეტალების მოდიფიკაცია იმისათვის რომ იგი ადაფტირებულ იქნას ტრენერთა გარკვეული ჯგუფის საჭიროებების შესაბამისად

ტრენინგის მეთოდები:

ძუძუთი კვების განხორციელებაში დასახმარებლად მოითხოვება დიდი პრაქტიკული უნარი იმის გათვალისწინება, თუ რამდენად არის ამისათვის მომზადებული კონსულტანტი. ტრენინგის ძირითადი მიზანია ასწავლოს მონაწილეებს, როგორ იმოქმედონ ძუძუთი კვების მხარდასაჭერად. ტრენინგის მეთოდი რამდენადაც შესაძლებელია ინდივიდუალური უნდა იყოს და ამის ფოკუსირება უნდა მოხდეს პრაქტიკულ შედეგებზე. სწავლება მოქმედებებით გააიოლებს ტრენინგის პროცესს, მონაწილეების გაგების უნარი მეტი იქნება და ისინი უფრო უკეთესად დაიმახსოვრებენ რასაც ისწავლიან. მიუხედავად იმისა, რომ მასალის უმეტესი ნაწილი ლექციაშია წარმოდგენილი, კლასი აქტიურად უნდა იქნას ჩართული სწავლების პროცესში, რისთვისაც ტრენერი წარმართავს დისკუსიას არა მხოლოდ მოყოლით, არამედ შეკითხვების დასმის და მონაწილეთა კომენტარების მოწონების გზითაც. სასწავლო პროგრამის შინაარსი არ იქნება სრულიად ახალი მონაწილეთათვის და ისინი შესძლებენ მონაწილეობის მიღებას დისკუსიაში საკუთარ გამოცდილებაზე დაყრდნობით. მეორეს მხრივ ტრენინგის ერთ-ერთი მიზანია შეიცვალოს არასწორი შეხედულებები და ნეგატიური დამოკიდებულება ძუძუთი კვების მიმართ და ამდენად ზოგიერთი მოსაზრება მათთვის მაინც იქნება ახალი. არსებული აზრის საწინააღმდეგო მნიშვნელობა აქვს იმას, რომ მონაწილეებს მიეცეთ უფლება გამოთქვან საწინააღმდეგო აზრები ამ რეკომენდაციების

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მიმართ და ამ გზით შესაძლებელია გახდეს არსებული შეხედულებების წარმართვა და შეცვლა.

სამუშაო მოქმედებები, რომლებიც აღწერილია სასწავლო პროგრამაში, როგორიცაა ვარჯიშები და როლების თამაშის სიტუაციები, გამიზნულია იმისათვის, რომ გაძლიერდეს კლასის მონაწილეობა და აღქმის უნარი. არ გამოტოვოთ ეს სამუშაო მოქმედებები, თუნდაც მათ დასჭირდეთ დროის გადაჭარბება, ვინაიდან ისინი იძლევიან სწავლების დიდ შესაძლებლობებს, სამუშაოს წარმართვის ძირითადი მეთოდებია:

1. სამუშაოს და მის შესრულებისათვის ძირითადი ხერხების აღწერა
2. სამუშაო მოქმედებების დემონსტრირება ან მაგალითების ჩვენება
3. მონაწილეებისათვის ახალი უნაროს პრაქტიკულად გამოყენების შანსის მიცემა
4. უკუკავშირების დამყარება და კლასის მხრივ კომენტარის გაკეთების მოწონება

ამ ნაბიჯების გადადგმა განსაკუთრებით მნიშვნელოვანია, როცა წარიმართება როლის შესრულების სიტუაციები. კურსის დასაწყისში სასარგებლო იქნება თუ ტრენერი გააკეთებს როლის შესრულების დემონსტრაციას რომელიმე მონაწილესთან ან სხვა ტრენერთან ერთად, სანამ თვით მონაწილეები შეასრულებენ თავიანვი როლების თამაშს.

კლინიკური სამუშაოები, რომლებიც უნდა ჩატარდეს ყოველ დღე, წარმოადგენენ ძირითად და ყველაზე მნიშვნელოვან ასპექტს ტრენინგისა. სასწავლო პროგრამის გამოყენების გზით უნდა შემუშავდეს გეგმა, რომელიც მოცემულია სახელმძღვანელოში, რათა სამუშაო მოქმედებები კარგად იყოს ორგანიზებული და მონაწილეებს მიეცეთ მაქსიმალური შესაძლებლობა გამოიმუშავონ ახალი ჩვევები და ცოდნა იმისა, რასაც ისინი ყოველდღე სწავლობენ.

საერთოდ, დრო იმ რაოდენობის მასალისათვის, რომელიც უნდა იქნას წარმოდგენილი, საკმაოდ მცირეა, ასე რომ არ რჩება იმის რჩევის შესაძლებლობა, რომ მოწოდებულ იქნას დამატებითი ინფორმაცია, სლაიდები და ა. შ., რადგან ამას მიაქვს დიდი დრო, რომელიც უფრო საჭიროა დისკუსიისა და სამუშაო მოქმედებებისათვის. შემოთავაზებული 3 დღის სქემა მოცემულია სესიის გახსნის თავში, თუმცა იგი შეიძლება მოდიფიცირებულ იქნას და მას დაეთმოს მეტი დრო იმის მიხედვით, თუ რამდენად იქნება ეს მოსახერხემელი.

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HOW TO USE THIS CURRICULUM

The Lactation Management Training Curriculum has been developed for training health professionals in Pakistan to promote and support optimum breastfeeding practices among their clientele. It is intended for various levels of staff at health care facilities offering maternity and paediatric services. Modifications in language and the level of detail provided can be made to adapt the curriculum to the needs of a particular group of trainees.

Training approach:

Helping to establish successful breastfeeding requires very practical skills, including the ability to be an empathetic counsellor. The main goal of the training is to teach the participants to take action to support breastfeeding, therefore the training approach should be as participatory as possible and focus on practical issues. If **"learning by doing"** is facilitated during training, the participants will gain more understanding and be more likely to remember what they have learned.

Although much of the material is presented as a lecture, the class can be actively involved if the trainer generates discussion by asking rather than telling, and by encouraging the comments of participants. The content of the curriculum will not be entirely new to participants and they will be able to discuss many issues based on their own experiences. On the other hand, one objective of the training is to change the misconceptions and negative practices associated with breastfeeding, and some of the ideas presented will be new and controversial. It is important to let participants express their objections to these recommendations so that the underlying beliefs can be addressed and changed.

The activities described in the curriculum, such as exercises and role-play situations, are designed to increase class participation and understanding. Do not skip over these activities, even though they take some extra time, as they present valuable learning opportunities. The basic approach to conducting an activity is:

- describe the activity and the skills needed
- demonstrate the skills or provide examples
- give participants a chance to practise the new skills
- provide feedback and encourage class to comment

These steps will be especially important when conducting the role-play situations. Early in the course, it may be helpful to have the trainer demonstrate a role-play with a participant or another trainer before expecting participants to do role-plays on their own.

The clinical activities to be conducted each day represent an essential and perhaps the most important aspect of the training. Plan ahead using the guidelines given later in this manual so that the activities will be well-organized and allow maximum opportunity for participants to try out the new skills and knowledge they learn each day.

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In general, time is quite limited for the amount of material to be presented so it is not advisable to present additional information, slides, and so on, as this will take away time from the discussion and activities. A suggested 3-day schedule is provided in the Opening Session, but this may be modified and given over a longer period, if convenient.

Training effectiveness will be enhanced by adequate facilities, i.e. a room where all participants can see and hear, and can be seated in an informal arrangement such as a circle to facilitate discussion. Because the clinical activities must be conducted in a clinical setting, usually a maternity ward, it is also important that such a facility be easily accessible from the classroom.

Components of the curriculum:

This curriculum consists of twelve modules on lactation management topics, transparencies, guidelines for conducting clinical activities, pre- and post-tests, an evaluation form and list of references. Copies of the transparencies are to be distributed as handouts to workshop participants.

Each module begins with a short Rationale followed by an Overview that includes a set of Learning Objectives. The course content is presented in a 2-column format. The main points are covered in the left-hand column, labelled "CONTENTS". This is the core knowledge to be provided during the training. The right-hand column, labelled "TRAINER'S NOTES" contains instructions regarding visual aids to use, questions or discussion points to raise, plus additional information to supplement or qualify the main points. This column will be especially useful for trainers as they are preparing their first few presentations of the material and to enhance the training approach used.

Many of the modules include a list of "Key Counselling Messages" and instructions are provided for any activities to be conducted during the session. Each module ends with a brief "Summary" and a reminder to ask for comments or questions from the participants.

To assist with preparation, the resources needed are listed in a box at the beginning of each module. Often all that is required are transparencies that go with the module. The "Resources" list does not include equipment that will be required throughout the course, such as:

- an overhead projector and screen
- a flipchart with markers or a blackboard
- a slide projector (on Day 3 only)
- a video cassette recorder and screen.

Estimated timings are provided for each module as a whole, and for sub-sections within it. These recommended timings are only approximate and are intended as a guideline to trainers so that they can avoid spending too much time on one topic and getting behind schedule.

Curricula Profesional (June 1995)

The *Curricula Profesional* was developed in Honduras by representatives from the Ministry of Health, two national teaching hospitals, Wellstart Associates, and La Liga de la Lactancia Materna. It was adapted from the curriculum for clinicians developed by UNICEF/Mexico and was field-tested in the teaching hospitals of Tegucigalpa and San Pedro Sula to ensure accuracy of content and ease of use by trainers. The curriculum is being used to train health care professionals on the Baby-Friendly Hospital Initiative (BFHI) and can be used for 18-hour or 40-hour courses. It has the following features:

Target Audience: In-service physicians, nurses, and other health care providers working at the hospital/facility-based level.

Language: Spanish

Content: Breastfeeding and Lactation Management:

- General characteristics of breastfeeding
- Epidemiology
- Counseling in lactation management
- Anatomy and physiology
- Composition
- Prenatal care
- Intrapartum and post-partum care
- Medicines during pregnancy and breastfeeding
- Breastfeeding and fertility
- Special problems: mothers and infants
- Working mothers and breastfeeding
- Maternal nutrition
- Growth and development
- Jaundice and breastfeeding
- Mother support groups
- Practicums and exercises

Special Features: Acknowledging the scarcity of resources on breastfeeding in the country, the developers of the curriculum included technical articles and references with each module to support the training content. This helped to ensure that new clinical information on breastfeeding was more easily accepted among clinicians from traditional schools. Additionally, the developers of the curriculum worked closely with La Liga de la Lactancia Materna to develop the modules on counseling, working women, and support groups.

PROGRAMA CURRICULA PROFESIONAL

FECHA	HORA	Nº TEMA	NOMBRE DEL TEMA	DURACION DEL TEMA
1				
	07:00 - 07:15		Bienvenida a los participantes. Breve introducción al curso	15 Minutos
	07:15 - 07:30		Aplicación del Pre-test	15 Minutos
	07:30 - 10:00	1	Características Generales de la Lactancia Materna, Aspectos Epidemiológicos	2:30 Horas
	10:00 - 10:15		RECESO	15 Minutos
	10:15 - 11:00	2	Consejería en Lactancia Materna	45 Minutos
	11:00 - 11:45	3	Anatomía y Fisiología de la Mama	45 Minutos
	11:45 - 01:00	4	Composición de la Leche Humana	1:15 Horas
2				
	07:00 - 07:45	5	Manejo Prenatal de la Lactancia Materna	45 Minutos
	07:45 - 09:15	6	Manejo de la L.M. durante Parto, Cesárea y Puerperio	1:30 Horas
	09:15 - 10:15	7	Problemas de la Madre que Afectan una Lactancia Exitosa	1:00 Hora
	10:15 - 10:30		RECESO	15 Minutos
	10:30 - 12:00	8	Medicamentos en el Embarazo y Lactancia	1:30 Horas
	12:00 - 01:00	9	Lactancia y Fertilidad	1:00 Hora
3				
	07:00 - 09:45		Práctica Temas 3,5,6 y 7	2:45 Horas
	09:45 - 10:00		RECESO	15 Minutos
	10:00 - 11:45	10	Madre Trabajadora y Lactancia	1:45 Horas
	11:45 - 01:00	11	Nutrición Materna durante el Embarazo y la Lactancia	1:15 Horas
4				
	07:00 - 08:00	12	Mecanismos de Alimentación en el Lactante	1 Hora
	08:00 - 09:15	13	Control de Crecimiento y Desarrollo, Nutrición Infantil	1:15 Horas
	09:15 - 10:00	15	Ictericia y Lactancia	45 Minutos
	10:00 - 10:15		RECESO	15 Minutos
	10:15 - 12:00	14	Problemas del Niño que afectan una Lactancia Materna Exitosa	1:45 Horas
	12:00 - 01:00	16	Relactación e Inducción de la Lactancia Materna	1:00 Hora
5				
	07:00 - 10:00		Práctica de Temas 12, 14, 16, Lactario, Estracción Manual	3:00 Horas
	10:00 - 10:15		RECESO	15 Minutos
	10:15 - 11:00	17	Grupos de Apoyo	45 Minutos
	11:00 - 11:40	18	Ventajas de la Lactancia Materna	40 Minutos
	11:40 - 12:20		Prácticas Temas 17	40 Minutos
	12:20 - 12:35		Aplicación de Post Test	15 Minutos
	12:35 - 13:00		Clausura, entrega de Diplomas de Participación	25 Minutos

Lactancia Materna: Materiales para Capacitacion

Lactancia Materna: Materiales para Capacitacion was developed in Mexico by representatives from the National System of Health, Wellstart Associates, and UNICEF/Mexico. This curriculum can be used for conducting 8-hour, 19-hour, and 40-hour courses on breastfeeding and lactation management. It has mainly been used for in-service training at the hospital level for the Government of Mexico's Mother and Baby Friendly Initiative. It was field-tested to ensure ease of use by trainers. The curriculum has the following features:

Target Audience: In-service physicians, nurses, and other health care providers working at the hospital/facility-based level.

Language: Spanish

Content: Breastfeeding and Lactation Management:

- Declining incidence of breastfeeding worldwide
- Promoting, protecting, and supporting breastfeeding
- Epidemiology and advantages of breastfeeding
- Counseling in lactation management
- Anatomy and physiology
- Composition and immunology
- Prenatal care
- Intrapartum, immediate post-partum, and post-partum care
- Medicines during pregnancy and breastfeeding
- Breastfeeding and fertility
- Working mothers and breastfeeding
- Maternal nutrition
- Infant nutrition and weaning
- Growth and development
- Special problems of breastfeeding infants
- Jaundice and breastfeeding
- Mother support groups
- Practicums

Special Features: This curriculum begins with a section for trainers on training methodologies, use of training aids, and effective facilitation skills. The curriculum is divided into two volumes: one for training content and the second for transparencies. It is a prototype curriculum and has been used to develop a number of curricula in Central America and the Caribbean.

DESCRIPCION DEL MATERIAL

Este material fué concebido para apoyar la capacitación del personal de salud, en lactancia materna.

Los criterios de flexibilidad con que se estructuró, permiten:

@ ADECUARLO AL PERFIL DEL GRUPO OBJETIVO DEL CURSO [ENFERMERA, TRABAJADORA SOCIAL, MEDICO, ETC.]

@ EMPLEARLO CON DIVERSOS RECURSOS PARA EL APRENDIZAJE

@ ADECUARLO AL TIEMPO DISPONIBLE

@ UTILIZARLO COMO LIBRO DE TEXTO Y CONSULTA

El material está estructurado en VII módulos, cada uno de ellos incluye diversos temas, divididos para su estudio en:

A. CARATULA

B. INTRODUCCION

C. OBJETIVOS DE APRENDIZAJE

D. DESARROLLO DEL TEMA

E. EJERCICIO

F. EVALUACION

A. CARATULA.

Ubica el nombre del tema y el módulo. Enlista los subtemas que contiene y menciona los métodos de enseñanza, así como los apoyos didácticos a emplear.

B. PRESENTACION

Explica, en forma general el contenido del tema y su importancia en el contexto global de la lactancia materna.

C. OBJETIVOS DE APRENDIZAJE

Son la guía que permitirá, al capacitador y al participante, centrar el proceso de enseñanza-aprendizaje en los puntos más importantes y ubicarlos en el nivel de conocimientos o habilidades que se deberán adquirir.

D. DESARROLLO

Orienta al capacitador y al participante en la secuencia metodológica y subraya conceptos y puntos relevantes a fin de lograr los objetivos de aprendizaje.

E. EJERCICIO

Se desea reafirmar los conocimientos y se relaciona con los objetivos de aprendizaje y el desarrollo del tema. Se deben crear otros ejercicios, de acuerdo a los recursos y necesidades.

F. EVALUACION

Más que cumplir fines de acreditación, la evaluación es un parámetro que debe ser utilizado para identificar el nivel de conocimientos previos y los alcanzados durante el proceso de enseñanza- aprendizaje; además de identificar deficiencias durante el poceso y encontrar alternativas de solución.

Recursos para el aprendizaje: Métodos de enseñanza y apoyos didácticos.

Los contenidos temáticos están reforzados por diversos recursos para el aprendizaje. En el formato de desarrollo del tema, existe una columna donde se sugiere el momento adecuado para usarlos.

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ESTRUCTURA DEL MATERIAL EDUCATIVO.

El material consta de **DOS CARPETAS:**

I. **TEXTOS y**

II. **ANEXOS**

TEXTOS.

Compendia la información básica desarrollada por especialistas. En ella están anotados los recursos para el aprendizaje que se sugiere utilizar para optimizar el proceso de capacitación.

ANEXOS.

Contiene los apoyos didácticos de cada tema.

Este apoyo puede utilizarlo con un proyector de cuerpos opacos, fotocopiarlo en acetatos o copiarlo en un rotafolio o pizarrón.

Incluye un listado de referencias básicas en español y un listado de artículos que se recomiendan para profundizar en el tema.

SUGERENCIAS PARA EL EMPLEO DEL MATERIAL EDUCATIVO

Con el propósito de ayudar en el proceso de la capacitación nominal, contemplada en las actividades de transformación de las unidades hospitalarias que atienden nacimientos, en "Hospitales Amigos del Niño y de la Madre", se proponen los siguientes cursos que se seleccionarán de acuerdo al tipo de audiencia y disponibilidad de tiempo.

a) Curso de 8 horas.
b) Curso de 18 horas.
c) Curso de 40 horas.

CURSO DE 8 HORAS.

Contenido	
Temas	Tiempo
1. Disminución de la lactancia materna. Un problema internacional.	1 hr.
2. Mecanismos para la promoción, protección y apoyo a la lactancia natural.	2 hrs.
3. Ventajas de la lactancia materna.	1 hr.
4. Epidemiología.	2 hrs.
5. Sistema de Evaluación, Seguimiento y Consolidación del Programa Hospital Amigo del Niño y de la Madre.	2 hrs.

Dirigido a:

Funcionarios del Sector Salud, personal directivo de hospitales (Director, Subdirector, Jefes de División, Jefes de Servicio, Jefes de Unidad, Jefes de Enfermería y Supervisoras, etc.)

CURSO DE 18 HORAS

Dirigido a:

Todo el personal de salud que por su relación laboral o por las actividades que realiza frente al paciente, no pueda asistir al curso regular.

Requisitos:

Que sus actividades le permitan practicar los conocimientos que adquiera.

Horario:

6 horas en 3 días, o en segmentos de 2 a 3 horas durante varios días.

Contenido	
Temas	Tiempo
1. Mecanismos para la promoción, protección y apoyo a la lactancia materna.	60 min.
2. Anatomía y fisiología de la mama.	30 "
3. Composición de la leche humana.	30 "
4. Inmunología.	30 "
5. Manejo Prenatal.	30 "
6. Manejo en el parto y puerperio inmediato.	60 "
7. Manejo en el puerperio tardío.	30 "
8. Nutrición materna durante la lactancia.	30 "
9. Problemas de la madre que afectan una lactancia exitosa.	60 "
10. Lactancia y medicamentos.	30 "
11. Lactancia y fertilidad.	30 "
12. Madre trabajadora y lactancia.	30 "
13. Extracción, almacenamiento y conservación de la leche materna.	30 "
14. Nutrición infantil, ablactación y destete.	30 "
15. Vigilancia del crecimiento del lactante.	30 "
16. Problemas de succión y rechazo.	60 "
17. Alimentación del niño con problemas.	90 "
18. Infecciones en el niño y lactancia.	60 "
19. Ictericia y lactancia.	30 "
20. Programa de prácticas	5 horas

Nota: Este curso no sustituye al de 40 horas.

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CURSO DE 40 HORAS.

Dirigido a:

Personal de salud encargado del funcionamiento del programa Hospital Amigo del Niño y de la Madre (Enfermeras, Nutricionistas, Trabajadoras Sociales, Médicos Generales, Pediatras, Neonatólogos, Ginecobstetras, etc.)

Contenido

	Temas	Tiempo
1.	Disminución de la lactancia materna. Un problema internacional.	30 min
2.	Mecanismos para la promoción, protección y apoyo a la lactancia natural.	60 "
3.	Epidemiología.	60 "
4.	Ventajas de la lactancia materna.	30 "
5.	Anatomía y fisiología de la mama.	30 "
6.	Patrones de Succión.	30 "
7.	Composición de la leche humana.	60 "
8.	Inmunología.	30 "
9.	Manejo prenatal.	60 "
10.	Manejo en el parto y puerperio.	60 "
11.	Manejo del puerperio tardío.	30 "
12.	Nutrición materna durante la lactancia.	30 "
13.	Problemas maternos en la lactancia.	60 "
14.	Lactancia y medicamentos.	30 "
15.	Lactancia y fertilidad.	30 "
16.	Madre Trabajadora y lactancia.	30 "
17.	Extracción manual, conservación y administración de la leche materna.	30 "
18.	Relactancia.	30 "
19.	Nutrición Infantil, ablactación y destete.	30 "
20.	Vigilancia del crecimiento del lactante.	30 "
21.	Problemas de succión y rechazo.	60 "
22.	Alimentación del niño con problemas.	60 "
23.	Infecciones en el niño y lactancia.	60 "
24.	Ictericia y lactancia.	30 "
25.	Escuchando y aprendiendo de otras madres. Hechos y sentimientos.	30 "
26.	Grupos de apoyo a las madres.	30 "
27.	Aceptación y apoyo. Obtener confianza.	30 "
28.	Observación del amamantamiento.	30 "
29.	Aspectos psicológicos.	30 "
30.	Programa de prácticas.	12 horas

Nota: En el tiempo están considerados descansos y tiempo para otras actividades que surgen durante un curso (inauguración, evaluaciones, clausura, etc.)

Curriculum for Training Village Health Workers (February 1996)

As part of a Child Survival project funded by USAID/Nigeria, a curriculum for training village health care workers on nutrition was developed by representatives from several NGOs working in the project pilot sites and the Wellstart Resident Advisor. Incorporated into this curriculum is basic information on breastfeeding and lactation management. The course on nutrition is 18 hours in length. The curriculum has the following features:

Target Audience: Village health care workers working at the primary health care level

Language: English

Content: Maternal and Child Nutrition and Breastfeeding:

- General aspects about nutrition
- Nutrition and pregnancy
- Nutrition during lactation
- Advantages of breastfeeding
- Initiation of breastfeeding
- Positioning and attachment
- Exclusive breastfeeding
- Treatment of common problems
- Lactational amenorrhea method (LAM)
- Weaning
- Growth and development
- Infant nutritional problems and interventions

BASIC NUTRITION

OBJECTIVES	CONTENT/INSTRUCTIONS	METHOD/RESOURCES	EVALUATION
The TBA/VHW trainees will be able to define nutrition.	**Definition of Nutrition** Trainer asks participants to define and state the importance of nutrition and the components of an adequate (balanced) diet. Trainer emphasizes correct answers and makes sure that participants understand that nutrition is the food we eat and how the body uses it to maintain good health and prevent disease.	Brainstorm Lecture/Discussion	Trainees to define nutrition
The VHW/TBA trainees will be able to state the importance of nutrition.	**Importance of Nutrition** Trainer asks participants to state the importance of nutrition. Trainer emphasizes participants answers and adds any of the following points not mentioned: • promotion of growth and development • enhancement of physical activities • maintenance of good health (prevention of diseases) • sustenance of life (including repair of body wear and tear).	Brainstorm - Write down what participants think is important.	Trainer asks trainees the importance of nutrition.
Define food.	**Definition of food** Food is anything we eat whether solid or liquid which when it enters the body, provides energy for work and plan, promotes growth, and regulates body functions.	Lecture/Discussion	Trainer asks trainees to define food.
Describe the components of an adequate diet.	**Definition and components of adequate and balanced diet** Trainer mentions the 3 food groups needed to support growth and development for children and maintain life for adults: 1. Grow Foods - promote growth, build the body (protein) for example: beans, groundnut,melon, fish, eggs, chicken, cheese etc. 2. Go Foods - give us energy (carbohydrate) for example: yam cassava, plantain, maize, "dawa", potatoes, rice etc and also fats and oils. 3. Glow Foods - protect us against disease (vitamins and minerals) for example: banana, pawpaw, mangoes, oranges, cucumber, garden eggs, tangerines, grapefruits, tomatoes, onions, vegetables like "okro", green leafy vegetables e.g. "ugwu", "Karkachi", "ewedu", spinach etc. Also oils (vitamin D in cod liver oil and vitamin A in palm oil).	Lecture/Discussion Demonstration - Provide real foods or poster of food from 3 food groups (e.g. "Eba" or"tuwo" or "foofoo"+vegetable, soup+fish) (See other examples under section on Complementary feeding).	Trainer provides foodstuffs from all 3 food groups and asks participants to: 1. Arrange foods according to their groups. 2. Plan adequate and nutritious meals using food from the 3 groups. Trainer asks participants to report their meals and discusses other possible meals.

BREASTFEEDING

OBJECTIVES	CONTENT/INSTRUCTIONS	METHODS/ MATERIALS	EVALUATION
Describe the advantages of breast-feeding.	<u>Advantages of Breastfeeding</u> Ask trainees what the advantages of breastfeeding are over artificial milks and other fluids. Trainer mentions any advantages not raised by participants. Benefits to Infant: • protects the baby from disease, including diarrhaea, acute respiratory infections (by giving mother's immunity to the baby) • it is clean and it passes straight from the breast into the baby's mouth and as a result, it cannot be infected by germs • provides the perfect nutrition for the infant (contains everything baby needs for the first 6 months) • breastmilk contains a type of protein that is easier for the infant to digest and absorb than the protein in cow's milk. • the iron in breastmilk is more readily absorbed. Benefits to Mother and Family: • natural method of feeding that requires no preparation (boiling water etc.) • does not have to be purchased with money • helps to space children • always available at the right temperature • it promotes a special relationship (love and affection) between mother and child. • reduces mother's risk of excessive bleeding after birth (postpartum hemorrhage) • reduces mothers' risk of breast cancer • helps mothers' bodies to return to normal before next conception • leaves no garbage or litter - breastfeeding is environmentally friendly	Discussion - Write participants advantages down. Add any advantages for infant and mother that they have missed to the list. Show counseling card picture of woman breastfeeding.	Ask participants to role play a situation where they are trying to convince someone to breastfeed.

OBJECTIVES	CONTENT/INSTRUCTIONS	METHODS/ MATERIALS	EVALUATION
Trainees will be able to describe the causes and treatment of kwashiorkor.	<u>Kwashiorkor</u> Show participants a picture of a child with kwashiorkor. Ask participants them what is wrong with the child. Explain to participants that Kwashiorkor is a condition caused by not enough calories and protein in the diet. Reinforce the following symptoms of kwashiorkor: • "moon face" (round face) • oedema (swollen extremities) and protruding belly • apathy • loss of appetite • scanty, pluckable hair, sometimes light in color.	Show poster or photograph of child with kwashiorkor	Ask trainees to describe what a child with kwashiorkor looks like.
	Explain the causes of kwashiorkor: • severe lack of protein causes the "moon face" and swollen legs • commonly caused by weaning a child from breast too early, usually because the mother was pregnant with another child. No breastmilk deprives child of a valuable source of protein which was not replaced. Treatment for kwashiorkor: Ask the participants to select local foods (available for the practice) which they would recommend mothers give to children that suffer from kwashiorkor. Reinforce the following, if not mentioned by the participants: ■ child needs more building foods, such as beans, eggs, **(Yinka, add some acceptable protein foods here)** ■ child needs more food in general, ask mothers to give extra rice, beans, pounded yams, etc. ■ child needs more energy rich foods like oil. Correct any misinformation or harmful beliefs about the causes and treatment of kwashiorkor before continuing.	Group Discussion	Ask trainees to counsel a mother with an infant with kwashiorkor.

Curso Sobre Educacion en Lactancia Materna y Ablactancia para Facultdades de Obstetricia (March 1995)

This curriculum was developed by representatives from University Cayetano Heredia, the Population Council/Peru, and PROCAME II, a national institution dedicated to implementing activities for training of health care providers. The curriculum was designed for training nurse midwives at the university faculties where they are educated. Nurse midwives are the primary health care providers to pre- and post-natal women. University professors from five university faculties nationwide were trained in how to use this curriculum in their midwife education programs. The curriculum can be used for courses on breastfeeding and lactation management of up to 88 hours (11 days) in duration. The curriculum has the following characteristics:

Target Audience: University professors from university faculties and nurse midwives.

Language: Spanish

Content: The content is divided into four sections:

- Clinical training;
- Communication and counselling for mothers;
- Training methods; and,
- How to incorporate modules on lactation management and weaning into the university curricula for training midwives.

Special Features: This curriculum is being incorporated into selected university curricula where nurse midwives are trained. These universities are located in geographical areas where infant mortality and morbidity is the highest, namely in the Andean region.

Curso de Capacitación para Docentes de Obstetricia en Lactancia Materna y Ablactancia

Estructura del Curso

Sección A: Capacitación Clínica

Objetivo :

Dotar a los docentes de las Facultades de Obstetricia de los conocimientos y destrezas necesarias para enseñar a los estudiantes de Obstetricia a promover y proteger la lactancia materna exclusiva, evitar y resolver los problemas relacionados al amamantamiento, y encaminar apropiadamente la ablactancia.

Unidad 1 :	Bases anatómicas y fisiológicas de la lactancia materna
Unidad 2 :	Procedimientos hospitalarios para proteger y promover la lactancia materna y ablactancia
Unidad 3 :	Epidemiología de la lactancia materna y su impacto en la supervivencia infantil
Unidad 4 :	Técnicas de lactancia materna
Unidad 5 :	Período prenatal y la lactancia materna
Unidad 6 :	Ablactancia y manejo nutricional del lactante
Unidad 7 :	Madres que trabajan y la lactancia materna
Unidad 8 :	Aspectos normativos en apoyo a la lactancia materna y ablactancia
Unidad 9 :	Aspectos clínicos especiales en la lactancia materna
Unidad 10 :	Fertilidad y anticoncepción y la lactancia materna

Sección B: Comunicación y Consejería a Madres

Objetivo :

Dotar a los docentes de obstetricia de los conocimientos y destrezas necesarias para enseñar a los estudiantes de obstetricia a usar técnicas adecuadas de comunicación y de consejería para educar a las madres, tomando encuenta los aspectos sociócultural de sus actitudes, creencias y prácticas para lograr cambios sostenibles en la conducta respecto a la salud.

Unidad 11 : Aspectos socioculturales de la lactancia materna y ablactancia

Unidad 12 : Técnicas de comunicación y métodos de educación y consejería a madres

Sección C: Métodos de Enseñanza

Objetivo :

Dotar a los docentes de obstetricia de las destrezas necesarias para implementar varios métodos de enseñanza aplicables a la capacitación en **LM/ABL** como a otros contenidos educativos para estudiantes de obstetricia.

Unidad 13 : Metodos de enseñanza para docentes

Sección D: Inclusión del Módulo LM/ABL en la Curricula Actual

Objetivo :

Lograr que la currícula de la Facultades de Obstetricia incluya el contenido actualizado sobre el manejo clínico de la lactancia materna, la ablactancia adecuada y las técnicas de comunicación y consejería.

Unidad 14 : Planeamiento y organización de la inclusión del módulo LM/ABL en la currícula actual

INTRODUCTION TO THE DTU CURRICULUM

Diarrhoeal disease is a leading cause of childhood morbidity and mortality in developing countries and contributes to undernutrition as well. Repeated attacks of diarrhoea lead to undernutrition and poor growth because of reduced food intake due to anorexia and withholding of food; a number of studies have shown acute diarrhoeal diseases to be more severe and to last longer in undernourished infants and children.

A significant development in recent years has been the discovery that dehydration from acute diarrhoeas of all etiologies and in all age groups can be safely and effectively treated by a simple method of oral rehydration. Oral rehydration therapy and appropriate feeding during and after diarrhoea are the major elements of the approach to case management promoted by the Diarrhoeal Disease Control (CDD) Program of WHO and have become the focus for treatment available through the efforts of the Ugandan National CDD Program. Special attention is given to continuing breastfeeding as well.

Improved management of cases also serves as an effective integration point for the promotion of other child survival services such as measles immunization and environmental health practices that contribute to reducing diarrhoea morbidity and mortality.

In order to bring this training to the targeted health care providers, the Ugandan Ministry of Health/ National CDD Program set out first to determine the CDD training needs of its field staff and then responded with the development of a outline for a comprehensive curriculum to be implemented at the newly established Diarrhoea training Unit (DTU) at Mulago Hospital. It is envisioned that this training will be decentralized in the future to the district level where it will continue instruction in the elements of diarrhoea case management incorporating an emphasis on nutrition, breastfeeding and effective communication skills.

A major step in this process must been the development of a training curriculum using a modular approach to the various topics identified as essential to quality care of diarrhoeal cases; but the curriculum development team also addressed additional skills in the areas of communications, training and supervision which are critical in supporting the trained healthworkers to establish and maintain the standard of care imparted by the training.

The curriculum development team was assisted in this effort by funding from UNICEF and considerable technical assistance support from USAID through the PRITECH and Wellstart Projects.

Entebbe/Kampala - July 1992

Training Modules for Diarrhea Case Management and Lactation Management Training (September 1992)

As part of an effort to integrate breastfeeding into child survival interventions, the Ugandan Ministry of Health/National Control of Diarrheal Disease (CDD) Program, in collaboration with Makerere University Medical School, integrated modules on breastfeeding into its course on diarrhea case management. The modules were developed by representatives from the Ministry of Health, Makerere University, and Wellstart Associates. The curriculum was developed using simple language so that it can be used for training at the primary health care level.

Target Audience: In-service health care providers and support staff working in CDD programs and Diarrhea Treatment Units (DTUs).

Language: English

Content: Diarrhea Case Management and Breastfeeding:

- Case management of diarrhea patients
- Communication skills
- Supervision skills
- Training skills
- Understanding breastfeeding
  (includes benefits, anatomy, physiology, WHO Code for Breast-milk Substitutes, growth and development, and cultural practices)
- Management of breastfeeding
  (includes prenatal counselling, common problems, special problems, working women, and LAM)