

STEP TWO STAFF EDUCATION

Ensure that staff have sufficient knowledge, competence and skills to support breastfeeding.

HIPANGA 2

Me āta whakarite kua whai mōhiotanga, kua matatau, kua whai pūkenga tika ngā kaimahi hei tautoko i te whāngote.

Review date: September 2023

Te Whatu Ora Waitaha commits to adhering to and further incorporating the principles of Te Tiriti o Waitangi, outlined in the breastfeeding/chestfeeding policy, at each review.

PURPOSE

To ensure all staff who are regularly and directly involved in the care of pregnant wāhine/people, and their whānau and breastfed/chestfeed pēpi in hospital, are orientated to all infant feeding policies, guidelines and associated documents and are equipped to implement the Ten Steps to Successful Breastfeeding and understand their role in this.

RESPONSIBILITY

The breastfeeding/chestfeeding policy and guidelines are applicable to all Te Whatu Ora Waitaha employees working within maternity services including visiting health professionals and students.

GUIDELINE

All staff, who regularly have contact with pregnant wāhine/people, postnatal parents and their whānau should be orientated to the Te Whatu Ora, Waitaha breastfeeding/chestfeeding policy and other infant feeding policies during the first month of employment. Orientation will include ensuring that staff can demonstrate the skills required to help māmā/parents and their whānau resolve breastfeeding/chestfeeding difficulties, thereby enabling parents to have confidence in their ability to overcome problems without resorting to supplementation.

Pool and agency staff who do not work regularly in maternity or NICU spaces are directed to an abridged version of the breastfeeding/chestfeeding policy prior to commencing a shift.

Fulfilling the requirements of BFHI education as outlined by NZBA (detailed below) is mandatory and should be completed within six months of employment.

All staff breastfeeding/chestfeeding education should be recorded on BFHI staff education spreadsheets.

Education on, and review of, practical skills is strongly recommended.

Facility practice audit will inform evaluation and subsequent update of training.

The criteria for BFHI staff education are differentiated into the following groups.

ANAESTHETISTS

The requirement for anaesthetists who regularly work (those working in obstetric care at least one shift every month) with whānau during labour and birth is:

- Orientation to the service's breastfeeding/chestfeeding policy with focus on Step Four. Emphasis must be given to the importance of immediate skin-to-skin contact between māmā/birthing parent and pēpi and the potential effect of medications, administered during labour and birth, on the newborn and the initiation of breastfeeding/chestfeeding.

Education requirements

A minimum of 80% of anaesthetists, for whom this is applicable complete this education on commencement of employment and at each BFHI Audit cycle.

LEVEL ONE: AWARENESS

These are classified as staff who are employed by the service in a non-clinical or a limited clinical role, and who are in regular contact with pregnant people, breastfeeding/chestfeeding parents and their pēpi. Examples include: health care assistants, cleaning staff, reception staff, general theatre staff, post-anaesthetic care unit staff, and kaiāwhina.

Education requirements

Level One: Awareness staff must complete the equivalent of one hour of education, which encompasses the mandatory subjects, upon employment and for each audit cycle thereafter

Mandatory subjects:

- The protection of breastfeeding/chestfeeding which includes 'The Code'
- Orientation to the service's breastfeeding/chestfeeding policy
- The importance of breastfeeding/chestfeeding
- The Ten Steps to Successful Breastfeeding

Ongoing education

Ongoing breastfeeding/chestfeeding education for Level One: Awareness staff, should equate to a **minimum** of one hour per audit cycle.

(Note: Health Care Assistants, Kaiāwhina, or people in similar roles that work directly with whānau to give infant feeding advice, including bottle feeding, may need to complete the Level Three training.)

LEVEL TWO: GENERALIST

These are classified as staff who have contact with whānau in perinatal spaces, who have a limited clinical role in infant feeding but are able to refer to an on-site Level 3 specialist for breastfeeding/chestfeeding assistance. The Generalist does not usually include midwifery, nursing or support staff who have direct contact with the antenatal/postnatal whānau. Generalist staff may include (but not limited to) obstetricians, paediatricians, registrars, and dietitians.

Generalist staff must have education that includes these mandatory topics:

- Orientation to the breastfeeding/chestfeeding policy (upon employment and at every audit cycle)
- The importance of breastfeeding/chestfeeding
- Acceptable sound clinical reasons for supplementation and the implications of unnecessary supplementation
- The Ten Steps to Successful Breastfeeding
- The protection of breastfeeding/chestfeeding which includes The Code

- The effect of medications administered during labour and birth on the newborn and initiation of breastfeeding/chestfeeding (for medical practitioners only)
- The importance of referral to a Specialist Level 3 or 4 staff member when a breastfeeding/chestfeeding situation arises beyond their scope of practice.
- Te Tiriti o Waitangi/Cultural safety education

Education requirements

Level Two: Generalist staff will complete two hours of breastfeeding/chestfeeding education, which encompasses the mandatory subjects, every year from employment. If employed for three years this must equate to six hours in the previous three years.

Ongoing education

Once six hours of breastfeeding/chestfeeding education has been achieved within three years, the ongoing breastfeeding/chestfeeding education for a Level Two Generalist staff member must show a minimum of one hour every BFHI Audit cycle.

LEVEL THREE: SPECIALIST

These are classified as clinical staff who are working in maternity, neonatal units and community services. Examples include midwives, nurses, some speech language therapists who give feeding advice, childbirth educators, and in some cases, support staff who work in a clinical capacity with māmā/parents and their pēpi. All Level 3 midwifery and nursing staff **newly employed** to Women's Health and NICU will meet with the BFHI Coordinator/Educator in their area to cover/discuss expectations to complete BFHI Orientation in accordance with local area requirements (maternity, NICU). The BFHI Coordinator/Educator will be guided by BFHI Documents to ascertain education requirements for all new Level 3 staff (Pages 18-19)

The BFHI Coordinator/Educator will ensure that newly employed Level 3 staff:

- Are orientated to all infant feeding policy/guidelines and associated documents
- Provide evidence of any prior breastfeeding/chestfeeding education within the past 5 years.
- Have an education plan in place to meet the requirements of BFHI education within the first six months of employment. This may include enrolment in the STEP2 Education Programme online, and orientation to HealthLearn for access to self-directed learning.

Level Three: Specialist staff must complete 21 hours of education that includes the following mandatory topics:

- Orientation to/review of the breastfeeding/chestfeeding policy
- The importance of breastfeeding/chestfeeding
- Acceptable sound clinical reasons for supplementation and the implications of unnecessary supplementation
- The Ten Steps to Successful Breastfeeding
- The protection of breastfeeding/chestfeeding including The Code'
- The artificial feeding policy and the care of the non-breastfeeding/chestfeeding māmā/parent and her pēpi
- The effect of medications administered during labour and birth on the newborn and the initiation of breastfeeding/chestfeeding
- Safe and unsafe sleep practices
- One hour covering Te Ao Māori incorporating Te Tiriti o Waitangi to support culturally safe care of whānau in their infant feeding journeys.
- A minimum of three hours of supervised clinical education, ideally with an IBCLC or breastfeeding/chestfeeding champion including:

- All practical aspects of positioning, aligning and latching of pēpi
- The teaching of hand expressing breastmilk
- Cup feeding technique
- Safe and hygienic preparation, feeding and storage of infant formula..

Education requirements

Level Three staff must receive the required education, either in the service, or prior to employment in the service, within the first six months of employment. Education documentation completed by the BFHI coordinator in each unit will identify the date and hours of orientation to the service's breastfeeding/chestfeeding policy, clinical and practical assessment and attendance at any ongoing breastfeeding/chestfeeding education sessions.

A breastfeeding/chestfeeding education plan will be put in place unless evidence has been provided confirming that the required education has been received elsewhere.

After initial orientation to the policy it is best practice that all education is completed within the first six months. It is not acceptable to spread the initial 21 hours of education over 5 years.

Ongoing education requirements

During each audit cycle, education will equate to:

- Four hours annually including a minimum of 1 hour of supervised clinical education, ideally with an IBCLC or breastfeeding champion
- One hour minimum covering Te Ao Māori incorporating Te Tiriti o Waitangi to support culturally safe care of whanau in their infant feeding journeys.

LEVEL FOUR: EXPERT

These are classified as staff that have specialist expertise in infant and young child feeding. It is expected that these staff would be an International Board Certified Lactation Consultant (IBCLC) and employed in a designated lactation position within the health team. This person would be employed by the service in a clinical role and may also educate staff at all levels on infant feeding. A Level Four staff member in addition to the IBCLC qualification needs to:

- Receive orientation to the breastfeeding/chestfeeding policy and infant formula policy
- One hour minimum covering Te Ao Māori incorporating Te Tiriti o Waitangi to support culturally safe care of whanau in their infant feeding journeys.

Clinical/peer supervision for the Level Four Expert IBCLC staff member should be provided by the service wherever possible.

Evidence

Evidence must demonstrate that the service has supported ongoing annual education for this staff member to enable recertification with the International Board of Lactation Consultant Examiners (IBLCE). 75 continuing education recognition points or CERPs are required every 5 years. Education programmes with instruction specific to lactation are awarded CERPs.

Ongoing education

Continuing Education Recognition Points (CERPs) can be earned not only by attending conferences or seminars but also by preparing, researching and presenting up-to-date education sessions at a level appropriate for IBCLC education.

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