Breastfeeding Curriculum for Nursing Students

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Acknowledgements

The Curriculum was written by Dr. DeJong during the 2011-2012 academic year to assist faculty in teaching undergraduate nursing students about breastfeeding and human lactation using a multidimensional team-based and interactive approach.

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Basis for the Curriculum

- The writing of this curriculum was a direct result of the research conducted at the NDSU Data Center on Nurses’ Perception of the Need for Lactation Education.

- You can find the study and its results here: http://www.ndsu.edu/sdc/publications/reports/LactationReport_FINAL.pdf
Why Nursing Students?

- The overall purpose of this curriculum is to educate nursing students on breastfeeding and lactation so that they may become thoughtful and informed men and women dedicated to providing evidence-based care to the clients and communities they serve, in order to protect, promote, and support breastfeeding.
Nurses Play an Important Role

- Nurses play an important role in educating the public and other healthcare professionals about the significance of breastfeeding, and can empower mothers and their support systems in maintaining lactation according to the evidence-based recommendations of HP, the WHO, the Centers for Disease Control and Prevention (CDC), the Academy of Breastfeeding Medicine (ABM), and other leading experts in the field of lactation.
Nurses Influence and Change Practice

- Nurses are in a position to use research findings from robust investigations to influence and change practice, to be a voice for underrepresented populations, and to educate society about the role that breastfeeding has in sustaining health and preventing unnecessary morbidity and mortality.
Resource Found At:


- For a CD copy of the curriculum, available technical assistance in your area, or more information, email: susan.bishop@state.mn.us
Outcomes of the Curriculum: Research of Effectiveness

- The purpose of this quantitative research study with a pretest-posttest control design was to compare the knowledge and attitudes of nursing students who completed an accredited online breastfeeding course with nursing students who participated in a face-to-face breastfeeding course.
Research Question

- Is there a statistically significant difference between nursing students’ knowledge and attitudes toward breastfeeding based on whether they receive online breastfeeding instruction or classroom instruction?
Background and Nature of the Problem

- There is a lack of breastfeeding education provided to undergraduate nursing students (Spear, 2006). This can result in misinformation being provided to mothers in the clinical setting by nursing students (Weddig, Auld, Baker, Quick & Horodynski, 2011). No literature supports the best method of educating undergraduate nursing students on breastfeeding.
Population

The target population for this study was junior-level nursing students in a Family Nursing I course at a Midwestern Liberal Arts College. All nursing students who were registered for the course were invited to participate (n=40). Four of the participants were male and 36 of the students were female.
Methods and Procedures

- Approval from the Institutional Review Board was obtained. Students were randomly divided into two clinical groups. The first clinical group was assigned to receive online education (n=20). The second clinical group was assigned to receive classroom instruction (n=20). All students signed an Informed Consent.
Methods and Procedures

- Online students (n=18) were required to submit evidence of passing 8 Module quizzes with a 80% or greater score in order to attend clinical orientation. No documentation of amount of time spent online was required. Classroom students, divided evenly into two groups, (n=10) were required to attend one 5-1/2 hour lecture in order to attend clinical orientation. No quizzes were required of these students.
Survey Instrument

- The pretest/posttest consisted of three parts:
  1. A 16-item multiple-choice test to assess breastfeeding knowledge.
  2. An 8-item Likert-scale (0-10) to assess attitude toward breastfeeding and level of confidence in dealing with BF mothers.
  3. Demographics Section.
Data Collection & Analysis

- The surveys were explained and administered by the investigator. Students were assigned an anonymous ID. All used Scan-tron sheets for multiple-choice test questions. Items were electronically scored and reviewed for item reliability. Demographic data and Likert items were scored by hand and entered. Surveys and IDs were locked in a cabinet only accessible to the researchers. Data was analyzed using SPSS; t-tests were used with statistical significance set at the p<0.05 level.
Results

There was no significant difference between the Online group and the Class group on the 16-item Pretest Quiz, $t(38) = .27$, $p > .05$; however, the Online group scored significantly higher on the Posttest Quiz, $t(38) = 2.61$, $p = .013$ ($p < .05$); and the Online group’s responses were significantly higher than the pretest for “degree to which they believe BF can influence maternal health” ($p = .035$ online versus $p = .062$ class).
The Online and the Class Posttest responses were statistically significant in attitudinal change for a) degree to which they believe nurses can influence BF initiation (p = .028 and p = .005); and, b) degree to which BF is important to infant health (p = .025 and p = .008).
Interestingly, only the Class Posttest response was significant for attitudinal change for “degree to which they believe nurses can influence breastfeeding duration” (\(p = .002\) class versus \(p = .132\) online).
Both groups responses were significantly higher when “rate your BF knowledge today” Posttest responses were compared to the Pretest (p<001 online and p<001).
There was no significant difference between the groups on “Rate your BF knowledge today” on the Pretest (t(38)=p>.05); however on the Posttest responses, the Class group scored significantly higher in their assessment of their own BF knowledge (t(37)=2.57, p=.014).
There was no significant difference between the groups on “Rate your confidence in dealing with BF women today” on the Pretest; however, on the Posttest response, the Class group responded significantly higher in their assessment of their own confidence in dealing with BF women (t(37)=2.63, p=.012).
Discussion

While the Online group may have had better recall of certain test questions and answers (scoring higher than the Class group overall on the Posttest), the Class group scored higher in their own assessment of learning, and reported higher degrees of confidence in dealing with BF mothers. Further research assessing which teaching methods are most conducive to student learning of breastfeeding information are warranted.
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