

# Customisation Guide

## BABY-FRIENDLY HOSPITAL INITIATIVE TRAINING COURSE FOR MATERNITY STAFF



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# Customisation Guide

## Introduction

All health workers who care for women and children during the postnatal period and beyond have a key role to play in establishing and sustaining breastfeeding. Many health workers cannot fulfil this role effectively because they have not been trained to do so. Little time is assigned to communication and support skills for breastfeeding and infant feeding, in the pre-service curricula of either doctors, nurses, midwives or other health-care professionals.

Hence, there is an urgent need in all countries to train all those involved in breastfeeding in the immediate postnatal period in the skills needed to protect, promote and support breastfeeding. The materials in this training course are designed to make it possible for trainers to conduct up-to-date and effective training for staff working in facilities providing care and services for pregnant women and their newborn babies. The training materials are designed with comprehensive instructions to enable trainers, including those with limited experience in teaching the subject, to prepare adequately and build the capacity of the participants of this course.

The course materials available from WHO/UNICEF include modules related to various areas of focus:

- counselling skills
- breastfeeding and infant feeding
- breastfeeding support
- critical management procedures.

The course materials are intended to be conducted in their entirety. However, the course is organized in such a way that the course trainers can decide which of the modules and sessions they wish to cover, depending on the priorities and context of the country, and the participants. The material could be used, for example, to hold a three-day course on the Ten Steps to successful breastfeeding, or courses on specific subjects, such as breastfeeding basics or breastfeeding support to strengthen the participants' existing knowledge and skills.

Counselling is an extremely important component of this course material. It is more than just listening. A health-care worker listens to a new mother/parent/caregiver, tries to understand how they feel, and learn from what they are telling them. They can then help them decide what is best for their themselves and their babies from the various options or suggestions. This supports them and gives them the confidence to make their own decisions. Thus, the aim of this course is to give health workers the basic counselling skills that they need to help mothers/parents/caregivers more effectively.

The course materials for this training can be used to complement existing courses or as part of the pre-service education of health workers.

### *How to access the course*

The BFHI Maternity Staff training course can be accessed through the WHO website: <https://www.who.int/health-topics/breastfeeding>.

# What is included

## Director's guide

The *Director's guide* contains all the information the course director needs to plan and prepare for a course, to decide which modules and sessions will be included in the training, and how to select trainers and participants, starting several months before the actual training. It contains the lists of the materials and equipment needed, examples of timetables, and copies of the forms that need to be photocopied before a course. It also describes the director's role during the course itself.

## Trainer's guide

The *Trainer's guide* contains what the trainer needs in order to lead participants through the various sessions of the course. The guide contains:

- the information required to conduct either the complete course or customized sessions;
- detailed instructions on how to conduct each session;
- different exercises for participants with answers;
- the summary sheets, forms and job aids for the specific clinical sessions;
- checklists and stories for the practical sessions of the course.

## Slides (PowerPoint)

Each session includes slides to guide the learning experience. All the slides are shown in the *Trainer's guide*, so that trainers can make sure they prepare well and understand the content, information, pictures or graphs used for each session.

## Participant's manual

The *Participant's manual* contains summarized information for the sessions along with the session slides. It also includes copies of worksheets, checklists, and job aids for the clinical sessions and exercises to practise during the course (without the answers). This *manual* can be used for reference after the course.

## Answer sheets

These are provided separately for all the exercises. Trainers can give them to the participants after they have worked through the exercises.

## Forms and checklists

Copies of the forms, checklists and job aids needed for practical and clinical practice sessions and counselling exercises are provided. These are as listed below.

## For general use, or specifically for clinical practice sessions

*The following checklists, forms and job aids are to help facilitate the practical and clinical sessions. Following the training, participants can use these for reference and to support their practice:*

- CHECKLIST: LISTENING AND LEARNING SKILLS
- CHECKLIST: COUNSELLING SKILLS (includes listening and learning skills, and skills for building confidence and giving support)
- CLINICAL PRACTICE DISCUSSION CHECKLIST (for trainers only)
- COMPETENCY PROGRESS FORM

## **Job aids and reference tools**

- JOB AID: BREASTFEEDING SESSION OBSERVATION
- JOB AID: ANTENATAL CHECKLIST
- JOB AID: BIRTH PRACTICES FORM
- ASSESSING AND CHANGING PRACTICES FORM

## **General assessment and follow-up**

- LOG OF SKILLS PRACTISED (for participants only)
- DIFFICULTIES EXPERIENCED (for participants only)

## **Story cards**

Throughout the sessions, there are various clinical stories, histories and counselling situations. These scenarios are intended to model practice situations and develop the skills that the participants need.

## **Structure of the course**

The course is divided into sessions that vary in length according to the sessions selected. It can be conducted over three days or can be spread in other ways depending on the needs of the specific context. The sessions use a variety of teaching methods, including lectures, demonstrations and work in smaller groups, with classroom-based exercises, and clinical practice sessions in clinical facilities providing maternity and newborn baby services.

Please review the various sessions included in this training package.

### **MODULE 1. GETTING STARTED**

- Session 1. BFHI: A key component of quality maternal and newborn care
- Session 2. Benefits of breastfeeding
- Session 3. Counselling skills: Listening and learning

### **MODULE 2. BREASTFEEDING BASICS**

- Session 4. Counselling skills: Building confidence and giving support
- Session 5. How breastfeeding works
- Session 6. Impact of birth practices
- Session 7. Postnatal practices to support breastfeeding
- Session 8. Classroom clinical practice: Assessing a breastfeed
- Session 9. Classroom clinical practice: Positioning a baby at the breast
- Session 10. Clinical practice session 1: Listening and learning and assessing a breastfeed
- Session 11. Breast and nipple conditions
- Session 12. Milk supply challenges
- Session 13. Challenges to feeding at the breast and alternative methods of feeding
- Session 14. Medical indications for supplementary feeding
- Session 15. Clinical practice session 2: Building confidence and giving support – assisting with a breastfeed

### **MODULE 3. BREASTFEEDING SUPPORT**

- Session 16. Maternal health
- Session 17. Antenatal preparation for breastfeeding
- Session 18. Clinical practice session 3: Antenatal counselling
- Session 19. Discharge care

## MODULE 4. CRITICAL MANAGEMENT PROCEDURES

- Session 20. The International Code of Marketing of Breast-milk Substitutes and subsequent World Health Assembly (WHA) resolutions (the Code)
- Session 21. Facility Practices: Implementing the Ten Steps



### Preterm/low-birth-weight/sick babies

You will find this symbol throughout the course when the information focuses on preterm/low-birth-weight/sick babies. Please note that the TEN STEPS are relevant and appropriate for this population of newborn babies.

### Customization: Order of sessions

Please note this training package allows the course director to customize the course by choosing required sessions and to adapt the *Trainer's guide* and *Participant's manual* accordingly with the selected sessions. The course director can assess their specific context and needs to provide the appropriate sessions.

#### Note about page numbers

Please be aware that the page number references are intended for the full manuals (*Trainer's guide* and *Participants manual*). If you will be customizing the course, please take note of the page numbers in the full manuals.

#### Competencies

Please choose sessions based on the specific competencies on which you want to focus and according to your specific context. You can find the specific competencies listed in the *Director's guide*.

**TABLE 1. COURSE COMPETENCIES**

Competency	Knowledge	Skills	Session
<b>Counselling</b>			
C1. Use listening and learning skills whenever engaging in a conversation with a mother	<ul style="list-style-type: none"> <li>• List the LISTENING AND LEARNING SKILLS</li> <li>• Give an example of each skill</li> </ul>	<ul style="list-style-type: none"> <li>• Use the LISTENING AND LEARNING SKILLS when counselling a mother or caregiver on feeding an infant</li> </ul>	• S3
C2. Use skills for building confidence and giving support whenever engaging in a conversation with a mother	<ul style="list-style-type: none"> <li>• List the SKILLS FOR BUILDING CONFIDENCE AND GIVING SUPPORT</li> <li>• Give an example of each skill</li> </ul>	<ul style="list-style-type: none"> <li>• Use the SKILLS FOR BUILDING CONFIDENCE AND GIVING SUPPORT when counselling a mother or caregiver on feeding an infant</li> </ul>	• S4
<b>Breastfeeding</b>			
BF1. Engage in antenatal conversation about breastfeeding	<ul style="list-style-type: none"> <li>• Explain why exclusive breastfeeding is important for the first six months</li> <li>• Explain the importance of skin-to-skin contact immediately after delivery and the initiation of breastfeeding within one hour</li> <li>• List the special properties of colostrum and reasons why it is important</li> <li>• Explain good positioning and attachment</li> <li>• List the risks of not breastfeeding</li> </ul>	<ul style="list-style-type: none"> <li>• Use counselling skills with a pregnant woman to listen to her questions and concerns about breastfeeding, and discuss how you may be able to help her</li> <li>• Reinforce her previous knowledge and give her additional information according to her needs including:           <ul style="list-style-type: none"> <li>• advantages of exclusive breastfeeding</li> <li>• the importance of skin-to-skin contact immediately after delivery</li> <li>• how to initiate and establish breastfeeding after delivery</li> <li>• the importance of colostrum</li> <li>• the optimal breastfeeding patterns</li> <li>• responsive feeding and feeding cues</li> <li>• rooming-in</li> <li>• health-care practices and the help that she will receive after delivery</li> </ul> </li> <li>• Demonstrate good positioning and how to attach baby to the breast and ask her to practice with a doll</li> <li>• Apply competencies C1, C2 and parts of BF4</li> </ul>	• S17, S18

<b>Competency</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Session</b>
BF2. Implement immediate and uninterrupted skin-to-skin	<ul style="list-style-type: none"> <li>Explain the importance of early contact after delivery and of the baby receiving colostrum</li> <li>Describe the procedure of putting the baby in skin-to-skin contact immediately after delivery</li> </ul>	<ul style="list-style-type: none"> <li>Help a mother to initiate skin-to-skin contact and breastfeeding</li> </ul>	• S6
BF3. Facilitate breastfeeding within the first hour, according to cues	<ul style="list-style-type: none"> <li>Describe how a baby moves to the breast and attaches by itself, and how to help the baby if needed</li> <li>Describe how health-care practices affect initiation of breastfeeding</li> </ul>	<ul style="list-style-type: none"> <li>Help a mother to initiate skin-to-skin contact and breastfeeding</li> <li>Apply competencies C1, C2, BF5</li> </ul>	• S6, S7
BF4. Discuss with a mother how breastfeeding works	<ul style="list-style-type: none"> <li>Describe the physiology of breast-milk production and flow</li> <li>Explain the physiology of lactation hormones</li> <li>Describe responsive feeding and implications for the frequency and duration of breastfeeds</li> <li>Describe the importance of exclusive breastfeeding for six months and continued breastfeeding for up to two years and beyond</li> </ul>	<ul style="list-style-type: none"> <li>Explain to a mother the onset and stages of milk production including about colostrum and “coming in” of mature milk</li> <li>Explain to a mother about the optimal pattern of breastfeeding and responsive feeding, at different stages</li> <li>Talk to women individually or in groups about optimal infant feeding (includes referring a mother to community resources)</li> </ul>	• S2, S5, S14, S16
BF5. Assist mother getting her baby to latch	<ul style="list-style-type: none"> <li>Describe the relevant anatomy and physiology of the breast and suckling action of the baby</li> <li>Describe effective and ineffective suckling</li> <li>Describe the difference between good and poor attachment of a baby at the breast</li> <li>Explain the FOUR KEY POINTS OF ATTACHMENT</li> <li>Explain the FOUR KEY POINTS OF POSITIONING</li> <li>Explain the main positions for the mother: sitting, lying down, side-lying</li> <li>Explain different ways to hold the baby: underarm, across, and others</li> <li>Describe how a mother should support her breast for feeding</li> </ul>	<ul style="list-style-type: none"> <li>Recognize correct positioning, according to the FOUR KEY POINTS OF POSITIONING</li> <li>Assess a breastfeed using the JOB AID: BREASTFEEDING OBSERVATION</li> <li>Demonstrate how to assess a breastfeed</li> <li>Identify a mother who may need help</li> <li>Show a mother how to hold and position her baby, by demonstrating with a doll</li> <li>Help a mother to position her baby using the four key points, in different positions</li> <li>Show a mother how to support her breast for feeding</li> <li>Help a mother to find a comfortable position for breastfeeding</li> <li>Help a mother to get her baby to attach to the breast once they are well positioned</li> <li>Help the mother to recognize whether the baby is well attached or not</li> </ul>	• S5, S8, S9, S10

<b>Competency</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Session</b>
BF6. Help a mother respond to feeding cues	<ul style="list-style-type: none"> <li>• Explain about a baby's feeding cues</li> <li>• Describe how the use of a feeding bottle, teat or pacifier can prevent the mother from recognizing feeding cues of her baby</li> </ul>	<ul style="list-style-type: none"> <li>• Help a mother recognize her baby's feeding cues</li> <li>• Help a mother feed her baby responding to the feeding cues</li> </ul>	• S7, S12, S13, S17, S19
BF7. Help a mother manage milk expression	<ul style="list-style-type: none"> <li>• Explain why expressing breast milk is useful for mothers or babies who have difficulty feeding at the breast, or who are separated from each other</li> <li>• Describe the relevant anatomy of the breast and physiology of lactation</li> <li>• List the steps of expressing breast milk by hand</li> <li>• Explain how to stimulate the oxytocin reflex</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to a mother the steps of expressing breast milk by hand</li> <li>• Apply competencies C1 and C2, and teach a mother how to express breast milk by hand</li> </ul>	• S13
BF8. Help a mother to breastfeed a low-birth-weight or sick baby	<ul style="list-style-type: none"> <li>• Describe alternative methods of feeding</li> <li>• Explain how to feed a low-birth weight or sick baby by cup</li> <li>• Explain how to introduce a LBW baby gradually to the breast, using the same principles of positioning and attachment</li> </ul>	<ul style="list-style-type: none"> <li>• Help a mother or caregiver to cup-feed the low-birth-weight baby.</li> <li>• Apply competencies, especially BF7 and BF10, to manage these infants appropriately</li> <li>• Help a mother to introduce her baby gradually to her breast</li> </ul>	• S7, S9, S13
BF9. Help a mother when baby needs fluids other than breastmilk	<ul style="list-style-type: none"> <li>• Explain the possible medical indications for supplementation</li> <li>• Explain how to choose an appropriate supplement</li> <li>• Describe the safe preparation of giving additional fluids other than mother's own milk</li> <li>• List the risks of using a feeding bottle, teat or pacifier</li> </ul>	<ul style="list-style-type: none"> <li>• Explain to mother the risks of not breastfeeding exclusively using competencies C1 and C2</li> <li>• Help a mother understand the importance of avoiding any food or fluids other than breast milk, unless medically indicated</li> <li>• Help support a mother whose baby needs fluids other than breastmilk</li> </ul>	• S13, S14
BF10. Help a mother who is not feeding her baby directly at the breast	<ul style="list-style-type: none"> <li>• List the advantages of cup-feeding</li> <li>• Describe how to cup feed a baby</li> <li>• List the risks of using a feeding bottle, teat or pacifier</li> </ul>	<ul style="list-style-type: none"> <li>• Teach a mother how to cup feed her baby safely</li> <li>• Practise with a mother how to cup feed her baby safely</li> </ul>	• S13, S14, S17, S18

<b>Competency</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Session</b>
BF11. Help a mother prevent or resolve difficulties with breastfeeding	<ul style="list-style-type: none"> <li>• Explain normal newborn feeding behaviour and intake.</li> <li>• List the signs and symptoms that indicate a newborn may not be getting enough milk</li> <li>• Explain the common reasons why a newborn may not get enough breast milk</li> <li>• Explain how to prevent and manage milk insufficiency in newborns</li> <li>• List different reasons why babies cry in the immediate postnatal period</li> <li>• Describe the management of a crying baby in the immediate postnatal period</li> </ul> <p>List the causes of why a baby may be reluctant to feed at the breast</p> <p>Explain the difference between flat and inverted nipples and about protractility and how to manage flat and inverted nipples</p> <p>Explain the reasons why breasts may become engorged and how to manage breast engorgement</p> <p>List causes of sore or cracked nipples</p> <p>List the causes of a blocked milk duct</p> <p>Explain how to treat a blocked milk duct</p> <p>List the causes of mastitis</p> <p>Explain how to manage mastitis, including indications for antibiotic treatment and referral</p> <p>Explain what is different when treating mastitis in a mother living with HIV</p>	<ul style="list-style-type: none"> <li>• Decide whether a newborn is getting enough breast milk or not.</li> <li>• Explain the cause of the difficulty to the mother</li> <li>• Help a mother whose baby is not getting enough breast milk.</li> <li>• Help a mother who thinks her baby is not getting enough milk.</li> </ul> <p>Help a mother whose aby is reluctant to feed at the breast</p> <p>Recognize flat and inverted nipples</p> <p>Demonstrate how to use the syringe method for the treatment of inverted nipples</p> <p>Recognize engorged breasts</p> <p>Recognize sore and cracked nipples</p> <p>Recognize mastitis and refer to the appropriate level of care if necessary</p> <p>Manage a blocked duct appropriately</p> <ul style="list-style-type: none"> <li>• Apply competencies C1 and C2 and BF4 to BF7, and BF10 to overcome the difficulty, including explaining the cause of the difficulty to the mother</li> </ul> <p>Apply competencies BF7 and BF10 to maintain breast- milk production and to feed the baby meanwhile</p>	<ul style="list-style-type: none"> <li>• S11, S15, S16, S12, S13</li> </ul>

<b>Competency</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Session</b>
BF12. Ensure seamless transition after discharge	<ul style="list-style-type: none"> <li>Explain how to prepare a mother for discharge</li> <li>Explain the importance of follow-up care for a new mother and her baby</li> <li>Describe the available community resources to support breastfeeding</li> </ul>	<ul style="list-style-type: none"> <li>Provide information to a mother about how to get continuing support and help after discharge</li> <li>Help a mother with support to ensure breastfeeding continues longer after discharge</li> <li>Help a mother recognize signs and symptoms that indicate a newborn may not be getting enough milk and to seek medical help when necessary</li> <li>mothers are given information about how to get continuing support and help after discharge</li> </ul>	• S16, S19
<b>Policies and programmes related to breastfeeding</b>			
PP1. Implement the <i>International code of marketing of breast-milk substitutes</i> in a health facility	<ul style="list-style-type: none"> <li>Describe how commercial promotion of breast-milk substitutes undermines good breastfeeding practices</li> <li>List the major provisions of the <i>International Code of Marketing of Breast-milk Substitutes</i> and subsequent World Health Assembly resolutions (the Code)</li> <li>Describe health-workers' responsibilities for complying with the Code</li> </ul>	<ul style="list-style-type: none"> <li>Recognize common violations of the Code</li> <li>Indicate appropriate actions to take when violations are identified in the health facility</li> </ul>	• S20, S21
PP2. Explain a facility's infant feeding policies and monitoring systems	<ul style="list-style-type: none"> <li>Describe quality improvement in a facility, as part of the Ten Steps</li> <li>Explain the importance of infant feeding policies</li> <li>Explain the global standards from each of the TEN STEPS TO SUCCESSFUL BREASTFEEDING</li> <li>Outline the health-care practices summarized by the TEN STEPS TO SUCCESSFUL BREASTFEEDING</li> </ul>	<ul style="list-style-type: none"> <li>Routinely administer client satisfaction surveys or exit interviews to each mother before being discharged if required as part of health-facility monitoring</li> <li>Record the care of each mother/baby pair (e.g. early initiation, rooming in), and also analyse the data over a period of time if necessary for quality improvement processes</li> <li>Collect and record data requested by the facility, to ensure standard of care in line with infant feeding policy, which can be evaluated and monitored</li> </ul>	• S21

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