

Current Issues in Pregnancy and Birth
Spring 2017
UNST 421 513 CRN 44287
T/Th 10:00-11:50 Cramer 159

Instructor: Carrie Cohen
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Course Description: This spring we will be working alongside the Northwest Mother's Milk Bank as they work towards to address questions of community connections and diversity, and will take on the challenge of reducing waste in the donor milk process. We will address questions such as:

- Who is in need of donor breast milk and how does it reach mothers and babies in need?
- What are the differences between different sources of milk supplementation and what are their effects on the newborn?
- What is the best way to reach and provide information and education to new parents from diverse backgrounds about donor milk?
- Which steps in the donor breastmilk process produce the greatest amounts of environmental waste, and how could that waste be reduced without compromising the integrity of the donor milk?

University Studies Goals

UNST goals fall into four categories: social and ethical responsibility, inquiry/critical thinking, communication and the variety of human experiences (diversity). Application of these goals to this course are detailed below.

Course Goals*: By the end of the course, you should be able to:

1. Explain the physiological, economic, environmental and community health benefits of initiating and continuing breastfeeding. (*critical thinking, social and ethical responsibility*)
2. Discuss ways in which breastfeeding is or is not supported by medical practices, workplace policies and facilities, community support and cultural norms. (*critical thinking, diversity, social and ethical responsibility*)
3. Identify lactation resources available to mothers in the Portland area and be able to discuss how they differ in who and how they are able to serve. (*diversity*)
4. Explore breastfeeding perspectives within your personal community and reflect on factors that influence decisions to breastfeed. (*critical thinking, social and ethical responsibility*)
5. Utilize research methods to help the community partner answer questions concerning the need for, and barriers to, accessing lactation support. (*communication, critical thinking*)
6. Develop communication skills and facilitate information sharing between the community partner and the public regarding lactation resources (*communication*)

7. Analyze the efforts to increase breastfeeding rates in the Portland area and explore how these apply toward the goals of *Healthy People 2010*. (*critical thinking, social and ethical responsibility*)
 8. Organize and communicate project results to the community partner. (*communication*)
- *(UNST goals are designated in *italics*)

Course Activities

- Tour the Northwest Mother's Milk Bank and talk with board members to better understand the function and purpose of a milk bank
- Facilitate communication with community groups, businesses and families to gather information about potential barriers to, and avenues toward, expanding donor participation in diverse communities
- Communicate with families, hospitals, peer groups and other resources to assess what information is provided (and how it is retained) regarding breastfeeding and milk expression
- Participate in all classroom discussions and experiential activities pertaining to the course
- Write weekly reflection papers, read assigned articles
- Work in small groups to complete the course final project

Community Partner

The community partner for this course is the Northwest Mother's Milk Bank (NWMMB).

Northwest Mothers Milk Bank is a not-for-profit donor milk bank established in 2008.

Our mission is based on the belief that every baby deserves access to human milk.

We carry out this mission through the safe collection and distribution of human donor milk, education, advocacy, and research.

Our mission:

The Northwest Bank improves the health and survival of the Northwest's most vulnerable babies.

Our vision:

A NW region where every baby has access to the human milk they need.

Contact Information for our Community Partner:

Lesley Mondeaux, Executive Director

Northwest Mothers Milk Bank
417 SW 117th Ave #105, Portland, OR 97225
(503) 469-0955

www.donatemilk.org

Course Assignments:

Reflective writing

The purpose of the reflection papers is 1) to explore the connections between the course content, readings and work with your own life experiences and 2) to connect your experiences in the class with the University Studies goals. Each assignment should be thoughtful and thorough, **approximately one to two pages in length (typed and single spaced, Hard Copies please).**

There will be a total of 10 reflection pieces. Writing assignments will be given in class and will additionally be posted on Desire to Learn--each reflective writing piece will be due at the start of class one week after the assignment is given. **Late papers will lose 20% credit unless prior arrangements have been made.** I will do my best to have them graded and returned within one week. **No late papers will be accepted for credit after the assignment has been handed back.**

Reflection papers are worth 12.5pts each. The rubric is detailed on D2L but generally is as follows:

Reflection paper responds completely to the writing prompt	4pts
Paper well organized, correct spelling and grammar utilized	3pts
Paper demonstrates critical thinking and consideration of the topic	3pts
Paper integrates other ideas and components from the course, other courses you are taking or from your own life experiences	2.5pts

Readings

Reading assignments will be discussed in class. For **each** assignment, please provide a short (1-2 paragraphs) write up of your impressions of the article or reading selection **due at the beginning** of class. This allows me to know your personal thoughts on the subject even if they are not expressed during our discussion. Each write-up is worth 10pts and can be submitted on D2L.

Final Project

Details of the final project will be presented by the community partner, but in general will look at the impact of donor milk banking environmentally, and examine ways to reduce waste throughout the milk donation process. Groups may investigate existing programs to model after, such as recycling approaches at the Oregon food Bank and the Calgary Milk Bank milk transfer bags. An additional component of the project will involve exploring factors affecting the decision to participate as a milk donor, reasons for disproportionately lower rates of participation by families of color, and outreach avenues. This may involve investigating and gathering information from/about families that donate as well as families that received donor milk in the hospital or NICU setting. Continued work with the NWMMB survey may also provide insight into the demographic areas in need of outreach, as well as general needs surrounding the milk donation process.

You will be working in small groups for the final project. Most of the work will occur in the classroom during scheduled class hours. However, there may be occasional needs for groups to work outside of class during day time hours (to meet with community groups for example). In that case, a work day will be assigned to allow for maximum scheduling flexibility. Additionally, you will need to communicate with the community partner, instructor and group

members through phone, e-mail and in-person contact throughout the term to ensure success of the final project.

This is a 6 credit capstone course, which assumes there will be approximately 12 hours of out-of-class work during the course of the class.

Grading Scale

Attendance/participation in class activities	40%
Readings and write-ups	20%
Reflection papers	20%
Final project	20%

There is no final exam for this course. Peer and self-review will be taken into account when calculating your final grade for the term.

Class etiquette

Attendance is a key part of this course and is essential to your success and that of your group. **(Absences impact grades substantially).** Due to the nature of the course, beginning class on-time is essential to our work. Arriving late (after the first 10 minutes) will result in a respective percentage of attendance/participation points deducted for the day unless otherwise arranged with the instructor.

Please keep all electronics on silent or vibrate. Computers should be used for class related work only. I recognize that situations occasionally need to be responded to immediately--if you need to respond to a text or phone call, please leave the classroom to do so. Thank you!

Text

Selections to help guide evaluative work are pulled from *Research Design: Qualitative, Quantitative and Mixed Methods Approach*. John W. Creswell. Sage Publications. 2008. Copies are available through the UNST library and on the shelves in the library but are not on reserve. Readings from this text are also available electronically. You are not required to purchase this text; you may find it useful for future work.

On-line Resources

The course syllabus, reflective writing prompts, articles for the class and other resources will be made available on-line via Desire to Learn. To access D2L, you must have a PSU ODIN account. Your D2L ID name will be the same as your ODIN user name and your password is the last 4 digits of your PSU Student ID number (or your ODIN password). Log into the course by going to <http://www.psuonline.pdx.edu>.

Students with Disabilities

Please see me if you have a disability that may require some modification to the course. I will work with you and the Disability Resource Center to arrange needed support.

Plagiarism

Plagiarism will not be tolerated and will result in no-credit for the assignment. If you are using quotes or referencing the work of others, please be sure to appropriately cite your sources. Please see me if you are unfamiliar with how to cite a source.

Weekly Schedule

Below is our tentative schedule of topics and assignments. Please note that it is subject to change.

Week 1

April 4th : Introduction to course expectations and service learning, overview of course work

Thurs. 6th: The benefits and science of breastfeeding

Due: Article #1 Breastfeeding and the use of human milk

Week 2

Tues. 11th: Meet the community partner/Identifying our project goals

Due: Reflection #1 (service learning)

Due: Article #2 Donor Human Milk for the High-Risk Infant: Preparation, Safety and Usage Options in the United States

Thurs. 13th: History of Breastfeeding/ Healthy People 2020

Forming project groups/Group Work success

Week 3

Tues.18th: **Tour Group 1 NWMMB**

Breastfeeding in your personal community

Local and national breastfeeding policies/Group work time

Due: Reflection #2 (mothers feeding experiences)

**Due: Article #3: Partner influence on health behavior decision-making:
Increasing Breastfeeding Duration**

Thurs. 20th: **Tour Group 2 NWMMB**

Week 4

Tues. 25th: Ethical considerations in project work, identifying and understanding community needs/ logistical considerations of collection and storage of breast milk

Due: Article #4: Creswell: Ethics

Due: Reflection #3 (partner perceptions of breastfeeding)

Thurs. 27th: Identifying Barriers to Breastfeeding

WIC Video: Breastfeeding: Another Way of Saying I love You

Due: Article #5: Public perceptions on breastfeeding constraints

Week 5

Tues. May 2nd: Group Work time

Due: Reflection #4 (breastfeeding in the media)

Thurs. 4th: Global perceptions of breastfeeding/formula marketing

Video: Formula for Disaster

**Due: Article #6 and #7: Impact of Hospital Policies on Breastfeeding Outcomes
AND Hospital Practices and Women's Likelihood of Fulfilling their Intention to Exclusively Breastfeed**

Week 6

Tues. 9th: Project work time—individual student check-ins
Due: Reflection #5 (Formula in the Hospitals/BFHI)

Thurs. 11th: Open work day (project work)

Week 7

Tues. 16th: Project work time/ Individual student check-ins
Due: Reflection #6 (group work)

Thurs. 18th: Project work time
Due: Article #8: A Lifecycle Approach to Food Justice: The Case of Breast-feeding

Week 8

Tues. 23rd: Milk Banks (NFP vs for profit vs Milk Sharing)/Project work time

Thurs. 25th: Group in-progress presentations/ class feedback

Week 9

Tues. 30th: Project/presentation work time
Due: Reflection #8 (Resources for new mothers)

Thurs. June 1st: Project/presentation work time

Week 10

Tues. 6th: Group Work/Final revisions

Thurs. 8th: Group Work/Final Revisions

Finals Week: Tuesday June 13th 10:15-12:05, Location TBD