Panel Members

- Karen Wambach, RN, MS, PhD, IBCLC (ILCA)
- Judi Lauwers, BA, IBCLC, FILCA (AARC)
- Anna Utter, IBCLC (IBLCE)
- Kristine Servidio, BBA, RCP RPSGT (CAAHEP Committee on Accreditation for Polysomnographic Technologist Education)
- Brook Colgan, MPH, IBCLC (University of North Carolina)
- Gini Baker, RN, MPH, IBCLC, FACCE (University of California San Diego)
Agenda

- 7:00 Introductions and overview
- 7:05 Lactation education – today and tomorrow
- 7:10 Certification pathways – today and tomorrow
- 7:15 Experience of another allied health profession
- 7:30 AARC and CAAHEP: How to qualify & apply for accreditation
- 7:45 Experience of a university degree program
- 8:00 Experience of a university certificate program
- 8:15 Moving from independent education to accredited programs
- 8:30 Facilitated open discussion
Goals for our profession

• “How to find a good [instructor, course, mentor]” guide
• Educators help develop clinical standards/raise skills
• Increase number of clinical instructors
• Experienced IBCLC’s “train the trainers” for next generation
Lactation Education Today

- 40+ courses globally
- 45 hours to 4 years
- Mostly independent educators
- A few academic settings
- ILCA Clinical Instruction Directory
16 AARC Approved Courses

- Free-standing course
- 45 or more contact hours
- Taught by recertified IBCLC
- 45  Birthingway College of Midwifery
- 200 Breastfeeding Support Consultants
- 45  Bright Future Lactation Resource Centre Ltd
- 45  Danish Committee for Health Education
- 120 Deborah Robertson, IBCLC
- 73   Douglas College
- 120 Health e-Learning
- 52  Lactation Education Consultants
- 45  Lactation Education Resources
- 58  Newman Breastfeeding Clinic & Institute
- 69  Northwest Area Health Education Center
- 45  Portland Community College CLIMB Center for Advancement
- 50  Presbyterian Hospital
- 45  The Center for Breastfeeding
- 128 University of California San Diego
- 45  Wichita State University
Accreditation and Approval Review Committee on Education in Human Lactation and Breastfeeding

- **Approve** independent courses
- **Recommend** programs for accreditation

Commission on Accreditation of Allied Health Education Programs

- **Accredit** academic programs AARC recommends

AARC Sponsors –
Education Tomorrow

- August 1, 2014 –**90** hours
- Resources to expand courses

- Begin accreditation Sept 2011
- One academic year or more
Nursing Profession

- 1800: Nursing profession organized
- 1860: First training school - hospital based – 60 yrs
- 1920: Published curriculum guide – 120 yrs
- 1923: First university program – 123 yrs
- 1950: First masters program – 150 yrs
- 1983: Last diploma program closed – 183 yrs
IBCLC Profession

1985
• IBCLC profession organized

1990
• First university program – 5 yrs

2003
• Published Core Curriculum text – 18 yrs

2012
• First accredited academic program – 27 yrs
## Looking ahead

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>IBCLC profession organized</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>First university program – 5 yrs</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Published Core Curriculum text – 18 yrs</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>First accredited academic program – 27 yrs</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>Consistent curriculum of didactic and clinical</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>Education predominantly in academia</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>4-year degree program ?</td>
<td></td>
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</tbody>
</table>
Certification is one form of credentialing; accreditation is another.

Certification is a voluntary process; it does not confer a legal right to practice.

IBLCE offers the only certification program for the lactation consultant profession; other professions have multiple certification programs.

The IBCLC certification program is accredited by the National Commission for Certifying Agencies.
IBCLC is an international, voluntary credential.

To hold the IBCLC credential, one must meet the prerequisite eligibility criteria, pass the IBLCE exam and fulfill the recertification requirements.

International Board Certified Lactation Consultant and IBCLC are registered certification marks with the U.S. Patent and Trademark Office and owned by IBLCE. These certification marks are IBLCE intellectual property.
The ability to practice as a lactation consultant, with or without the IBCLC credential, is influenced and controlled by national, regional, local and employer policies and regulations.

Accreditation standards for academic programs in lactation must be completely separate from the certification standards for the IBCLC credential.
PREREQUISITE REQUIREMENTS

- IBLCE has established 3 ways that individuals interested in becoming an IBCLC can qualify to take the certification exam.
  - Pathway 1
  - Pathway 2
  - Pathway 3
ALL IBLCE ELIGIBILITY PATHWAYS REQUIRE

- Education in 14 health science subjects
- 90 hours of education in human lactation and breastfeeding
- Clinical experience in providing lactation and breastfeeding care
OB TAIN I N G   C L I N I C A L  P R A C TICE

 Pathway 1: On-the-job experience
   - ~95% of applicants

 Pathway 2: Academic program
   - ~3% of applicants

 Pathway 3: Mentorship/Internship
   - ~2% of applicants
WHAT DOES THE FUTURE HOLD?
STAY TUNED
Committee on Accreditation for Polysomnographic Technologist Education (CoAPSG)

Sponsored by: American Association of Sleep Technologists, American Academy of Sleep Medicine, Board of Registered Polysomnographic Technologists
History 2002

- The leadership of the AAST has long understood that for the profession to gain recognition as a distinct allied health profession, standardized education is imperative. In 2002 the AAST joined the Commission on Accreditation of Allied Health Education Programs as an associate member.
History 2003

- During the next year, the AAST developed the administrative network, policies, standards and guidelines, curriculum and syllabus that the accreditation committee requires.

- On April 12, 2003 at the annual business meeting in St. Louis, Mo., CAAHEP approved AAST’s request to be eligible to participate in the CAAHEP system and form CoAPSG and its sponsors.
History 2004

- The CAAHEP Standards Committee recommended approval of the Standards and guidelines for CoAPSG
History 2006

- The first educational programs in Polysomnographic Technology were accredited.
- Today there are 36 CAAHEP accredited programs.
Structure

- CoAPSG consists of nine members from each of the three sponsoring organizations.
- Each sponsor is represented by three members. These members meet once a month by computer conference.
- We have a President, President-Elect, Secretary/Treasurer and Past-President, five Directors, and approximate twenty site visitors, including the Directors.
Accelerated Growth

- In 2009, we held a site visitor training program, which included the board of directors and several leaders in our field.
- We developed a booth and brochure so that we could attend the AAST annual meeting.
- We developed a Website for CoAPSG.
- We hired a full time Executive Director with outstanding credentials and experience.
Outcome

- We doubled our membership in two years.
- Our E.D. was available to answer questions and provide guidance to developing programs.
- Our E.D. coordinated all board meetings.
- Our E.D. coordinated and expedited the use of readers for the self study report, assigned liaisons for each program. The liaison follows the program through all aspects of accreditation including the yearly review of progress reports. He assigns the site visitors and visits to best fit the CAAHEP schedule for final approval meetings.
- This resulted in a rapid turn around of all aspects of the accreditation process.
Wisdom

- Although we have physicians on the board, we do not use them for site visits. They tend to be so busy that we can’t take them from their practice for two days. We need their expertise on policy and procedure matters and they stay on the board longer if we respect their time.
Wisdom

- We send two site visitors out for one day.
- We split up the work before the visit and stay on schedule.
- We accept no gifts of any kind.
- The school can provide a meal so that we can work through lunch.
- We give closing remarks and leave with grace.
The CoAPSG experience

- This experience has been invaluable in identifying leaders in our field.

Our instructors and program directors give us insight into the changes in education process.

They share ideas and information with us.

They help us to understand the culture of our new professionals.
How to qualify and apply for accreditation
International
CAAHEP Accreditation

- Post-secondary academic institution
- Director: graduate degree, affiliation
- Recertified IBCLC faculty
- Supervised clinical practice
- Support coursework – General Ed
- IBCLC competencies
On AARC website

Policies and Procedures

- Application, review and approval
- Fees
- AARC recommendation
- Annual reporting
- Types of accreditation
Standards and Guidelines

OUTCOMES ORIENTED — NOT PRESCRIPTIVE

- Lactation Consultant profession
- Sponsoring educational institution
- Program goals, outcomes and assessment
- Resources: personnel, facilities, equipment

Subject to CAAHEP approval in September
Standards and Guidelines

- Minimum expectations: *To prepare competent entry-level lactation consultants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.*

- Program director and faculty: responsibilities and qualifications
Standards and Guidelines

- Curriculum achieves goals for classroom and clinical (clinical affiliations)
- Student and outcomes assessment
- Fair business practices
- Appendix B: Curriculum

Subject to CAAHEP approval in September
Curriculum:
General Education

Conforms to 2012 IBLCE requirements
- 8 college courses
- 6 continuing ed

- Biology
- Research
- Human anatomy
- Human physiology
- Child development
- Basic nutrition
- Psychology
- Sociology
- Health care profession
- Health safety
## Curriculum: Lactation

<table>
<thead>
<tr>
<th>STANDARDS (required)</th>
<th>GUIDELINES (italics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies (IBCLC)</td>
<td>Suggested content</td>
</tr>
<tr>
<td>Learning objectives</td>
<td>Suggested skills and behaviors</td>
</tr>
</tbody>
</table>

* Framework for Development of an Academic Program in Breastfeeding and Human Lactation (ILCA, 2010)
<table>
<thead>
<tr>
<th>Curriculum: Lactation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication/counseling</td>
</tr>
<tr>
<td>Documentation and communication</td>
</tr>
<tr>
<td>History taking/assessment</td>
</tr>
<tr>
<td>Prenatal and perinatal breastfeeding support</td>
</tr>
<tr>
<td>Extended breastfeeding support</td>
</tr>
<tr>
<td>Problem-solving skills</td>
</tr>
<tr>
<td>Core Competencies</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Obtain the mother’s permission to provide care to her and her child</td>
</tr>
</tbody>
</table>
# Communication/Counseling - SUGGESTED

<table>
<thead>
<tr>
<th>Content</th>
<th>Skills &amp; Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HCP responsibility to obtain direct or implied consent for care</td>
<td>• Ability to clearly state the purpose for providing care and respond appropriately if it is refused</td>
</tr>
<tr>
<td>• Difference between formal consent and informal permission to touch mother or baby</td>
<td></td>
</tr>
<tr>
<td>• Variations within and between cultures</td>
<td></td>
</tr>
</tbody>
</table>

[Citations available on website]
### Flexibility in the Standards

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Students</th>
<th>Programs</th>
</tr>
</thead>
</table>
| **REQUIRED competencies and objectives** | • Health care professionals (“add on”)  
• High school graduates (entry level) | • 1-year certificate  
• 2-year associate degree  
• 4-year baccalaureate degree  
• Masters degree |
| **SUGGESTIONS for content** |         |          |
Self-Study Report
For Programs Seeking
Initial Accreditation

Available
September, 2011
Applying for Accreditation

1. CAAHEP Request for Accreditation Services
2. Conduct Self-Study and send SSR to AARC
3. AARC site visit
4. AARC review SSR and site visitor report
5. AARC recommendation to CAAHEP
6. CAAHEP act on recommendation
1- Proposing an Academic Program
   - Demand for IBCLC occupation
   - Employer support – community demand
   - Resources needed

2- Certificate or degree program

3- Sample degree program

4- Affiliation agreement (clinical)
Tips from CAAHEP

- Tap into existing distance learning
- Nursing and medical assisting programs
- Simulation centers
- Affiliate as independent contractor
- Be prepared to start small
CAAHEP Accredited Program Search

There are nearly 2000 CAAHEP accredited programs that prepare entry level practitioners in 23 health sciences professions.

To determine if a program is accredited please use the "search function" provided below. When defining a search to locate an or select the Profession and leave the "State" field as "All States/Provinces." Please note that a program is either accredited or it is accreditation as "in process." If you do not find the program you are looking for, it is NOT CAAHEP accredited.

We have no information about programs that have not been accredited by CAAHEP. The list of accredited programs on the CAAH-

**Profession Name:** Select a Profession...

**State:** All States/Provinces

**Search in:** Accredited, Accredited Online/Distance Education, Newly Accredited, Recently Withdrawn

**Degree / Credential:** Diploma, Certificate, Associate, Baccalaureate, Masters

[Search]
<table>
<thead>
<tr>
<th>PA - Pennsylvania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berks Technical Institute - Wyomissing, PA</td>
</tr>
<tr>
<td>Bloomsburg University - Bloomsburg, PA</td>
</tr>
<tr>
<td>Bloomsburg University - Bloomsburg, PA</td>
</tr>
<tr>
<td>Bradford School-Pittsburgh - Pittsburgh, PA</td>
</tr>
<tr>
<td>Butler County Community College - Butler, PA</td>
</tr>
<tr>
<td>Center for Emergency Medicine of Western PA - Pittsburgh, PA</td>
</tr>
<tr>
<td>Central Pennsylvania College - Summerdale, PA</td>
</tr>
<tr>
<td>Central Pennsylvania Institute of Science and Technology - Pleasant Gap, PA</td>
</tr>
<tr>
<td>Community College of Allegheny County - Boyce Campus - Monroeville, PA</td>
</tr>
<tr>
<td>Community College of Allegheny County - Boyce Campus - Monroeville , PA</td>
</tr>
<tr>
<td>Community College of Allegheny County-West Mifflin (South Campus) - West Mifflin, PA</td>
</tr>
<tr>
<td>Community College of Philadelphia - Philadelphia, PA</td>
</tr>
</tbody>
</table>
## What YOU can do

<table>
<thead>
<tr>
<th>Independent Courses</th>
<th>Academic programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 hours</td>
<td>Seek accreditation</td>
</tr>
<tr>
<td>AARC curriculum</td>
<td>Approach colleges</td>
</tr>
<tr>
<td>Clinical instruction</td>
<td>Ask AARC for help</td>
</tr>
<tr>
<td>Apply!</td>
<td>Educators are CRITICAL to the future of the profession!</td>
</tr>
</tbody>
</table>

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**AARC Approved**
THE MARY ROSE TULLY TRAINING INITIATIVE

Brook Colgan, MPH, IBCLC
Information, Education and Communication Director
The Mary Rose Tully Training Initiative
Carolina Global Breastfeeding Institute (UNC)
www.sph.unc.edu/breastfeeding
brook@email.unc.edu
The Mary Rose Tully Training Initiative

- Residential training program in breastfeeding support, offered as a public health elective course
- Collaboration among the Carolina Global Breastfeeding Institute, the UNC Women’s and Children’s Hospital staff and the UNC Gillings School of Global Public Health
- Built on professional competencies, published in the Competency Framework
  - Clinical competencies and public health competencies, along with focus on research, policy, and programming
The Competency matrices were developed at UNC for ILCA and IBCLE.
## Example: Communication and Counseling

<table>
<thead>
<tr>
<th>Outcome Desired</th>
<th>Competency Standard: Standard by which student is judged to be competent or not yet competent</th>
<th>Student Self-Assessment</th>
<th>Clinical Instructor Assessment</th>
<th>Student Goals related to Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Obtain the mother's permission for providing care to her or her baby</strong></td>
<td>Obtains permission and examines a mother and her infant tactfully and comfortably at each encounter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use adult education principles to provide instruction to the mother</strong></td>
<td>Presents information in response to a mother's expressed needs after assessing her learning style</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate knowledge of and sensitivity to the variety of cultural beliefs and practices</strong></td>
<td>Interacts effectively across a variety of cultural expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elicit information using effective counseling techniques</strong></td>
<td>Gathers correct, appropriate, and complete data for counseling purposes in a timely manner</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Background

- For admission, students must have:
  - Master’s degree in a related field, or 4-year degree in a health or health-related field, or be in such a degree program.

- Pilot year (2009-2010):
  - Five students in Maternal and Child Health Master’s program, one student completing a PhD program in Nutrition
  - Where are they now? Students are now working in local hospitals, working in research, and the PhD student has successfully defended and been hired as an assistant professor at a local university.

- Second year (2010-2011):
  - Four students in Maternal and Child Health Master’s program, one PhD student in Anthropology, one PhD student in Nutrition, one nursing school student, one WIC breastfeeding coordinator, two students working as public health professionals.
The Mary Rose Tully Training Initiative

- This two-semester course provides:
  - 300 hours of direct supervision with re-certified IBCLC faculty and
  - 150 education hours of breastfeeding support education in the context of clinical lactation services and public health practice

- Students obtain a broad range of clinical experience:
  - Many different LC’s within and among hospitals
  - Diverse settings from NICU to outpatient to early postpartum care, birth center outpatient
  - Mother-to-mother support groups, local WIC clinics
Training Course Specifics

- Students meet weekly throughout the academic year for a three-hour group session
  - Includes lectures, case studies, role play, clinical topic review, and student experiential sharing
- Experiential sharing involves student presentations of case studies
  - Students contribute to each other’s learning during didactic sessions
  - Time is also provided for asking questions regarding the management of cases
- Students also complete an 8-hour+ clinical experience day each week
Establishing Hospital Relationships

- Our clinical sites include:
  - UNC Women’s and Children’s Hospital,
  - Women’s Birth and Wellness Center
  - Rex Hospital
  - Agreement with another local hospital is in progress

- Students spend ~85% of their clinical time at UNC hospital and rotate through the other clinical sites for additional experiences in a range of settings, populations, and lactation consultant techniques
Establishing Hospital Relationships

- This initiative would not be possible without the generosity of the hospital staff as clinical instructors.

Special thanks to:
- Angela Pittman, manager of Lactation Services at UNC
- Diane Asbill and Robyn Lewis, UNC Hospital Lactation Consultants and the primary clinical instructors
- They have volunteered much of their time because they have faith in the clinical training program and in the future of the Lactation Consultant profession.
Future Steps

- Raising professional recognition:
  - Strengthened by having standards and accreditation for breastfeeding education programs
  - Increased recognition in other disciplines
  - Graduate-level opportunities

- Expansion of the program

- Sustainability
  - Increasing coordination with health professional training schools
Thank You!

• Contact Information:
  • Miriam Labbok, MD, MPH, IBCLC
    • labbok@unc.edu
  • Brook Colgan, MPH, IBCLC
    • brook@email.unc.edu

• Acknowledgments:
  • Thank you to our wonderful Clinical Instructors
  • In memory of Mary Rose Tully, MPH, IBCLC
University OF California
San Diego

Gini Baker, RN, MPH, IBCLC
Perinatal Health Programs
Program Coordinator
Disclosures & Conflicts of Interest

• Program Coordinator
  – UCSD Lactation Programs
    • Lactation Specialist
      – BFHI
    • Lactation Educator
      – Online/Onsite
  • Lactation Consultant
    – Pathway 1: Online/Onsite
    – Pathway 2: Onsite

• Web Site
  www.breastfeeding-education.com
Degreed vs. Certificate Program

• **Both** university or collegiate based
• New IBCLC requirements bring closer together
• **Budget:**
  – Degreed: Often subsidized – less stringent class size
  – Certificated: Fee for Service – enrollments support program
• **University of California** & other major colleges:
  – 100’s certificate programs may have a degreed counterpart
  – One model: ADN vs. BRN
    • Entry: Patient/client level vs Administration level
      – Exception: Already have degrees like masters, adding IBLCE
University of California San Diego
Current Programs

• **Lactation Specialist: BFHI**
• **Lactation Educator Counselor: CLEC**
  – *Pre-requisite* for onsite Lactation consultant
  – State of California WIC still finds need for CLEC
• **Lactation Consultant Course: LC**
  – *Must be IBLCE board eligible* to apply
    • Didactic based on exam blueprint
    • UC San Diego provides CEU pre-requisites online
    • *Must take the IBLCE exam for certification*
  – **Onsite:** Both Pathway 1 and 2
    (Class Meetings + Clinical + Homework)
    • Pathway 1: All academic classes + Homework + 100 clinical hours
    • Pathway 2: All academic classes + Homework + 300 clinical hours
  – **Online:** Pathway 1 ONLY
    • Academics only – no clinical

How far have we come?
Formula Instruction Card 1967
University of California San Diego program experiences ...

- Academic approval: Expiration Dec 2012
- History:
  - Demonstration projects with IBLCE board since early 1990's
  - IBLCE has studied test outcomes of graduates
  - Many graduates in management positions - responsible for starting lactation programs
  - Approximately 20% of this conference UC San Diego grads

LC Students Stockton, CA 2007
Lactation Consultant Certificate

This International Lactation Consultant Association (ILCA) accredited specialized certificate program expands the clinical knowledge of the breastfeeding professional who interfaces with the breastfeeding client by understanding problems of clinical management. Certification as a lactation consultant is approved preparation for healthcare providers who interact and triage infant nutrition problems and concerns. The course of study is based on objectives, guidelines, and competencies established by ILCA.

Although UCSD does not issue the credential of Lactation Consultant, they support the IBCLC.

All students are required to complete the checklist form (click on “Apply Now” below) and return to Nicole Mitchell, prior to enrolling in the Lactation Consultant Course.

Stay Informed

Receive emails about upcoming Healthcare, Behavioral Sciences and Safety courses, events, and special programs.

Email address: [Sign Up]

Tools

- Email This Page
- Print This Page
- Request Information
- Share

<table>
<thead>
<tr>
<th>Certificate Course Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
</tr>
<tr>
<td>Required Course</td>
</tr>
<tr>
<td>Lactation Educator Counselor Training Program</td>
</tr>
<tr>
<td>Lactation Consultant Program</td>
</tr>
<tr>
<td>2012 IBLCE Exam CE Courses ((Pathway 2 students additional CE subjects required for 2012 IBLCE exam))</td>
</tr>
<tr>
<td>Infection Prevention for the Hospital Setting (CA SB115)</td>
</tr>
<tr>
<td>Medical Terminology</td>
</tr>
<tr>
<td>Ethics for Healthcare Professionals</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td>AHA Healthcare Provider CPR Course</td>
</tr>
</tbody>
</table>

L=La Jolla  M=Mission Valley  C=Online  R=Rancho Bernardo  U=University City  X=Location TBA

To Register in the Certificate Program

Certificate registration is required to complete the program. Candidates are encouraged to register in the certificate program as early as possible to take advantage of program benefits. See Certificate FAQs for more information.

Certificate Section ID: 083082
Application Fee: $25
Contact: Healthcare, Behavioral Sciences, (858) 534-9262
E-mail: unehc@ucsd.edu

Online Pre-requisite courses  IBLCE exam

CPR now needs to be American Heart Association for Hospital placement with UC San Diego program
University of California San Diego
Joys and Frustrations ...

• **Budget:** Certificate Programs Fee for Service
  – 2010-11 Class = 186 students
  – 2011-12 Class = ??? Anticipate <50

• **Clinical Placement**
  – Senate Bill 697 State of California
    • *Community benefit law*, not-for-profit hospital in California required to:
      – Community needs assessment  3 years
      – Develop community benefit plan in consultation with the community
      – Annually submit a copy of plan to Office of Statewide Health Planning and Development (OSHPD)
    • Allows hospitals to report community benefits and maintain status
Economic Value of Community Benefits Provided in FY 2010

In FY 2010, Sharp provided a total of $335,902,803 in community benefits programs and services that were unreimbursed. Table 1 displays a summary of unreimbursed costs based on the categories specifically identified in SB 697. Figure 1 presents the percentage distribution by each category, and Figure 2 presents the percentage distribution within the Medical Care Services category.

Table 1: Total Economic Value of Community Benefits Provided¹
Sharp Healthcare Overall – FY 2010

<table>
<thead>
<tr>
<th>Senate Bill 697 Category</th>
<th>Programs and Services Included in Senate Bill 697 Category</th>
<th>Estimated FY 2010 Unreimbursed Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Care Services</td>
<td>Shortfall in Medi-Cal¹</td>
<td>$103,262,633</td>
</tr>
<tr>
<td></td>
<td>Shortfall in Medicare¹</td>
<td>130,524,467</td>
</tr>
<tr>
<td></td>
<td>Shortfall in San Diego County Indigent Medical Services¹</td>
<td>20,622,326</td>
</tr>
<tr>
<td></td>
<td>Shortfall in CHAMPVA/TRICARE¹</td>
<td>2,774,042</td>
</tr>
<tr>
<td></td>
<td>Shortfall in Workers’ Compensation¹</td>
<td>32,238</td>
</tr>
<tr>
<td></td>
<td>Charity Care and Bad Debt¹</td>
<td>68,016,776</td>
</tr>
<tr>
<td>Other Benefits for Vulnerable Populations</td>
<td>Patient transportation and other assistance for the needy¹</td>
<td>2,782,738</td>
</tr>
<tr>
<td>Other Benefits for the Broader Community</td>
<td>Health education and information, support groups, health fairs, meeting room space, donations of time to community organizations, and cost of fundraising for community events¹</td>
<td>3,512,182</td>
</tr>
<tr>
<td>Health Research, Education, and Training Programs</td>
<td>Education and training programs for students, interns, and health care professionals¹</td>
<td>4,292,412</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$335,902,803</strong></td>
</tr>
</tbody>
</table>

¹ Economic value is based on unreimbursed costs.
² Methodology for calculating shortfalls in public programs is based on Sharp’s payor specific cost-to-charge ratios, which are derived from the cost accounting system, offset by the actual payments received.
³ Charity care and bad debt reflect the unreimbursed costs of providing services to patients without the ability to pay for services at the time the services were rendered.
⁴ Unreimbursed costs may include an hourly rate for labor and benefits and costs for supplies, materials, and other purchased services. Any offsetting revenue (such as fees, grants, and/or external donations) is deducted from the costs of providing services. Unreimbursed costs were estimated by each department responsible for providing the program/service.
University of California San Diego
Joys and Frustrations ...Clinical Placement

• Payment to facilities for clinical:
  – Course scholarships for each course – Annually
    • Cost: ~$2000+ per site
    • Clinical Coach Pins
  – Educational Materials Gift – Annually
    • Cost: ~$100 per site
  – Reporting of clinical time for SB697 – Annually
    • Cost: ~$200 per site
  – Alumni Meeting at California Conference
Interns vs Student Mentor vs Preceptor

Definition: “... an internship is a short-term work experience in a professional environment where the emphasis is on learning.”

.... Bobby Fong, President, Butler University

New Title: Clinical Coach
Process for securing clinical site:

1. Identify and contact lactation consultant in facility:
   a. Discuss with her possibility of having UC San Diego Lactation Consultant students during the academic year = She approves!
   b. Get from her student/education contact person information
      Name, Email, Phone, Title

2. Send Contact information to:
   Nicole Mitchell, Program Representative, UC San Diego
   Email: Nmitchell@ucsd.edu Phone: 858-964-1069 Fax: 858-964-1018
   Copy to: Gini Baker, Program Coordinator
   Email: Bakerswim@aol.com Phone: 619-253-4854 Fax: Same

3. Nicole Mitchell contacts facility contact to discuss student placement
   Contract requirement
   a. Nicole and facility work out details of contract
   b. Nicole notifies Gini Baker (program coordinator) as soon as
      Contract is completed (Takes approximately 60 days)

4. Gini Baker contacts Lactation Consultant to arrange dates available
   for clinical.

   LC decides on the Clinical Student Sign-Up Options:
   a. LC provides Gini with dates available and students sign up at
      monthly class and Gini emails to LC (Can be 1-7 days a week, LC
      decides what will work for her department)
   OR
   b. LC has students call or email her directly and she does schedule

5. Student Clinical Expectations .. Attached page 2
University of California San Diego
Joys and Frustrations ... Clinical Placement

• 100+ facilities formal contracts for Interns
  – 60+ pages in contract - UC San Diego carries 3 types insurances
    • Usually one student per facility per day
  – Student placement requirements cost student ~$160
    • Listed at www.breastfeeding-education.com under clinical placement
  – Budget to manage clinical placement ????

Gini Baker, RN, MPH, IBCLC
University of California San Diego
Joys and Frustrations ...Clinical Placement

• Frustrations: VERY fragile relationships !!!!
  – Managing ongoing contracts
  – Changing requirements – changing “players”
  – Access to charts and HIPPA concerns
  – Management on board, but LC not 😞
  – Scheduling
  – Student problems
    • Cancelling
    • Professional behaviors
  – Access to UCSD on daily basis
University of California San Diego
Joys and Frustrations ...Clinical Placement

THANKS !!

Gini Baker, RN, MPH, IBCLC    University of California San Diego
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EDUCATION FORUM:
MOVING TOWARD ACADEMIC PREPARATION OF LACTATION CONSULTANTS

July 2011
We apologize for the momentary delay in the program to insert the correct slide presentation.
LONG RANGE GOAL
SLOW, STEADY PROGRESS
Worldwide, on-the-job experience—Pathway 1—will continue to be the predominant way student lactation consultants obtain their clinical experience and qualify for the IBLCE exam.

Academic programs that offer the flexibility to accommodate students following all 3 IBLCE exam eligibility pathways are likely to attract more students.

Online and other distance learning opportunities are in-demand ways to attract students.

Offering education in languages other than English
There is a shortage of independent courses aimed at the pre-certification audience.
There are very few pre-certification courses offered online in languages other than English.
Independent study modules and other distance learning opportunities are hot and they are green!!
One size does not fit all
is just one way to prepare student lactation consultant

Academic accreditation may be a model that fits only one part of the world

Approval/accreditation of other methods may be a better fit for some parts of the world.

Education programs, regardless of methodology, must be financially feasible and sustainable.

Current system is not broken.
Focus on the commonalities within the 3 pathways—what is required by all?

- General Education
- 90 hours of education in human lactation and breastfeeding

With academic programs, a phased-in approach might be more financially feasible.
Consider “packaging” the academic General Education courses as an “introduction to lactation consulting”

Both academic institutions and independent educators can develop and offer the 6 continuing education topics listed under the General Education requirement.

Develop and offer the 90 hours of lactation specific education
TARGET THE LOW HANGING FRUIT
Facilitated open discussion

- Status of ILCA’s model academic curriculum
- Needs of rural areas where it is difficult to do education in urban and suburban areas due to distances and economics.
Thank you!