



Criteria for the Approval of Lactation Courses

The Lactation Education Accreditation and Approval Review Committee (LEAARC) establishes, maintains and promotes appropriate criteria for evaluating and approving courses that contribute in part to the preparation of individuals to enter the Lactation Consultant profession. They are to be used for the development, evaluation, and self-analysis of lactation courses.

LEAARC Approval is granted to courses that meet or exceed these minimum criteria through a formal, non-governmental, peer-review process of voluntary self evaluation. LEAARC Approval honors a diversity of educational models such as distance education, self-paced courses, courses within large and small institutions, college-based courses and those that are not-for-profit and for-profit. A published list of approved courses is made available for students, employers, educational institutions and agencies, and the public.

Description of the Profession

The lactation consultant is an allied health care professional who possesses the necessary skills, knowledge and attitudes to provide quality breastfeeding assistance to mothers and their children. Lactation consultants work within the professional code of ethics, clinical competencies, scope of practice and standards of practice. They integrate established knowledge and evidence when providing care for breastfeeding families, work within the legal framework of their respective geopolitical regions or settings, and maintain knowledge and skills through regular continuing education.

Lactation consultants educate women, families, health professionals and the community about breastfeeding and human lactation. They facilitate the development of policies which protect, promote and support breastfeeding, and act as advocates for breastfeeding as the child-feeding norm. They provide holistic, evidence-based breastfeeding support and care for women and their families from preconception to weaning. Using principles of adult education, they facilitate learning for clients, health care providers and others in the community.

Lactation consultants perform comprehensive maternal, child and feeding assessments related to lactation. They develop and implement an individualized feeding plan in consultation with the mother using evidence-based information. They integrate cultural, psychosocial and nutritional aspects of breastfeeding. They support and encourage mothers to successfully meet their breastfeeding goals, using effective therapeutic communication skills when interacting with clients and other health care providers. They use the principles of family-centered care while maintaining a collaborative, supportive relationship with clients.

Lactation consultants maintain accurate records and reports, where appropriate. They preserve client confidence by respecting the privacy, dignity and confidentiality of mothers and families. They act with reasonable diligence by assisting families with decisions regarding the feeding of children by providing information that is evidence-based and free of conflict of interest.

Lactation consultants provide follow-up services as required, and make necessary referrals to other health care providers and community support resources when necessary. They deliver coordinated services to women and families, and work collaboratively and interdependently with other members of the health care team.

I. Course Provider

- A. A course provider must have been in operation for a minimum of one year and the course must have been offered more than one time.
- B. The course must offer a minimum of 90 contact hours.
- C. The course provider must comply with the International Code of Marketing of Breastmilk Substitutes and subsequent World Health Assembly regulations.
- D. The course provider must ensure that the provisions of these Criteria are met.

II. Course Goals and Outcomes

- A. The potential students served by the course must be identified and must satisfy any prerequisites to admission.
- B. There must be a written statement of the course's goals and learning domains consistent with and responsive to the demonstrated needs and expectations of the students served by the course, including the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- C. Course-specific statements of goals and learning domains must provide the basis for program planning, implementation, and evaluation. Such goals and learning domains must be compatible with the mission of the sponsoring organization, the expectations of students, and accepted standards of roles and functions. Goals and learning domains are based upon the substantiated needs of health care providers and employers, and the educational needs of the students served by the course.
- D. The course must annually assess and review its goals and learning domains. Course personnel must identify, monitor, and respond to changes in the needs and/or expectations of its students as they arise.

III. Resources

- A. Course resources must be sufficient to ensure the achievement of the course's goals and outcomes. Resources must include, but are not limited to: faculty; clerical and administrative support; curriculum; finances; computer and office resources; instructional reference materials; and faculty continuing education.
- B. The sponsor must appoint sufficient qualified faculty and administrative staff with the necessary qualifications to perform the functions identified in documented job descriptions and to achieve the course's stated goals and outcomes.
- C. The Course Director must:
 - 1. Hold a bachelor's degree or higher in education, administration, health care, or the basic medical sciences.
 - 2. Be currently IBCLC certified.
 - 3. Have the requisite knowledge and skills to administer the classroom/academic aspects of the course.
 - 4. Have the requisite knowledge and skills to administer the operation of the overall course.
 - 5. Supervise activities of the faculty that are in direct support of the course.

6. Organize, administer, continuously review, plan, and develop processes that assure general effectiveness of the course.
7. Assure that continuous, competent, and appropriate guidance for students is provided.

D. Faculty must:

1. Be individually qualified by education and experience and must be effective in teaching the subjects assigned.
2. Be currently IBCLC certified if teaching more than 10 percent of the course. A lecturer who teaches less than 10 percent of the course and teaches no lactation-specific content is not required to be IBCLC certified. Non-lactation specific content is considered more general in scope and can be applied to lactation and/or breastfeeding areas, but is not specifically related to breastfeeding/lactation. Examples include research methods, statistics, ethics, marketing, teaching methods, and business concepts. An exception to these requirements may be considered with prior written approval by LEAARC in geographic areas with few IBCLCs.
3. Provide instruction, evaluate students and report progress as required by the organization.
4. Review and update course materials.

E. Curriculum

1. The curriculum must ensure the achievement of course goals and learning domains.
2. Instruction must be based on clearly written course materials that include course description, course objectives, methods of evaluation, topic outline, references, and competencies required for completion.
3. The course must identify the Entry Level Competencies that are taught in the course, using *Curriculum for a Lactation Course* (Appendix A) as a guide for content.

F. Resource Assessment

1. The course must annually assess the appropriateness and effectiveness of the resources described in these Criteria.
2. The results of resource assessment must be the basis for ongoing planning and appropriate change. An action plan must be developed when deficiencies are identified in the course resources.
3. Implementation of the action plan must be documented and results measured by ongoing resource assessment.

IV. Student Assessment

- A. The course must have a method to assess student progress toward achievement of the learning domains stated in the curriculum.
- B. Records of student assessments must be maintained in sufficient detail to document learning achievements.

- C. The course must periodically assess its effectiveness in achieving its stated goals and learning domains.
- D. The results of the outcomes assessment must be reflected in the review and timely revision of the course.

V. Fair Practices

A. Publications and Disclosure

- 1. Announcements, catalogs, publications, and advertising must accurately reflect the course offered.
- 2. The following must be made known to all applicants and students:
 - a) Admissions policies and practices
 - b) Number of contact hours required for completion of the course
 - c) Tuition/fees and other costs required to complete the course
 - d) Policies and processes for withdrawal and for refunds of tuition/fees

B. Lawful and Non-discriminatory Practices

- 1. All activities associated with the course, including student and faculty recruitment, student admission, and faculty employment practices must be non-discriminatory and in accord with the statutes, rules and regulations of the geopolitical regions or settings in which they are offered.
- 2. There must be a faculty grievance procedure made known to all paid faculty.
- 3. There must be a student grievance procedure made known to all students.

C. Student Records

- 1. Satisfactory records must be maintained for student admission, advisement, and evaluation.
- 2. Credit for the completed course must be recorded on the student certificate and the records permanently maintained by the sponsor in a safe and accessible location.

VI. Annual Reporting

- A. The course must submit an Annual Report to LEAARC by March 1 beginning with the first full calendar year following Initial Approval.
- B. The sponsor must report any Substantive Change(s) to LEAARC in a timely fashion. These may include:
 - 1. Legal status of the sponsor
 - 2. Ownership of the course
 - 3. Significant departure in curriculum content or delivery

Appendix A

Curriculum for a Lactation Course

This curriculum presents the competencies and objectives to guide any lactation program regardless of setting. It can be used for independent courses as well as courses within an academic program. The Core Competencies are those identified in [Clinical Competencies for the Practice of International Board Certified Lactation Consultants \(IBCLCs\)](#). Suggested Content and Student Skills and Behaviors are provided as an aid to curriculum developers. This curriculum derives from the document, *Framework for Development of an Academic Program in Breastfeeding and Human Lactation*, developed in 2010 through a grant from the International Lactation Consultant Association.

Communication and Counseling				
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
A	1	Obtain the parents' permission to provide care to their infant/child	<ul style="list-style-type: none"> · Obtains permission to examine a caregiver and infant/child at each encounter · <i>Responsibility of the healthcare provider to obtain direct or implied consent for care</i> · <i>Difference between formal consent for care in a healthcare setting, such as a hospital or physician office or a private practice, and informal permission to touch parent and infant/child throughout a visit</i> · <i>Variations within and between cultures</i> 	<ul style="list-style-type: none"> · <i>Ability to clearly state the purpose for providing care and respond appropriately if it is refused</i>
A	2	Utilize appropriate counseling skills and techniques	<ul style="list-style-type: none"> · Communicates verbally and with body language appropriate to a variety of clinical situations given cultural differences · <i>Counseling and communication skills</i> · <i>Impact of body language in any clinical situation</i> 	<ul style="list-style-type: none"> · <i>Respectful and accepting manner toward all families</i> · <i>Reflective listening and counseling skills</i> · <i>Appropriate use of body language</i> · <i>Ability to read and respond to body language of the parent/family member</i> · <i>Awareness of one's own attitudes and biases</i>

Communication and Counseling					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
A	3	Respect a person's race, creed, religion, sexual orientation/gender identity/gender expression, age, and national origin	<ul style="list-style-type: none"> · Interacts in a way that is culturally sensitive 	<ul style="list-style-type: none"> · <i>Cultural and spiritual beliefs surrounding pregnancy, childbirth and breastfeeding, family structure, and children</i> · <i>Available local support, where appropriate</i> · <i>Current research on norms for various populations</i> · <i>Global programs and implementation</i> · <i>Local belief systems and differences</i> 	<ul style="list-style-type: none"> · <i>Adequate assessment of situations and people</i> · <i>Ability to respond appropriately</i> · <i>Adaptation of program and other approaches used elsewhere</i> · <i>Counseling individuals from a variety of backgrounds</i> · <i>Ability to calmly respond to the unexpected</i> · <i>Acceptance and understanding of differences in circumstances and practices</i>
A	4	Integrate cultural, psychosocial and nutritional aspects of breastfeeding	<ul style="list-style-type: none"> · Describes a variety of cultural implications for breastfeeding support · Presents research-based information about cultural practices · Uses appropriate approach and language with LGBTQI families 	<ul style="list-style-type: none"> · <i>How to address a family's beliefs and practices in a respectful manner</i> · <i>How to help the family accommodate new information while retaining the ability to decide what to believe and do (family is able to verbalize that they felt culturally respected in the encounter)</i> · <i>Needs of LGBTQI families in breastfeeding support</i> 	<ul style="list-style-type: none"> · <i>Cultural sensitivity</i> · <i>Creativity to support families in meeting their needs and those of the infant/child</i> · <i>Ability to analyze and apply research evidence</i> · <i>Teaching skills</i> · <i>Active listening, counseling/positive discussion</i> · <i>Evidence-based decision making</i>
A	5	Ascertain parents' goals for breastfeeding	<ul style="list-style-type: none"> · Assesses parents' knowledge of breastfeeding and ascertains current breastfeeding goals 	<ul style="list-style-type: none"> · <i>Skills for eliciting maternal concerns</i> · <i>Reflective listening</i> · <i>History and note taking</i> 	<ul style="list-style-type: none"> · <i>Ability to ask probing questions</i> · <i>Ability to provide information that reflects parent's interest, mental and psychological state</i>
A	6	Utilize effective counseling and communication skills when interacting with parents, children, their families and other healthcare providers	<ul style="list-style-type: none"> · Gathers data for counseling purposes in a timely manner · Elicits information using effective counseling techniques · Effectively communicates gathered data to other health professionals for referral purposes 	<ul style="list-style-type: none"> · <i>Use of open-ended interview techniques, including how to elicit useful information</i> · <i>Identifying key information for assessment</i> · <i>Development and use of checklists</i> · <i>Reflective listening</i> · <i>History and note taking</i> 	<ul style="list-style-type: none"> · <i>Observation</i> · <i>Assessment</i> · <i>Active listening</i> · <i>Ability to guide discussion</i> · <i>Eliciting essential information</i> · <i>Prioritization of parent's needs/plan of care</i> · <i>Rapid evaluation and organization of information</i> · <i>Multi-tasking</i> · <i>Empathy</i> · <i>Non-authoritarian approach</i>

Communication and Counseling					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
A	7	Provide support and encouragement to enable parents to successfully meet their breastfeeding goals	<ul style="list-style-type: none"> · Uses effective counseling techniques to elicit information and reflect responses back for confirmation 	<ul style="list-style-type: none"> · <i>Reflective listening</i> 	<ul style="list-style-type: none"> · <i>Observation</i> · <i>Active listening</i> · <i>Ability to guide discussion</i> · <i>Multi-tasking</i> · <i>Empathy</i> · <i>Non-authoritarian approach</i>
A	8	Apply the principles of family-centered care while maintaining a collaborative, supportive relationship with breastfeeding families	<ul style="list-style-type: none"> · Obtains permission from the parent to share information with significant family members · Includes significant family members or friends 	<ul style="list-style-type: none"> · <i>Family theories</i> · <i>Basics of social theory of decision-making</i> · <i>Significance of including family members in teaching</i> 	<ul style="list-style-type: none"> · <i>Assessment of family dynamics</i> · <i>Acceptance of different needs</i> · <i>Creativity</i> · <i>Reading reactions from more than one person at a time (multi-tasking)</i>
A	9	Describe gender issues within a culture as they relate to breastfeeding	<ul style="list-style-type: none"> · Identifies and counsels sensitively regarding gender issues and concerns as they relate to breastfeeding 	<ul style="list-style-type: none"> · <i>Gender issues as they relate to women's ability/inability to breastfeed and nurture</i> · <i>Chest-feeding by male parents</i> 	<ul style="list-style-type: none"> · <i>Reading sociology and related literature critically</i> · <i>Recognition of one's own attitudes and values</i>
A	10	Utilize adult education principles	<ul style="list-style-type: none"> · Presents information in response to parents' expressed needs and learning style 	<ul style="list-style-type: none"> · <i>Principles of adult education in the clinical situation</i> · <i>Assessing learning style</i> · <i>Principles of how to assess readiness and ability to learn</i> 	<ul style="list-style-type: none"> · <i>Ability to present concepts clearly and simply while avoiding medical and/or breastfeeding jargon</i> · <i>Work interactively with parents</i> · <i>Pace information to meet real and perceived needs</i> · <i>Respectful demeanor</i>
A	11	Select appropriate teaching aids	<ul style="list-style-type: none"> · Assesses and selects materials appropriate to level of learning and readiness 	<ul style="list-style-type: none"> · <i>Evaluation of and/or development of written and other teaching aides</i> 	<ul style="list-style-type: none"> · <i>Assessment of readiness to learn and learning style</i> · <i>Ability to tailor assistance to the parent and family</i> · <i>Appropriate use of interpreters and other clinical assistance</i>
A	12	Provide information at a level which parents can easily understand	<ul style="list-style-type: none"> · Presents breastfeeding information to families in lay terms 	<ul style="list-style-type: none"> · <i>Presenting breastfeeding as the norm</i> · <i>Presenting evidence-based information</i> 	<ul style="list-style-type: none"> · <i>Reading breastfeeding literature critically</i> · <i>Ability to present clinical information in lay terms</i>

Communication and Counseling					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
A	13	Provide support and information to parents to make evidence-informed decisions	<ul style="list-style-type: none"> · Uses adult learning principles and responds to concerns and questions respectfully 	<ul style="list-style-type: none"> · <i>Impact of breastfeeding and of no breastfeeding on maternal and infant clinical health and on public health</i> 	<ul style="list-style-type: none"> · <i>Understanding of the literature on breastfeeding</i> · <i>Openness to the concerns of others</i> · <i>Ability to be an advocate without overstepping personal bounds</i>
A	14	Provide evidence-based information regarding use of medications (over-the-counter and prescription), alcohol, tobacco and street drugs, including their potential impact on milk production and child safety	<ul style="list-style-type: none"> · Provides reputable resources to reference regarding the use of medications and recreational drugs 	<ul style="list-style-type: none"> · <i>How medications and recreational drugs/substances can transfer into milk or affect milk production</i> · <i>Where to find reputable information</i> 	<ul style="list-style-type: none"> · <i>Recognition of commonly encountered medications and recreational drugs</i> · <i>Decision making</i> · <i>Encouraging adherence to regimen</i> · <i>Understanding of research and appropriate practices to support breastfeeding</i> · <i>Sensitivity to parental beliefs, acceptance of patient's experience and perceptions</i>
A	15	Provide evidence-based information regarding complementary therapies during lactation and their impact on milk production and the effect on the infant/child	<ul style="list-style-type: none"> · Discusses drug and folk remedies and their relationships to breastfeeding · Provides reputable resources to reference regarding the use of medications and complementary and alternative therapies 	<ul style="list-style-type: none"> · <i>How herbs can transfer into milk or affect milk production</i> · <i>Why herbal and other alternative remedies are not always as safe as approved medications, where to find information regarding herbal or other alternative treatments</i> · <i>Where to find information regarding herbal or other complementary and alternative treatments</i> 	<ul style="list-style-type: none"> · <i>Recognition of commonly encountered folk remedies</i> · <i>Decision making</i> · <i>Encouraging adherence to regimen</i> · <i>Understanding of research and appropriate practices to support breastfeeding</i>
A	16	Provide anticipatory guidance to reduce potential risks to breastfeeding parents or their infant/child	<ul style="list-style-type: none"> · Educates parents about the most common breastfeeding complications related to her history and provides tools to avoid problems 	<ul style="list-style-type: none"> · <i>Preventing problems through anticipatory guidance</i> · <i>Timing and appropriateness of anticipatory guidance</i> 	<ul style="list-style-type: none"> · <i>Assessment of readiness to learn and learning style</i> · <i>Ability to tailor assistance to the parent and family</i>
A	17	Counsel and support the family in coping with the death of a child	<ul style="list-style-type: none"> · Describes basics of counseling and supporting the family in coping with the death of a child 	<ul style="list-style-type: none"> · <i>Appropriate counseling techniques, including what to say, how to address grieving, breastfeeding a sibling, donating expressed milk to a donor milk bank, and ending milk production</i> 	<ul style="list-style-type: none"> · <i>Grief counseling skills</i> · <i>Ability to address parent's physical and emotional needs</i> · <i>Recognition of own feelings</i>

Communication and Counseling					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
A	18	Make appropriate referrals to other healthcare providers and community support resources in a timely manner depending on the urgency of the situation	<ul style="list-style-type: none"> · Provides appropriate follow-up 	<ul style="list-style-type: none"> · <i>Developing relationships and collaborating with the parent's healthcare team</i> 	<ul style="list-style-type: none"> · <i>Share responsibility for plan and outcomes with parent and family and healthcare team</i> · <i>Organizational skills</i> · <i>Knowledge of community resources</i> · <i>Resourceful</i>
A	19	Provide information on community resources for breastfeeding assistance	<ul style="list-style-type: none"> · Provides appropriate referrals 	<ul style="list-style-type: none"> · <i>How to locate and evaluate resources in a community for clinical referral where needed</i> · <i>Development of community ties to referral services for clinical needs</i> 	<ul style="list-style-type: none"> · <i>Share responsibility for plan and outcomes with parent and family</i> · <i>Organizational skills</i> · <i>Knowledge of community resources</i> · <i>Resourceful</i>
A	20	Assess social supports and possible challenges	<ul style="list-style-type: none"> · Defines limitations of IBCLC role · Identifies appropriate professional and other resources available and method of referral 	<ul style="list-style-type: none"> · <i>Professional scope of practice</i> · <i>How to triage appropriate referrals</i> 	<ul style="list-style-type: none"> · <i>Assessment of individual needs</i> · <i>Ability to recognize personal limitations</i> · <i>Ability to tailor referrals to meet individual needs</i>
A	21	Provide follow-up services as required and requested	<ul style="list-style-type: none"> · Compiles, and shares community resources for assistance with breastfeeding 	<ul style="list-style-type: none"> · <i>How to locate, evaluate and promote breastfeeding support resources in a community, including one-on-one and group peer support, and information for specific situations and needs of a parent and family</i> · <i>How to identify community social support resources</i> · <i>Development of community ties to referral services for social support needs</i> 	<ul style="list-style-type: none"> · <i>Organizational skills</i> · <i>Knowledge of community resources</i> · <i>Resourceful</i>

Communication and Counseling					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
A	22	Counsel and support donations to milk banks	<ul style="list-style-type: none"> · Objectively educates about milk banking, based on needs of learners · Counsels and supports donations to milk banks · Describes the components of recruitment, screening and processing, and safety criteria · Describes the clinical uses of donor human milk 	<ul style="list-style-type: none"> · <i>How to educate other health professionals and parents about the operation of a donor human milk bank, being a donor and uses for donor milk</i> · <i>How to remain current regarding both the location of milk banks, and requirements for ordering and donating milk</i> · <i>Local screening criteria and how to carry out a screening</i> · <i>How non-profit donor human milk banks recruit and screen donors, process the milk and distribute it</i> · <i>Effect of milk bank processing on the safety of the milk for recipient and the composition of the milk</i> · <i>Informal milk sharing and associated issues</i> · <i>Therapeutic uses of human milk for infants, children and adults</i> · <i>Commercial for-profit human milk providers</i> 	<ul style="list-style-type: none"> · <i>Ability to assess knowledge and informational needs of learners</i> · <i>Ability to teach</i> · <i>Ability to utilize web resources for updating information about milk banks</i> · <i>Ability to screen with attention to detail and appropriate behaviors</i> · <i>Ability to review operations and assess functioning of a donor milk bank</i> · <i>Ability to identify those in need of human milk, and to ethically and sensitively determine allocation</i> · <i>Attention to detail</i>

Documentation and Communication				
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
B	1	Work collaboratively with the healthcare team to provide coordinated services to families	<ul style="list-style-type: none"> · <i>Developing relationships and collaborating with the parent's healthcare team</i> 	<ul style="list-style-type: none"> · <i>Basic written and verbal communication skills and familiarity with relevant medical terminology</i> · <i>Organization of thoughts</i>
B	2	Obtain parental consent for obtaining and disclosing of information as needed or as specified by local jurisdiction	<ul style="list-style-type: none"> · <i>Privacy issues and concerns</i> · <i>Local laws and policies</i> · <i>Decision making models</i> 	<ul style="list-style-type: none"> · <i>Elicit consent for information sharing</i> · <i>Discretion in protecting privacy and rights</i>

Documentation and Communication					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
B	3	Maintain documentation of all contacts, assessments, feeding plans, recommendations and evaluations of care and retain records for the time specified by the local jurisdiction	<ul style="list-style-type: none"> Identifies the parent's concerns or problems, planned interventions, evaluation of outcomes and follow-up Documents findings for a clinical record entry or report to other members of the healthcare team 	<ul style="list-style-type: none"> Basic content expected in a health record entry, a report to a primary care provider and a referral letter Common errors 	<ul style="list-style-type: none"> Assessment of the parent's and infant/child's condition(s) Selection of relevant information to report Accuracy and organization of information Respect for intended recipient Attention to accuracy and detail
B	4	Provide written assessments as required	<ul style="list-style-type: none"> Uses documentation as appropriate to the geopolitical region, facility, and culture in which the student is being trained 	<ul style="list-style-type: none"> Method and standards for developing written reports for other healthcare professionals to read 	<ul style="list-style-type: none"> Basic written communication skills and familiarity with relevant medical terminology Organization of thoughts Neatness, accuracy, clarity
B	5	Respect the privacy, dignity and confidentiality of families except where the reporting of a danger to a parent or infant/child is specifically required by law	<ul style="list-style-type: none"> Recognizes, addresses, and documents situations in which immediate verbal communication with healthcare provider is mandated by law, such as serious illness, abuse or neglect in the infant/child or parent 	<ul style="list-style-type: none"> How to contact a healthcare provider, introduce one's self and give a brief, clear, complete description of the concern using observations and data Laws and regulations concerning child illness, abuse or neglect and what is defined as reportable Laws and regulations concerning reporting substance abuse and domestic violence Conditions that may appear to be the result of abuse, but are not, such as Mongolian spots and other birth marks or scars from chest tubes 	<ul style="list-style-type: none"> Ability to remain calm, but persistent Accurate and clear about the need observed Ability to convey the sense of urgency to the parent without causing undue distress Assessment of the parent and infant/child Ability to discuss concerns with the parent(s) concerns and assess the need for reporting Reporting accurately with information well organized Multi-tasking; organization Calm demeanor

History Taking and Assessment					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
C	1	Obtain a lactation history	<ul style="list-style-type: none"> · Asks relevant questions · Organizes, records, and analyzes data appropriately 	<ul style="list-style-type: none"> · <i>Components of medical/surgical, social and feeding history</i> · <i>Relevant data to gather: prenatal, intrapartal, and postpartal</i> · <i>Steps for obtaining an adequate history including gestational age, pertinent prenatal, intrapartal, neonatal risk factors</i> 	<ul style="list-style-type: none"> · <i>Clinical assessment skills (active listening,, history taking, observation, physical assessment)</i>
C	2	Identify events that occurred during the pregnancy, labor and birth that may adversely affect breastfeeding	<ul style="list-style-type: none"> · Identifies risk factors accurately · Discusses and recommends breastfeeding adjustments to a person experiencing cesarean birth 	<ul style="list-style-type: none"> · <i>How to organize and analyze history data</i> · <i>Risk factors that may impact lactation or breastfeeding for parents that have cesarean section including possible delayed onset of lactogenesis II</i> · <i>Positioning post-cesarean parent and infant/child for comfortable skin-to-skin holding as soon as possible</i> · <i>Effective early feedings</i> 	<ul style="list-style-type: none"> · <i>Ability to analyze pertinent data and relate to history and physical findings</i> · <i>Decision making skills</i>
C	3	Assess physical, mental and psychological states	<ul style="list-style-type: none"> · Obtains and interprets a psychosocial history (relationships, habits) 	<ul style="list-style-type: none"> · <i>Possible impact of family situations, the stresses of poverty, health issues and poor relationships</i> · <i>Mental health issues, including sexual abuse suffered by parent, substance abuse and other social problems' impact on breastfeeding</i> · <i>Screening for domestic violence while maintaining safety</i> 	<ul style="list-style-type: none"> · <i>Sensitivity to parent's discomfort, worry and safety</i> · <i>Open to parental desires</i> · <i>Comfort with assisting parent</i>

History Taking and Assessment					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
C	4	Assess the breasts to determine if changes are consistent with adequate function in lactation	<ul style="list-style-type: none"> · Performs breast assessment · Identifies variations in normal anatomy and implications for breastfeeding · Assesses a flat or inverted nipple and utilizes techniques for achieving effective latch if parents desire · Assesses evidence of previous breast surgery or trauma · Discusses various impacts of breast surgery/trauma on breastfeeding 	<ul style="list-style-type: none"> · <i>Steps and techniques in performing a physical assessment (observation and palpation) of the breast</i> · <i>Normal breast and nipple anatomy and common variations</i> · <i>Expected changes in breasts related to pregnancy and lactation</i> · <i>Evaluating nipple protractility and identifying a method for successfully latching the baby for effective milk transfer</i> · <i>Evidence of previous breast surgery or trauma and how they can affect milk production</i> 	<ul style="list-style-type: none"> · <i>Diagnostic skills for physical exam of the breast</i> · <i>Observational and clinical assessment skills (including history taking, analysis of information, diagnosis, and counseling)</i> · <i>Clinical assessment of trauma including physical exam and history taking, observation of breastfeeding (if applicable), analysis of history and observation, diagnosis</i> · <i>Decision making</i> · <i>Applying clinical algorithms</i> · <i>Problem solving</i> · <i>Sensitivity to maintaining privacy during exam</i>
C	5	Assess for normal child behavior and developmental milestones	<ul style="list-style-type: none"> · Describes observations of child behavior accurately to parents in a nonjudgmental manner 	<ul style="list-style-type: none"> · <i>Normal child behavior at various gestational ages</i> · <i>Child development and behavior</i> · <i>Psychology; sociology; physiology of the child</i> 	<ul style="list-style-type: none"> · <i>Ability to distinguish normal from abnormal development</i> · <i>Observation skills</i> · <i>History-taking and physical exam</i> · <i>Basic math skills applications</i> · <i>Acceptance of the wide variation within normal for most behaviors</i> · <i>Ability to focus on the infant/child and patiently elicit appropriate behaviors</i>
C	6	Assess and determine strategies to initiate and continue breastfeeding when challenging situations exist/occur	<ul style="list-style-type: none"> · Performs a comprehensive breastfeeding assessment, and supports normal and effective breastfeeding · Demonstrates ability to evaluate and work with a variety of parents and babies · Demonstrates ability to make recommendations relative to client's needs 	<ul style="list-style-type: none"> · <i>Lactogenesis II</i> · <i>Engorgement and non-lactating breast</i> · <i>Nipple damage and probable cause(s)</i> 	<ul style="list-style-type: none"> · <i>Observation</i> · <i>Assessment of normal lactating breasts</i> · <i>Multi-tasking</i> · <i>Organization</i> · <i>Appropriate reaction to unusual or abnormal findings</i> · <i>Planning care</i>

History Taking and Assessment					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
C	7	Identify correct latch and attachment	<ul style="list-style-type: none"> Assesses effectiveness of latch Assists and describes in lay terms to parents how to achieve an effective latch 	<ul style="list-style-type: none"> Identifying correct latch 	<ul style="list-style-type: none"> Ability to describe and demonstrate getting a baby to latch correctly and identify an incorrect latch Observation and assessment skills Respect for parent's report Persistence Willingness to try new methods
C	8	Assess effective milk transfer	<ul style="list-style-type: none"> Assesses milk transfer by using multiple techniques including history, observation, and identifying concerns 	<ul style="list-style-type: none"> Components of assessing effective milk transfer, including signs of milk ejection reflex and effective feeding 	<ul style="list-style-type: none"> Basic breastfeeding history, observation and clinical assessment techniques
C	9	Assess for adequate milk intake of the infant/child	<ul style="list-style-type: none"> Assesses milk intake by using multiple techniques including history, observation, and identifying concerns 	<ul style="list-style-type: none"> Signs of inadequate milk intake and methods for improving milk transfer 	<ul style="list-style-type: none"> Basic breastfeeding history, observation and clinical assessment techniques
C	10	Address inadequate milk intake	<ul style="list-style-type: none"> Provides feedback to parents and relevant caregivers Demonstrates use of a pre/post feeding weight scale 	<ul style="list-style-type: none"> Use and interpretation of growth charts for breastfed children Use of clinical interventions such as pre/post feeding weight as an assessment tool Use of a digital scale and balance scale and different levels of accuracy Use of the metric system for pre/post feeding weights 	<ul style="list-style-type: none"> Decision making Pre-post weighing procedures Proper use and interpretation of growth charts Ability to analyze pertinent data and relate to history and physical findings Accuracy, thoroughness in applying processes including weighing, Ability to convert weight (lb/oz) to metric (grams) Ability to address a parent's denial, frustration
C	11	Assess infant oral anatomy	<ul style="list-style-type: none"> Recognizes and describes normal and abnormal oral anatomy 	<ul style="list-style-type: none"> Abnormal oral anatomy that requires additional teaching and support 	<ul style="list-style-type: none"> Clinical assessment including observation of breastfeeding and relevant history collection Observation skills

History Taking and Assessment					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
C	12	Assess normal neurological responses and reflexes	<ul style="list-style-type: none"> Recognizes and describes normal and abnormal sucking patterns relative to ability to breastfeed Teaches parents how to recognize normal sucking patterns 	<ul style="list-style-type: none"> Effective sucking/suckling at the breast and how it differs from sucking from a bottle or pacifier How to recognize effective milk transfer and how to teach parents 	<ul style="list-style-type: none"> Clinical assessment including observation of breastfeeding and relevant history collection Observation skills Comfort with assisting parent Assisting parent in positioning infant/child at breast and guiding parent to comfortable positions during breastfeeding Counseling with terms appropriate to the parent's health literacy status
C	13	Provide information regarding increasing or decreasing milk volume as needed	<ul style="list-style-type: none"> Discusses milk production physiology and growth spurts with parents 	<ul style="list-style-type: none"> Physiology of how milk production adjusts to meet the infant/child's needs as he grows Factors that can interfere with adequate milk production and how to address them Etiology of and treatment(s) for perceived and actual low milk supply Management of low milk supply 	<ul style="list-style-type: none"> Teaching skills Ability to discuss with parents and families using lay terms Skills for handling delayed milk ejection, parent and family fears of delayed 'coming in' of milk and empty breasts in first few days Milk expression technique Adult learning techniques Open to parental attitudes
C	14	Assess milk supply	<ul style="list-style-type: none"> Identifies insufficient milk intake and real versus perceived insufficiency Identifies excessive flow of milk: forceful letdown 	<ul style="list-style-type: none"> Physiology of lactation, hormonal control of milk production How to identify hyperlactation/excessive milk production; how it may affect the infant and how to treat it 	<ul style="list-style-type: none"> Analytical skills History taking Decision making Classification and measurement of milk volume, outputs, weight and clinical assessment/decision making, job-aids, including protocols (clinical algorithms)

Prenatal and Perinatal Breastfeeding Support					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
D	1	Teach a prenatal breastfeeding class	<ul style="list-style-type: none"> Develops an outline of topics to be covered in a class with teaching strategies for each topic Successfully teaches one class 	<ul style="list-style-type: none"> How principles of adult learning impact teaching style as well as content Lesson plan development including how to select the appropriate information to include in a class 	<ul style="list-style-type: none"> Public speaking Ability to teach in an interactive format Ability to keep a mental agenda while teaching responsively Sensitivity to both individual and group responses Self-awareness regarding personal biases

Prenatal and Perinatal Breastfeeding Support

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
D	2	Perform a prenatal breast assessment	<ul style="list-style-type: none"> · Recognizes and describes normal and abnormal breast development during pregnancy · Counsels effectively while examining breasts at different stages of pregnancy and postpartum 	<ul style="list-style-type: none"> · <i>Prenatal breast exam for breastfeeding readiness</i> · <i>Ability to counsel during examination in support of breastfeeding</i> · <i>Positive prospective support for breastfeeding success</i>
D	3	Address health related life style issues, including alcohol, tobacco and drugs	<ul style="list-style-type: none"> · Addresses health related life style issues: alcohol, tobacco and drugs 	<ul style="list-style-type: none"> · <i>Impact of alcohol, tobacco and illicit drug use on infant well-being, breastfeeding and the parent's ability to nurture</i> · <i>Ability to suggest change with sensitivity</i> · <i>Ability to know when referral is necessary</i>
D	4	Assess and counsel parents on nutrition	<ul style="list-style-type: none"> · Counsels women of various nutritional status and intakes, pre and postpartum · Counsels women about nutritional needs following bariatric surgery 	<ul style="list-style-type: none"> · <i>Nutrition and micronutrient needs for the pre-pregnant and pregnant woman, including nursing during pregnancy</i> · <i>Optimal and adequate nutrition during breastfeeding</i> · <i>Nutritional deficiencies associated with some restrictive diets</i> · <i>Local issues and variances in nutritional needs by region and level of poverty</i> · <i>Ability to know when to refer for dietary counseling</i> · <i>Ability to develop good dietary content for parent and for complementary feeding</i> · <i>Sensitivity to parent's discomfort or worry</i> · <i>Comfort with assisting parent</i>
D	5	Support labor and birth practices that optimize breastfeeding outcomes	<ul style="list-style-type: none"> · Identifies how practices and events that occur during labor and birth can impact breastfeeding · Presents evidence and rationale for the role of labor support 	<ul style="list-style-type: none"> · <i>Positive birth outcomes associated with appropriate labor and birth practices and family-centered maternity care</i> · <i>Role of a labor support person such as a doula and how to advocate within local system</i> · <i>Impact of labor and birth on the infant and parent</i> · <i>Experience in labor and delivery areas</i> · <i>Respectful</i> · <i>Patient; calm demeanor</i> · <i>Reassuring presence</i> · <i>Acceptance of parent's experience/perception</i> · <i>Advocacy in local context</i> · <i>Assessment</i> · <i>Abstraction of pertinent chart information</i> · <i>Acceptance of parent's experience/perception</i> · <i>Reacting without blame and moving forward</i>

Prenatal and Perinatal Breastfeeding Support

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
D 6	Identify and promote positive breastfeeding practices	<ul style="list-style-type: none"> Identifies practices that support or interfere with breastfeeding in the clinical setting and suggests improvements where needed 	<ul style="list-style-type: none"> <i>Policies and protocols to support breastfeeding immediately post partum</i> <i>Working as an agent for change regarding Baby Friendly recommended practices</i> 	<ul style="list-style-type: none"> <i>Understanding of evidence-based research and appropriate practices to support breastfeeding</i> <i>Ability to suggest change while respecting other professionals' experience</i> <i>Sensitivity for other professionals' experience</i>
D 7	Promote continuous skin-to-skin contact of the newborn and caregiver	<ul style="list-style-type: none"> Presents the underlying technical arguments and counseling messages for skin-to-skin care Counsels parents appropriately about keeping the parent and newborn together Recognizes hospital practices that may be disruptive of establishment of breastfeeding 	<ul style="list-style-type: none"> <i>Skin-to-skin care and its importance for breastfeeding</i> <i>Achieving skin-to-skin care in the healthcare setting</i> <i>Research on the impact of skin-to-skin care and rooming in on breastfeeding</i> <i>Ways to facilitate parent's rest with parent and newborn in close proximity</i> 	<ul style="list-style-type: none"> <i>Understanding of research and appropriate practices to support breastfeeding</i> <i>Ability to discuss and describe the research with families and help them to implement it to meet their needs</i> <i>Teaching skills mindful of parent's health literacy</i> <i>Creativity to facilitate parents in meeting their own needs while meeting those of the infant/child</i> <i>Willingness to try new methods</i>
D 8	Discuss the appropriate continuation of breastfeeding when parents and their infant/child are separated	<ul style="list-style-type: none"> Discusses strategies with parents to meet the breastfeeding needs of the parent and infant/child when separated 	<ul style="list-style-type: none"> <i>Reasons for separation to determine need for milk expression and most appropriate means of expression for the situation</i> <i>Normal ranges of amounts of milk to express based upon days/weeks/months/years postpartum</i> 	<ul style="list-style-type: none"> <i>Communication using lay terms, avoiding medical or lactation consultant language (jargon)</i> <i>Teaching skills</i> <i>Creativity to facilitate parents in meeting their own needs while meeting those of the infant/child</i>
D 9	Provide education to assist the family to identify newborn feeding cues and behavioral states	<ul style="list-style-type: none"> Identifies and describes newborn behavior and feeding cues to parents 	<ul style="list-style-type: none"> <i>Feeding readiness cues in a full-term infant</i> <i>Range of normal infant feeding behavior</i> <i>Importance of feeding frequency and draining the breast adequately on both the newborn's learning to feed and the parent's milk production</i> 	<ul style="list-style-type: none"> <i>Communication using lay terms, avoiding medical or lactation consultant language (jargon)</i> <i>Observation skills</i> <i>Teaching skills</i> <i>Ability to complete an accurate physical exam of newborn</i> <i>Ability to demonstrate waking techniques</i>

Prenatal and Perinatal Breastfeeding Support

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
D 10	Educate families on normal child behaviors indicating breastfeeding needs; signs of readiness to feed, and expected feeding patterns	<ul style="list-style-type: none"> Teaches parents and family about feeding the baby on cue, 8-10 times in each 24-hour period 	<ul style="list-style-type: none"> <i>Needs of the baby to be fed and the breasts to be emptied to establish and maintain milk production</i> 	<ul style="list-style-type: none"> <i>Ability to discuss and describe the research with families and help them to implement it to meet their needs</i> <i>Creativity to facilitate parents in meeting their own needs while meeting those of the infant/child</i>
D 11	Assist parents and their infant/child to find comfortable positions for breastfeeding	<ul style="list-style-type: none"> Assists parents to achieve comfortable and adequate positions for initial feedings 	<ul style="list-style-type: none"> <i>Infant self-attachment</i> <i>Breastfeeding positions and how each may or may not be helpful</i> 	<ul style="list-style-type: none"> <i>Ability to describe and demonstrate different feeding positions and assess which is most appropriate for an individual situation</i> <i>Teaching skills</i>
D 12	Provide suggestions as to when and how to stimulate a sleepy baby to feed	<ul style="list-style-type: none"> Describes when it is appropriate and how to awaken a sleepy baby Describes observations regarding the baby to parents in a non-threatening manner Develops a feeding plan, including milk expression, as necessary to protect milk production Educates parents regarding feeding human milk in preference to a substitute, the importance of skin-to-skin contact, and the ability to implement the plan 	<ul style="list-style-type: none"> <i>Nonspecific nature of signs of newborn illness and situations when it is appropriate to awaken a sleepy baby</i> <i>Normal sleep cycles of newborns</i> <i>Waking techniques that are effective</i> <i>How to recognize and work with shut-down from cold or over stimulation</i> <i>Determining cause(s) of shut-down</i> <i>Nonspecific nature of signs of newborn illness, including inability to wake the infant to alertness (lethargy), poor suckling, temperature instability</i> 	<ul style="list-style-type: none"> <i>Ability to recognize signs of an ill baby and distinguish illness/lethargy from "sleepy"</i> <i>Applies skills for getting babies to feed</i> <i>Creativity to facilitate parents in meeting their own needs while meeting those of the baby</i>

Prenatal and Perinatal Breastfeeding Support

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
D 13	Provide education for the family regarding the use of pacifiers/dummies including the possible risks to lactation	<ul style="list-style-type: none"> · Presents risks associated with use of pacifiers and artificial nipples to parents in a respectful manner, in consideration of parental wishes 	<ul style="list-style-type: none"> · <i>How pacifiers can affect infant weight gain as well as parent's nipple pain and milk production</i> · <i>How pacifier use can interfere with imprinting on the parent's nipple and interfere with feeding</i> · <i>How early use of artificial nipples (bottle-feeding) can interfere with learning to breastfeed effectively</i> 	<ul style="list-style-type: none"> · Teaching skills · Recognition of various conditions and solutions · Decision making · Ability to discuss and describe the research with families, and inform of risks in a positive way · Provide parents with options to pacifier use, describe its use in non-breastfed infants · Recognition of one's own biases · Open to parental attitudes, and respect for their needs and desires
D 14	Provide information and strategies to prevent and resolve sore damaged nipples	<ul style="list-style-type: none"> · Assesses a breastfeeding parent's nipples clinically · Assists parents in preventing and treating sore nipples, referring as needed · Evaluates and assists parents with improved latch, when needed · Suggests modes of symptomatic treatment (pain control, etc.) · Identifies other reasons for nipples pain 	<ul style="list-style-type: none"> · <i>Evaluation of position of the parent and baby and baby's latch and feeding behavior for optimal feeding and prevention of nipple trauma</i> · <i>Causes and treatments of nipple pain and management of breastfeeding during this time</i> · <i>Differentiating causes of nipple and breast pain caused by incorrect latch, bacterial or yeast infection, mastitis, abscess or plugged duct</i> · <i>Appropriate intervention(s) or referral to healthcare provider</i> · <i>Positioning to heal certain types of damage</i> · <i>Appropriate therapies and devices (e.g., breast shells, nipple shields, moist wound healing principles, etc.)</i> 	<ul style="list-style-type: none"> · Recognition of various conditions and solutions · Clinical assessment including history taking · Observation of breastfeeding · Ability to prioritize · Problem solving, including use of protocols (clinical algorithms) and job aids · Ability to recognize need for creativity and adaptation · Sensitivity to parent's discomfort or worry including addressing, frustration, denial, tearfulness · Creativity to facilitate parents in meeting their needs and those of the baby

Prenatal and Perinatal Breastfeeding Support				
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
D 15	Provide information and strategies to prevent and resolve engorgement, blocked ducts and mastitis	<ul style="list-style-type: none"> Identifies and differentiates problems potentially requiring medical/surgical treatment Describes modalities for the prevention and treatment of engorgement, blocked ducts and mastitis Assesses and discusses engorgement treatment and prevention with parents 	<ul style="list-style-type: none"> Mastitis and subclinical mastitis signs, symptoms and management Indications for referral to other provider(s) Stages of engorgement, its causes, and why it should be treated Risks of not treating engorgement, effectiveness of different treatment modalities, and management of breastfeeding during this time Identification and treatment of blocked ducts 	<ul style="list-style-type: none"> Recognition of various conditions and solutions Clinical assessment including history taking Observation of breastfeeding Ability to prioritize Problem solving, including use of protocols (clinical algorithms) and job aids Ability to recognize need for creativity and adaptation Sensitivity to parent's discomfort or worry including addressing: frustration, denial, tearfulness Creativity to facilitate parent in meeting her needs and those of the infant/child
D 16	Provide appropriate education for the family regarding the importance of exclusive breastfeeding to the health of the parent and infant/child and the risk of using human milk substitutes	<ul style="list-style-type: none"> Presents to parents the health risks to the infant/child associated with mixed feedings with cow or soy milk, including allergies with respect for parental wishes and situation 	<ul style="list-style-type: none"> Principles of adult education Counseling and presentation style as they apply to communicating the concept of prevention Importance of breastfeeding for parent and infant/child health (prevention of SIDS/SUDI, diabetes, certain cancers, child illnesses, maternal illnesses, impact on birth spacing) Consequences of lack of exclusive breastfeeding on immunology, allergy and gut development Possible consequences of feeding the infant/child other than at the breast 	<ul style="list-style-type: none"> Public speaking Adult education techniques Recognition of various conditions and solutions Ability to discuss and describe research with families and help them to implement it to meet their needs Skills for counseling parents of non breastfed children separately and separating them from breastfeeding parents to avoid the spillover effect Recognition and acceptance that individuals learn in differing ways

Extended Breastfeeding Support				
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
E 1	Teach appropriate food selection for breastfed children	<ul style="list-style-type: none"> Counsels on infant/child feeding for various stages in the infant/child's first 2 years 	<ul style="list-style-type: none"> Situations when formula use is warranted Appropriate commercial feeding products and proper use Complementary feeding principles and how to provide support as the infant/child transitions to complementary feedings 	<ul style="list-style-type: none"> Basic complementary feeding counseling for the breastfed and non-breastfed infant/child Taking family norms into account Recognition of one's own biases

Extended Breastfeeding Support					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
E	2	Provide information and strategies to minimize the risk of Sudden Infant Death Syndrome (SIDS) or Sudden Unexplained Death of an Infant (SUDI)	<ul style="list-style-type: none"> · Respectfully teaches back sleeping using current research regarding breastfeeding in SIDS/SUDI prevention 	<ul style="list-style-type: none"> · <i>Role of breastfeeding in SIDS/SUDI prevention</i> · <i>Significance of the supine sleeping position</i> · <i>How to co-sleep safely</i> 	<ul style="list-style-type: none"> · <i>Ability to counsel concerning various situations impacting SIDS/SUDI</i> · <i>Understanding of research and appropriate practices to support breastfeeding</i> · <i>Open to parental experiences with SIDS/SUDI</i>
E	3	Provide information regarding family planning methods including Lactation Amenorrhea Method (LAM) and their impact on lactation	<ul style="list-style-type: none"> · Appropriately discusses various forms of contraception and the risks and benefits of use during breastfeeding 	<ul style="list-style-type: none"> · <i>Role of exclusive breastfeeding in child spacing, including such methods as LAM and natural family planning</i> · <i>Potential effect of hormonal contraceptives on lactation, including pills, implants and injections</i> · <i>Use of barrier forms of contraception, including foam and condoms and IUD's</i> 	<ul style="list-style-type: none"> · <i>Recognition of various options</i> · <i>Clinical assessment including history taking</i> · <i>Understanding of research and appropriate practices to support breastfeeding</i> · <i>Sensitivity to parental autonomy and decision making</i> · <i>Recognition of one's own biases</i>
E	4	Assist parents with their child's teething and biting as it impacts on breastfeeding	<ul style="list-style-type: none"> · Works with a parent/child dyad experiencing teething and biting 	<ul style="list-style-type: none"> · <i>How teething may affect feeding behavior and how to approach biting issues in an age-appropriate manner</i> · <i>How the child who is feeding effectively is not able to bite during actual feeding</i> 	<ul style="list-style-type: none"> · <i>History-taking and physical exam, including oral-motor function</i> · <i>Breastfeeding observation and evaluation</i> · <i>Ability to ask appropriate questions</i> · <i>Ability to organize information, think outside the box and see relationships</i> · <i>Ability to communicate complicated information in lay terms</i> · <i>Patience with problems that do not have easy answers</i> · <i>Acceptance of different values and lifestyles without judgment</i> · <i>Sensitivity to how the family is taking in the information</i>

Extended Breastfeeding Support

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
E 5	Identify issues related to early weaning and appropriate interventions/teaching for the family	<ul style="list-style-type: none"> Works with a parent/child dyad experiencing early weaning 	<ul style="list-style-type: none"> <i>Description of a nursing strike and how to distinguish it from refusing to nurse because of pain such as an ear infection, teething, thrush or gastric upset</i> <i>How to counsel the parent who is not ready to wean when her child is ready</i> 	<ul style="list-style-type: none"> <i>History-taking and physical exam, including oral-motor function</i> <i>Breastfeeding observation and evaluation</i> <i>Ability to ask appropriate questions</i> <i>Ability to organize information, think outside the box and see relationships</i> <i>Ability to communicate complicated information in lay terms</i> <i>Patience with problems that do not have easy answers</i> <i>Acceptance of different values and lifestyles without judgment</i> <i>Sensitivity to how the family is taking in the information</i>
E 6	Provide information regarding weaning from the breast when appropriate, including care of the breasts and preparation and use of human milk substitutes	<ul style="list-style-type: none"> Counsels parents about weaning issues at various ages and with multiples 	<ul style="list-style-type: none"> <i>Infant-led and parent-led weaning, reasons for each including undesired and/or untimely weaning</i> <i>Anthropologic description of weaning, the role of the lactation consultant in discussing weaning with parents</i> <i>World Health Organization Guidelines for Safe Preparation, Storage and Handling of Powdered Infant Formula</i> 	<ul style="list-style-type: none"> <i>Decision making</i> <i>Ability to prioritize</i>
E 7	Provide instruction and guidance on toddler breastfeeding	<ul style="list-style-type: none"> Counsels parents of toddlers on breastfeeding maintenance in parent's social setting 	<ul style="list-style-type: none"> <i>Changing needs of the parent and infant/child and the role breastfeeding plays in the infant/child's life</i> 	<ul style="list-style-type: none"> <i>History-taking and physical exam, including oral-motor function</i> <i>Breastfeeding observation and evaluation</i> <i>Ability to ask appropriate questions</i> <i>Ability to organize information, think outside the box and see relationships</i> <i>Ability to communicate complicated information in lay terms</i> <i>Patience with problems that do not have easy answers</i> <i>Acceptance of different values and lifestyles without judgment</i> <i>Sensitivity to how the family is taking in the information</i>

Extended Breastfeeding Support					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
E	8	Describe and teach approaches to breastfeeding while pregnant and tandem nursing	<ul style="list-style-type: none"> · Counsels on the pros and cons of tandem nursing, and on anticipatory planning 	<ul style="list-style-type: none"> · <i>Research regarding breastfeeding through a pregnancy</i> · <i>How the parent can make sure she is meeting the new child's needs as well as those of the older child</i> · <i>Parent's changing emotional needs and how they vary from woman to woman</i> · <i>Ways to approach weaning that are developmentally appropriate, if the parent decides to wean</i> 	<ul style="list-style-type: none"> · <i>History-taking and physical exam, including oral-motor function</i> · <i>Breastfeeding observation and evaluation</i> · <i>Ability to ask appropriate questions</i> · <i>Ability to organize information, think outside the box and see relationships</i> · <i>Ability to communicate complicated information in lay terms</i> · <i>Patience with problems that do not have easy answers</i> · <i>Acceptance of different values and lifestyles without judgment</i> · <i>Sensitivity to how the family is taking in the information</i>

Problem-Solving					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
F	1	Evaluate potential and existing factors impacting a parent's breastfeeding goals	<ul style="list-style-type: none"> · Identifies and differentiates between normal and abnormal conditions and clinical situations · Carries out basic diagnostics in problem situations 	<ul style="list-style-type: none"> · Normal limits for child behavior, feeding patterns and growth · Triaging common breastfeeding problems, recognizing and differentiating mechanical breastfeeding problems, milk production, any maternal nutrient challenges · Maternal and child contribution to problems · Questions relevant to the presenting problem(s), multiple presenting problems to address the most significant issue(s) first · Assessing situation for unexpressed or unrecognized problems 	<ul style="list-style-type: none"> · Clinical assessment (including history taking and physical assessment) · Triaging · Time management · Critical thinking · Pattern identification
F	2	Assist and support parents to develop, implement and evaluate an appropriate, acceptable and achievable breastfeeding plan utilizing all resources available	<ul style="list-style-type: none"> · Works with the parent to create an appropriate plan that addresses all issues identified · Assists with maternal implementation of the plan documented · Demonstrates ability to carry out steps necessary for evaluation of outcomes · Creates and shares follow-up plans with a parent to answer breastfeeding questions 	<ul style="list-style-type: none"> · Identifying basic issue(s) and solutions, including both infant/child and maternal needs · Discussing alternative choices with the family and how they will each impact infant/child health, breastfeeding and milk production · Creating an appropriate document at the maternal literacy level for the family · Identifying community resources and making referrals as needed · Defining the successful outcome of the plan as it meets the infant/child's and parent's needs · Optimal postpartum healthcare follow-up of the breastfeeding infant/child and parent · Optimal postpartum breastfeeding support follow-up for the breastfeeding infant/child and parent 	<ul style="list-style-type: none"> · Counseling using lay terms · Culturally sensitive counseling skills · Interview and follow-up techniques · Patient monitoring · Openness · Clarity of expression · Sensitivity to parent's priorities · Persistence in follow-up

Problem-Solving					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
F	3	Evaluate parents' understanding of all information and education provided	<ul style="list-style-type: none"> · Recognizes signs that parents understand information and education provided 	<ul style="list-style-type: none"> · <i>Verifying understanding with the parent</i> · <i>Determining that the family can implement the plan independent of intervention once they have left the consultation</i> · <i>Eliciting which suggestion or parts of the suggested plan the parent is willing or able to follow and revisiting any critical part of the plan the parent finds problematic</i> 	<ul style="list-style-type: none"> · <i>Counseling using lay terms</i> · <i>Recognition of various conditions and solutions</i> · <i>Decision making over the phone or in a community setting</i> · <i>Culturally sensitive counseling skills</i> · <i>Developing a plan of action</i> · <i>Time management</i> · <i>Organization</i> · <i>Multi-tasking</i> · <i>Openness</i> · <i>Clarity of expression</i> · <i>Sensitivity to parent's priorities</i> · <i>Persistence in follow-up</i>
F	4	Provide evidence-based information to parents regarding the use of techniques and devices	<ul style="list-style-type: none"> · Correctly identifies appropriate use of a device or aid · Provides appropriate education to parents 	<ul style="list-style-type: none"> · <i>Appropriate use of a broad range of breastfeeding and lactation aids, including, but not limited to:</i> · <i>Supports such as slings and pillows to assist the parent in holding her infant/child</i> · <i>Nipple shields and nipple everters to assist with difficult latch</i> · <i>Accurate scales for pre/post feeding weight to determine milk transfer</i> · <i>Nursing supplementing devices and other alternative feeding methods such as cup feeding and bottle feeding to improve intake</i> · <i>Topical treatments and breast shells for nipple pain</i> · <i>Milk expression skills (hand expression) and devices including pumps</i> 	<ul style="list-style-type: none"> · <i>Teaching skills</i> · <i>Ability to analyze and apply research evidence</i> · <i>Familiarity with breastfeeding techniques and devices</i>

Problem-Solving					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
F	5	Evaluate and critique how techniques and devices may be used to ensure initiation and/or continuation of breastfeeding in certain circumstances	<ul style="list-style-type: none"> · Correctly identifies appropriate use of a device or aid · Uses devices safely and correctly and provides appropriate education to parents · Clearly documents rationale for and use of aids and devices · Communicates with HCP as needed 	<ul style="list-style-type: none"> · <i>Specific applications of aids based on problem-solving and clinical situations</i> 	<ul style="list-style-type: none"> · <i>Maternal and infant/child assessment</i> · <i>Critical thinking</i> · <i>Problem-solving</i> · <i>Technical skills with aids and devices</i> · <i>Teaching skills</i> · <i>Documentation</i> · <i>Ability to analyze and apply research evidence</i> · <i>Familiarity with breastfeeding techniques and devices</i>
F	6	Critique and evaluate indications, contraindications and use of techniques, appliances and devices which support breastfeeding	<ul style="list-style-type: none"> · Correctly identifies appropriate use of a device or aid · Uses devices safely and correctly and provides appropriate education to parents · Clearly documents rationale for and use of aids and devices · Communicates with HCP as needed 	<ul style="list-style-type: none"> · <i>Decision-making based assessment</i> 	<ul style="list-style-type: none"> · <i>Maternal and infant/child assessment</i> · <i>Critical thinking</i> · <i>Problem-solving</i> · <i>Technical skills with aids and devices</i> · <i>Teaching skills</i> · <i>Documentation</i> · <i>Ability to analyze and apply research evidence</i> · <i>Familiarity with breastfeeding techniques and devices</i>

Problem-Solving					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
F	7	Evaluate, critique and demonstrate the use of techniques and devices which support breastfeeding, understand that some devices may be marketed without evidence to support their usefulness and may be harmful to the continuation of breastfeeding	<ul style="list-style-type: none"> · Considers all factors when recommending use of an aid or device, including assessment of need, cost, acceptability for the client/patient and sustainability for a specific situation · Educates family appropriately in use and care of aids or devices · Describes ethical responsibility regarding financial gain from recommending aids or devices 	<ul style="list-style-type: none"> · <i>Decision-making based on assessed need, relative costs and effectiveness</i> · <i>Effective patient/client education regarding use and cleaning of devices</i> · <i>Follow-up</i> · <i>Legal/ethical issues, including obtaining informed consent and a healthcare provider order, if needed, as well as financial gain for the lactation consultant</i> · <i>Devices, marketing strategies, clinical evidence regarding usefulness and possible harmful effects</i> 	<ul style="list-style-type: none"> · <i>Acceptance of responsibility for ethical care of the parent and infant/child, including follow-up assessment of interventions</i>
F	8	Carefully choose a method of feeding when supplementation is unavoidable and use strategies to maintain breastfeeding to meet the parent's goal	<ul style="list-style-type: none"> · Correctly identifies indications for use of an aid or device and selects the most appropriate one 	<ul style="list-style-type: none"> · <i>Indications for use of specific breastfeeding aids, including both goals and expected outcomes</i> · <i>Disadvantages or drawbacks to the use of devices in certain situations, including sustainability</i> · <i>Evaluation of the effectiveness and any potential safety concerns</i> 	<ul style="list-style-type: none"> · <i>Critical thinking</i> · <i>Problem-solving</i> · <i>Technical skills with aids and devices</i> · <i>Ability to analyze and apply research evidence</i>

Infant/Child Breastfeeding Challenges				
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior

Infant/Child Breastfeeding Challenges

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
G 1	Develop and apply a plan of action to assist the breastfeeding dyad that has undergone a traumatic birth	<ul style="list-style-type: none"> Describes observations to parent regarding her newborn in a non-threatening manner Develops and implements a plan of action for feeding the newborn and protecting the milk supply 	<ul style="list-style-type: none"> <i>Effects of labor and birth and birthing practices on the newborn's ability to feed, including the time frame in which they may appear</i> <i>Techniques for helping the newborn who is having difficulty with feeding</i> 	<ul style="list-style-type: none"> <i>History-taking and physical exam, including oral-motor function</i> <i>Breastfeeding observation and evaluation</i> <i>Ability to recognize and correct for the effects of a birth trauma</i> <i>Ability to ask appropriate questions</i> <i>Ability to organize information, think outside the box and see relationships</i> <i>Ability to communicate complicated information in lay terms</i> <i>Patience with problems that do not have easy answers</i> <i>Acceptance of different values and lifestyles without judgment</i> <i>Sensitivity to how the family is taking in the information</i>
G 2	Develop and apply a plan of care for the breastfeeding parent with a preterm or late preterm infant	<ul style="list-style-type: none"> Develops and implements a plan of action with a parent including both feeding the preterm or late preterm newborn and protecting milk production 	<ul style="list-style-type: none"> <i>Unique needs and feeding behaviors of these infants</i> <i>Skin-to-skin care for these infants</i> <i>Medical complications influenced by organ system immaturity in the infant born at 35-38 weeks, referred to as the late-preterm infant</i> 	<ul style="list-style-type: none"> <i>History-taking and physical exam, including oral-motor function</i> <i>Breastfeeding observation and evaluation</i> <i>Ability to ask appropriate questions</i> <i>Ability to organize information, think outside the box and see relationships</i> <i>Ability to communicate complicated information in lay terms</i> <i>Patience with problems that do not have easy answers</i> <i>Acceptance of different values and lifestyles without judgment</i> <i>Sensitivity to how the family is taking in the information</i>

Infant/Child Breastfeeding Challenges					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
G	3	Design and implement a plan of care for the parent with a newborn that is small for gestational age (SGA) or large for gestational age (LGA)	<ul style="list-style-type: none"> · Develops and implements a plan of action with a parent including both feeding the SGA or LGA newborn and protecting milk production 	<ul style="list-style-type: none"> · <i>Causes and effects of being LGA or SGA on the newborn's adaptation post birth and feeding behavior</i> · <i>Safe feeding and maternal involvement</i> · <i>Skin-to-skin care</i> 	<ul style="list-style-type: none"> · <i>History-taking and physical exam, including oral-motor function</i> · <i>Breastfeeding observation and evaluation</i> · <i>Ability to ask appropriate questions</i> · <i>Ability to organize information, think outside the box and see relationships</i> · <i>Ability to communicate complicated information in lay terms</i> · <i>Patience with problems that do not have easy answers</i> · <i>Acceptance of different values and lifestyles without judgment</i> · <i>Sensitivity to how the family is taking in the information</i>
G	4	Design and implement a plan of care for breastfeeding multiples	<ul style="list-style-type: none"> · Develops and implements a plan of action with a parent including both feeding multiples and protecting milk production 	<ul style="list-style-type: none"> · <i>Potential medical complications that frequently occur with multiples/plural births</i> · <i>Logistics of feeding more than one infant/child at the breast</i> · <i>Developing and maintaining adequate milk production</i> · <i>How to assure appropriate newborn weight gain</i> 	<ul style="list-style-type: none"> · <i>History-taking and physical exam, including oral-motor function</i> · <i>Breastfeeding observation and evaluation</i> · <i>Ability to ask appropriate questions</i> · <i>Ability to organize information, think outside the box and see relationships</i> · <i>Ability to communicate complicated information in lay terms</i> · <i>Patience with problems that do not have easy answers</i> · <i>Acceptance of different values and lifestyles without judgment</i> · <i>Sensitivity to how the family is taking in the information</i>

Infant/Child Breastfeeding Challenges

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
G 5	Facilitate breastfeeding for the medically fragile and physically compromised infant/child	<ul style="list-style-type: none"> · Describes observations regarding their infant/child to parents in a non-threatening manner · Implements a plan of action that includes ongoing assessment, evaluation and subsequent change in management · Reviews milk expression in the development of milk production and the effect of skin-to-skin contact when appropriate 	<ul style="list-style-type: none"> · <i>Potential medical complications associated with preterm infants</i> · <i>Establishing milk production when the child cannot go to breast, including hand expression and pumping</i> · <i>Reading the preterm infant's cues</i> · <i>Use of skin-to-skin care</i> · <i>Transitioning the preterm infant to breastfeeding effectively</i> · <i>Range of long-term feeding plans that may be necessary for the preterm infant</i> · <i>Optimal feeding practices of preterms</i> · <i>Managing feeding problems in sick children and those with HIV positive parents</i> 	<ul style="list-style-type: none"> · <i>History-taking and physical exam, including oral-motor function</i> · <i>Breastfeeding observation and evaluation</i> · <i>Ability to ask appropriate questions</i> · <i>Ability to organize information, think outside the box and see relationships</i> · <i>Ability to communicate complicated information in lay terms</i> · <i>Patience with problems that do not have easy answers</i> · <i>Acceptance of different values and lifestyles without judgment</i> · <i>Sensitivity to how the family is taking in the information</i> · <i>Ability to work collaboratively with specialists and recognize when referral is appropriate</i>
G 6	Describe and implement a plan of care for the breastfed hypoglycemic newborn	<ul style="list-style-type: none"> · Describes observations regarding their newborn to parents in a non-threatening manner · Develops and implements a plan of action, including milk expression if necessary to establish milk production · Discusses the importance of skin-to-skin contact and feeding human milk in preference to infant formula 	<ul style="list-style-type: none"> · <i>Background information and laboratory values relating to the diagnosis of hypoglycemia in the newborn</i> · <i>Minimizing the risk of hypoglycemia with immediate skin-to-skin holding, and early feeding with colostrum</i> · <i>Teaching the parent to hand express</i> · <i>Recognizing when the infant/child is too sick to breastfeed</i> 	<ul style="list-style-type: none"> · <i>History-taking and physical exam, including oral-motor function</i> · <i>Breastfeeding observation and evaluation</i> · <i>Ability to ask appropriate questions</i> · <i>Ability to organize information, think outside the box and see relationships</i> · <i>Ability to communicate complicated information in lay terms</i> · <i>Patience with problems that do not have easy answers</i> · <i>Acceptance of different values and lifestyles without judgment</i> · <i>Sensitivity to how the family is taking in the information</i> · <i>Ability to work collaboratively with specialists and recognize when referral is appropriate</i>

Infant/Child Breastfeeding Challenges

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
G 7	Calculate an infant/child's caloric/Kilojoule and volume requirements	<ul style="list-style-type: none"> · Accurately calculates amount of fluids/calories required according to predicted weight for age · Develops a plan for feeding the infant/child with the parents that includes infant/child volume and calorie needs and increasing milk production if appropriate 	<ul style="list-style-type: none"> · <i>Calculating amount of fluids/calories required by the infant/child according to predicted weight for age</i> · <i>Conversion of English units to metric units and vice-versa (if applicable) for calculating feeding needs and weight loss/gain</i> · <i>Facilitating optimal milk transfer and assess milk production</i> · <i>When and how to use interventions including improved positioning and latch, increasing intake at a feeding, lactogogues and breastfeeding equipment</i> · <i>When supplementation of expressed parent's own, donor milk or formula is necessary</i> 	<ul style="list-style-type: none"> · <i>Application of technical skills</i> · <i>Basic math</i> · <i>History-taking and physical exam, including oral-motor function</i> · <i>Breastfeeding observation and evaluation</i> · <i>Ability to ask appropriate questions</i> · <i>Ability to organize information, think outside the box and see relationships</i> · <i>Ability to communicate complicated information in lay terms</i> · <i>Patience with problems that do not have easy answers</i> · <i>Acceptance of different values and lifestyles without judgment</i> · <i>Sensitivity to how the family is taking in the information</i> · <i>Ability to work collaboratively with specialists and recognize when referral is appropriate</i>
G 8	Assess the breastfeeding infant/child's growth using World Health Organization adapted growth charts	<ul style="list-style-type: none"> · Differentiates slow weight gain from failure to thrive · Assesses problem(s) contributing to poor weight gain · Evaluates need for referral 	<ul style="list-style-type: none"> · <i>Triaging and problem-solving skills to evaluate if the infant/child is gaining weight and growing appropriately for age</i> · <i>How to decide immediately if there is danger of impending shock due to dehydration</i> · <i>Evaluating cause(s) and context in which weight loss or slow weight gain is occurring using history and physical exam of parent and infant/child</i> · <i>Use of growth standards and curves appropriately for growth monitoring and for problem situations</i> · <i>Nutritional growth failure and growth failure caused by underlying illness</i> · <i>Assessing adequate milk intake with and without a scale, and assessing weight gain over time</i> · <i>Evaluating and optimizing/maintaining milk supply</i> · <i>How to teach parents effectively</i> 	<ul style="list-style-type: none"> · <i>History taking and physical exam</i> · <i>Oral-motor examination</i> · <i>Breastfeeding observation and evaluation</i>

Infant/Child Breastfeeding Challenges

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
G 9	Assess and implement a breastfeeding plan for the hyperbilirubinemic newborn	<ul style="list-style-type: none"> Describes observations regarding their newborn's condition to parents in a non-threatening manner Develops a plan of action, including milk expression if necessary to establish milk production and demonstrated ability to use phototherapy and other devices effectively and safely 	<ul style="list-style-type: none"> Role of bilirubin in the newborn Dangers of excess bilirubin Role of adequate feeding in lowering bilirubin levels Role of bilirubin lights and how they should be used for maximum effect 	<ul style="list-style-type: none"> History-taking and physical exam, including oral-motor function Breastfeeding observation and evaluation Ability to ask appropriate questions Ability to organize information, think outside the box and see relationships Ability to communicate complicated information in lay terms Patience with problems that do not have easy answers Acceptance of different values and lifestyles without judgment Sensitivity to how the family is taking in the information Ability to work collaboratively with specialists and recognize when referral is appropriate
G 10	Identify infant/child conditions that may impact breastfeeding, including but not limited to disorganized or ineffective suck, ankyloglossia, cleft lip/palate, Pierre Robin syndrome, and Down syndrome	<ul style="list-style-type: none"> Demonstrates abilities in counseling and problem solving with families for long-term solutions Recognizes signs and symptoms of each condition, including breastfeeding risks 	<ul style="list-style-type: none"> Causes of latch or sucking problems and appropriate management Techniques for working with an infant/child whose suck is disorganized or ineffective Common physical abnormalities that can affect breastfeeding, including ankyloglossia, cleft lip/palate, and Pierre Robin syndrome Common neuro-developmental problems, such as the sequelae of prematurity or hypoxia at birth, cerebral palsy, and Down Syndrome and how they can affect feeding Problems parents may have reading the feeding cues of a newborn with developmental delays Helping parents maintain optimal milk production and get adequate calories into their infant/children, including careful positioning, use of breastfeeding aides and surgical interventions 	<ul style="list-style-type: none"> History-taking and physical exam, including oral-motor function Breastfeeding observation and evaluation Ability to use breastfeeding devices Ability to ask appropriate questions Ability to organize information, think outside the box and see relationships Ability to communicate complicated information in lay terms Patience with problems that do not have easy answers History-taking and physical exam, including oral-motor function Breastfeeding observation and evaluation Ability to use breastfeeding devices

Infant/Child Breastfeeding Challenges

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
G 11	Identify yeast infection and instruct the parent on appropriate interventions	<ul style="list-style-type: none"> Works with a parent/child dyad experiencing yeast infection 	<ul style="list-style-type: none"> <i>Symptoms of a yeast infection on the nipple and thrush in the infant/child's mouth</i> <i>How to distinguish nipple pain caused by yeast from other nipple pain</i> <i>Predisposing factors to yeast infections</i> <i>Range of treatments for thrush and when each is appropriate</i> <i>Potential for thrush to be associated with poor weight gain or fussy feeding</i> 	<ul style="list-style-type: none"> <i>History-taking and physical exam, including oral-motor function</i> <i>Breastfeeding observation and evaluation</i> <i>Ability to ask appropriate questions</i> <i>Ability to organize information, think outside the box and see relationships</i> <i>Ability to communicate complicated information in lay terms</i> <i>Patience with problems that do not have easy answers</i> <i>Acceptance of different values and lifestyles without judgment</i> <i>Sensitivity to how the family is taking in the information</i> <i>Ability to work collaboratively with specialists and recognize when referral is appropriate</i>
G 12	Assess the infant/child for colic, gastric reflux, lactose overload, and food intolerances and their impact on breastfeeding	<ul style="list-style-type: none"> Works effectively with a parent and infant/child with colic, gastric reflux, lactose overload, or food intolerance 	<ul style="list-style-type: none"> <i>How to assess "colic" or fussy behavior and how to triage possible causes and treatments/solutions</i> <i>Gastric reflux and when it is a problem</i> <i>Reflux treatments, and when each is appropriate; how reflux may affect breastfeeding</i> <i>"Overfeeding colic" or "lactose overload" and how to distinguish it from hunger and other causes of fussing; how to manage lactose overload by changing feeding patterns</i> <i>Typical signs of food intolerance/sensitivity and the infrequency with which it occurs</i> <i>Completing a food diary; utilizing evidence-based information to determine problematic foods</i> <i>Making recommendations to parents</i> 	<ul style="list-style-type: none"> <i>History-taking and physical exam, including oral-motor function</i> <i>Breastfeeding observation and evaluation</i> <i>Ability to ask appropriate questions</i> <i>Ability to organize information, think outside the box and see relationships</i> <i>Ability to communicate complicated information at parent's health literacy level</i> <i>Patience with problems that do not have easy answers</i> <i>Acceptance of different values and lifestyles without judgment</i> <i>Sensitivity to how the family is taking in the information</i> <i>Ability to work collaboratively with specialists and recognize when referral is appropriate</i>
G 13	Assist parents of an infant/child with a chronic medical condition that may impact breastfeeding	<ul style="list-style-type: none"> Works effectively with a parent/child dyad experiencing a chronic medical condition 	<ul style="list-style-type: none"> <i>Special child health needs and possible breastfeeding intervention needs for children with chronic medical conditions, especially spina bifida, neurological abnormalities, Phenylketonuria (PKU), Galactosemia</i> 	<ul style="list-style-type: none"> <i>History taking and physical assessment</i> <i>Ability to use breastfeeding devices</i>

Infant/Child Breastfeeding Challenges				
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
G 14	Recognize and offer breastfeeding assistance for the infant/child with cardiac problems	<ul style="list-style-type: none"> Works effectively with a parent/child dyad experiencing cardiac problems 	<ul style="list-style-type: none"> <i>Congenital heart defects and the potential for poor weight gain or failure to thrive (FTT)</i> <i>Adequate milk production and child intake of sufficient calories to grow adequately</i> 	<ul style="list-style-type: none"> <i>History taking and physical assessment</i> <i>Ability to use breastfeeding devices</i> <i>Openness to working with the healthcare team so the family perceives a united and supportive team</i>

Maternal Breastfeeding Challenges				
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
H 1	Identify medical conditions that impact breastfeeding and appropriate teaching for parents	<ul style="list-style-type: none"> Appropriately supports breastfeeding when various medical conditions are present (e.g., diabetes, polycystic ovarian syndrome (PCOS), cystic fibrosis) 	<ul style="list-style-type: none"> <i>Maternal medical or physical conditions that may impact breastfeeding; interventions that may work for specific situations</i> <i>Factors indicating need for referral and how to work effectively within the medical team</i> 	<ul style="list-style-type: none"> <i>Ability to prioritize</i> <i>Evaluation of individual condition</i> <i>Clinical assessment including physical assessment, history taking, observation of breastfeeding (if applicable)</i> <i>Analysis of assessment</i> <i>Decision making</i> <i>Job-aids, including protocols (clinical algorithms)</i> <i>Recognition of one's own limits in clinical practice</i>
H 2	Identify special needs of adolescent breastfeeding parents	<ul style="list-style-type: none"> Appropriately supports adolescent parent's breastfeeding desires Addresses school policies, developmental psychology for adolescents, and nutritional needs of parents 	<ul style="list-style-type: none"> <i>Unique needs common to a typical adolescent parent and how they may impact the decision to breastfeed or to continue breastfeeding</i> <i>Situations that may lead to adolescent pregnancy including the possibility of sexual abuse or intimate partner violence</i> <i>Addressing questions or remarks to the adolescent and not to her parent or guardian as appropriate</i> 	<ul style="list-style-type: none"> <i>Teaching skills</i> <i>Analysis of parent's nutritional status</i> <i>Ability to work with schools and workplaces on breastfeeding policy</i> <i>Clinical skills and decision making</i> <i>Awareness of own attitudes and biases</i>

Maternal Breastfeeding Challenges

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
H	3	Assist and support the parents to identify strategies to cope with peripartum mood disorders (prenatal depression, “baby blues”, postpartum depression, anxiety and psychosis) and access community resources	<ul style="list-style-type: none"> · Appropriately identifies peripartum psychological issues and how they can impact breastfeeding · Makes appropriate referrals 	<ul style="list-style-type: none"> · <i>Range of peripartum mood disorders and symptoms of each</i> · <i>Effects of untreated postpartum depression on the parents, infant/child and family</i> · <i>Management of different levels of depression, including communication with the primary care provider, possible referral for counseling and medications</i> · <i>Risks inherent in working with someone who is depressed; thoughts of harm to the infant/child; suicidal or psychotic thinking; knowing what to do if a parent has these extreme symptoms</i> 	<ul style="list-style-type: none"> · <i>Clinical assessment including history taking</i> · <i>Recognition of risk factors and behaviors that may indicate postpartum mood disorders</i> · <i>Analysis of assessment</i> · <i>Decision making</i> · <i>Recognition of and follow through with the need for referrals</i>
H	4	Support parents who are inducing lactation or relactating	<ul style="list-style-type: none"> · Describes basics of resuming and inducing lactation 	<ul style="list-style-type: none"> · <i>Common reasons for use of these techniques</i> · <i>Realistic expectations</i> · <i>Process of resuming lactation</i> · <i>Supplementing devices and approaches</i> · <i>Nursing an adopted infant/child, how to stimulate milk production; limitations of inducing lactation; importance of sucking</i> · <i>Assisting male parents with inducing lactation</i> 	<ul style="list-style-type: none"> · <i>Use of lactation aids to stimulate milk production</i> · <i>Use of supplementing devices</i> · <i>Cultural sensitivity</i>
H	5	Address physical disabilities which may limit parents' handling of their infant/child	<ul style="list-style-type: none"> · Counsels and plans with the parent and family to support optimal breastfeeding for a parent with physical disabilities which may limit her handling of her infant/child 	<ul style="list-style-type: none"> · <i>How physical disabilities, such as arthritis, multiple sclerosis, effects of a stroke or blindness may limit a parent's ability to care for or breastfeed her infant/child</i> 	<ul style="list-style-type: none"> · <i>Basic occupational therapy approaches</i> · <i>Creativity</i> · <i>Referral skills</i>
H	6	Counsel and support HIV positive parents and those of unknown HIV status, and be able to convey current recommendations on infant feeding	<ul style="list-style-type: none"> · Counsel and supports HIV positive parents and those of unknown HIV status · Conveys current recommendations on infant feeding 	<ul style="list-style-type: none"> · <i>Local diagnostic criteria and standards of care</i> · <i>World Health Organization (WHO) recommendations</i> · <i>Research on exclusive breastfeeding and risk of HIV conversion for the infant/child</i> 	<ul style="list-style-type: none"> · <i>Cultural sensitivity to the parent's decision regarding testing and her diagnosis and living situation</i> · <i>Ability to assist parent with exclusive breastfeeding or formula feeding when that is appropriate</i>

Public Health					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
I	1	Teach the use of breastfeeding during emergencies and appropriate support	<ul style="list-style-type: none"> · Presents the importance of breastfeeding as preventative in emergencies · Presents steps necessary to implement breastfeeding support in an emergency 	<ul style="list-style-type: none"> · <i>Role of breastfeeding in emergency situations, including risks to health and survival</i> · <i>Role of lactation support providers in assisting parents in emergency situations</i> 	<ul style="list-style-type: none"> · <i>Understanding work environment in emergencies</i> · <i>Recognition of need to function in life-threatening conditions when necessary</i>
I	2	Utilize quality assurance standards in delivery of care	<ul style="list-style-type: none"> · Demonstrates awareness of local quality standards 	<ul style="list-style-type: none"> · <i>Local quality assurance standards and quality management</i> · <i>Basic health systems structure and alternatives</i> 	<ul style="list-style-type: none"> · <i>Observing quality assurance in practice</i>
I	3	Develop a community outreach program	<ul style="list-style-type: none"> · Carries out the steps necessary to develop and sustain outreach 	<ul style="list-style-type: none"> · <i>Basics of social marketing (marketing for behavior change)</i> · <i>Intervention program design</i> · <i>Basic line items in budgets</i> 	<ul style="list-style-type: none"> · <i>Assess possibilities in the community</i> · <i>Understand basic budgeting for outreach opportunities</i> · <i>Willingness to reach outside of the health system</i>
I	4	Describe national and global policy and program development, history, rationale and current issues	<ul style="list-style-type: none"> · Demonstrates understanding of basic aspects of policy analysis methods including problem identification, policy synthesis, preparation of policy background and overview documents, and development of policy options and recommendations 	<ul style="list-style-type: none"> · <i>History of breastfeeding events and laws, regulation and agreements</i> · <i>Policy analysis problem identification and synthesis</i> · <i>Preparation of policy documents and recommendations</i> 	<ul style="list-style-type: none"> · <i>Remaining up-to-date on current policies, and issues</i> · <i>Ability to provide policy rationale</i> · <i>Understanding how policy is achieved through negotiation and consensus, not universal agreement</i> · <i>Open to opposing views and understanding the need for compromise</i>

Research, Legislation and Policy					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
J	1	Critique, evaluate and incorporate evidence-informed findings into practice within the laws of the work setting	<ul style="list-style-type: none"> · Identifies and discusses basic theories and causal inference · Differentiates appropriate research for a topic area · Critically appraises relevant research and indicates how this may affect practice · Presents and accurately describes a variety of graphic presentations of research findings · Adheres to policies, procedures, protocols within a healthcare agency 	<ul style="list-style-type: none"> · <i>Basic study design issues</i> · <i>Importance of defining breastfeeding</i> · <i>Epidemiology/biostatistics skills, including concepts of significance, basic statistical skills, and statistical software</i> · <i>Evidence-based medical research and breastfeeding</i> · <i>Economic basis of breastfeeding</i> · <i>Establishing a Journal Club to allow students the opportunity to delve into research that can be applied to practice</i> · <i>Use of graphic presentations of data, including preparation and presentation of a research poster</i> · <i>Policies, procedures and protocols relevant to maternal and infant/child care and breastfeeding</i> · <i>Regional and national legislation related to breastfeeding</i> 	<ul style="list-style-type: none"> · <i>Ability to systematically review literature and perform a critical appraisal of it, comparing similar studies</i> · <i>Public speaking</i> · <i>PowerPoint preparation</i> · <i>Ability to understand and make graphic presentations of data within a study and comparing data among studies</i> · <i>Ability to read and critically evaluate governmental policies, and laws, and healthcare setting policies and procedures</i> · <i>Recognition that clinical research should inform practice and a willingness to stay current</i> · <i>Lifelong learning and a willingness to stay current in the profession's research and practice</i> · <i>Curiosity about causality</i> · <i>Persistence to master the material</i> · <i>Ability to understand and analyze research results</i> · <i>Computer skills for development of a poster presentation</i> · <i>Organization</i> · <i>Confidence</i> · <i>Sensitivity to the audience's learning style</i>
J	2	Evaluate research and breastfeeding data	<ul style="list-style-type: none"> · Explains the definitions of breastfeeding used in research and practice, and how they impact interpretation of breastfeeding data 	<ul style="list-style-type: none"> · <i>Existing definitions of breastfeeding as related to the parent and to the infant/child</i> · <i>Impact of exclusive and partial breastfeeding as well as the feeding of expressed milk and how they differentially impact the parent and the infant/child</i> · <i>Importance of definitions in interpretation of research and how that may impact health policy and funding</i> 	<ul style="list-style-type: none"> · <i>Understanding of how interpretation of research can impact practice and policy</i> · <i>Critical thinking</i>

Research, Legislation and Policy					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
J	3	Describe various research methods and the most appropriate method for a given research question	<ul style="list-style-type: none"> · Differentiates between study designs · Selects appropriate design for a given hypothesis and situation 	<ul style="list-style-type: none"> · <i>Research methods (prospective, retrospective, quantitative, qualitative, quasi-experimental, etc.)</i> · <i>How to select the appropriate method for a given question</i> 	<ul style="list-style-type: none"> · <i>Critical reading skills</i> · <i>Knowledge of research terminology</i> · <i>Abstract thinking</i>
J	4	Use appropriate resources for research to provide information to the healthcare team on conditions, modalities, and medications that affect breastfeeding and lactation	<ul style="list-style-type: none"> · Completes and communicates review of research on a relevant issue for the healthcare team 	<ul style="list-style-type: none"> · <i>Using online data bases for health-related research</i> · <i>How to critically appraise research papers and journal articles for quality of work and relevance to clinical practice</i> 	<ul style="list-style-type: none"> · <i>Working knowledge of research methods</i> · <i>Critical reading skills</i> · <i>Ability to distill complicated information and apply it to the current case</i>
J	5	Describe and apply behavior change theories	<ul style="list-style-type: none"> · Assesses progress from lack of knowledge, to knowledge, understanding, acceptance, action, and repeated action with self-efficacy 	<ul style="list-style-type: none"> · <i>Behavior change theories</i> 	<ul style="list-style-type: none"> · <i>Ability to apply concepts at the population level and individual level</i>
J	6	Participate in the development of policies at global, national, and local levels which protect, promote and support breastfeeding	<ul style="list-style-type: none"> · Locates, reads and interprets laws as they apply to breastfeeding or to health system support 	<ul style="list-style-type: none"> · <i>Local laws and regulations that have bearing on breastfeeding, directly or indirectly (depends on geographic region)</i> 	<ul style="list-style-type: none"> · <i>Ability to find, read and interpret laws as they apply to breastfeeding or to health system support</i>

Professional Responsibilities and Practice				
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior

Professional Responsibilities and Practice					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
K	1	Conduct oneself in a professional manner, practicing within the framework defined by the <i>IBLCE Code of Ethics</i> , the <i>Scope of Practice for the IBCLC</i> , and the <i>Clinical Competencies for the IBCLC's Practice</i>	<ul style="list-style-type: none"> · Demonstrates professional behavior in clinical settings · Performs within the framework defined by the professional code of conduct, clinical competencies, and standards of practice · Functions well with mutual respect in settings with other health professionals 	<ul style="list-style-type: none"> · <i>Standards for lactation consultant practice</i> · <i>Scope of practice</i> · <i>Clinical Competencies for the IBCLC's Practice</i> · <i>Code of Professional Conduct</i> · <i>Code of Marketing of Breastmilk Substitutes</i> · <i>Principles of collaboration within the healthcare team</i> · <i>Communication and documentation formats</i> · <i>Interdisciplinary care</i> · <i>Triaging appropriate referrals</i> · <i>Identifying community healthcare and social support resources</i> · <i>Recognition of one's own limitations in the clinical setting</i> 	<ul style="list-style-type: none"> · <i>Openness to the expertise of others</i> · <i>Critical thinking</i> · <i>Professionalism</i> · <i>Ethics</i>
K	2	Assist families with decisions regarding feeding their infants/children by providing evidence-based information that is free of any conflicts of interest	<ul style="list-style-type: none"> · Locates and uses current research findings to provide a strong evidence base for clinical practice 	<ul style="list-style-type: none"> · <i>Identifying sources of research findings</i> · <i>Conducting a literature search</i> · <i>Evaluating research</i> · <i>Determining relevance to practice</i> 	<ul style="list-style-type: none"> · <i>Ability to read and critically evaluate research</i> · <i>Ability to interpret statistical findings and discern the relevance to breastfeeding and human lactation</i>
K	3	Advocate for breastfeeding women, infants, children and families in all settings and promote breastfeeding as the infant/child feeding norm globally	<ul style="list-style-type: none"> · Advocates for breastfeeding families, parents, infants, and children in the workplace, community, and within the healthcare system 	<ul style="list-style-type: none"> · <i>Peer counseling, lay support groups and professional organizations</i> · <i>Needs of parents in the workplace</i> 	<ul style="list-style-type: none"> · <i>Understanding of how to advocate for change</i> · <i>Ability to identify and move stakeholders to consensus</i>
K	4	Promote the principles of the WHO Global Strategy for Infant and Young Child Feeding	<ul style="list-style-type: none"> · Identifies the principles of the WHO Global Strategy for Infant and Young Child Feeding · Participates in breastfeeding advocacy 	<ul style="list-style-type: none"> · <i>Principles of the WHO Global Strategy for Infant and Young Child Feeding</i> 	<ul style="list-style-type: none"> · <i>Understanding of how to advocate for change</i> · <i>Ability to identify and move stakeholders to consensus</i>

Professional Responsibilities and Practice					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
K	5	Promote the principles of the Baby Friendly Hospital Initiative	<ul style="list-style-type: none"> Identifies the principles of the Baby Friendly Hospital Initiative Participates in breastfeeding advocacy 	<ul style="list-style-type: none"> Local and international aspects of Baby-Friendly Hospital Initiative 	<ul style="list-style-type: none"> Understanding of how to advocate for change Ability to identify and move stakeholders to consensus
K	6	Demonstrate the process to report to IBLCE if found guilty of any offence under the criminal code of the IBCLC's country or jurisdiction in which they work or if sanctioned by another profession	<ul style="list-style-type: none"> Demonstrates ethical activity and decision-making 	<ul style="list-style-type: none"> Code of Professional Conduct 	<ul style="list-style-type: none"> Understanding and acceptance of an ethical construct for practice
K	7	Demonstrate the process to report to IBLCE any IBCLC who is functioning outside this Scope of Practice for IBCLCs, not maintaining a practice which meets with the IBLCE Code of Ethics or the Clinical Competencies for IBCLC Practice	<ul style="list-style-type: none"> Demonstrates ethical activity and decision-making 	<ul style="list-style-type: none"> Code of Professional Conduct Code of Marketing of Breastmilk Substitutes 	<ul style="list-style-type: none"> Understanding and acceptance of an ethical construct for practice

Professional Responsibilities and Practice

	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior
K 8	Describe and analyze practice setting options for lactation consultants	<ul style="list-style-type: none"> · Differentiates the roles of the lactation consultant in various practice settings · Outlines steps for setting up a practice in a clinical setting and an independent setting · Develops a draft marketing approach, either social or commercial · Defines strategies for working within a budget and with current resources · Completes forms for reimbursement, including forms for 3rd party payers where applicable · Demonstrates agency and office/bureaucratic skills 	<ul style="list-style-type: none"> · <i>Role of the lactation consultant in various setting</i> · <i>Basics of setting up an independent practice, and setting up a collaborative practice, such as with physicians</i> · <i>Techniques needed to develop community awareness of lactation consultant services</i> · <i>Job description, résumé</i> · <i>Establishing services, setting up referral systems</i> · <i>Social marketing and commercial marketing basics</i> · <i>Financial issues, including for third party reimbursement, and self-pay (where relevant)</i> · <i>Typical workplace culture, vision/mission and hierarchies; including how to work with senior leadership, find a mentor, and achieve recognition</i> · <i>Skills necessary to balance resources and constraints (financial, political and human resource) to achieve goals</i> · <i>Experience and clinical skills needed for private practice</i> 	<ul style="list-style-type: none"> · <i>Basic business and marketing skills</i> · <i>Understanding of the reimbursement system for a given locale</i> · <i>Ability to recognize limitations</i> · <i>Ability to look at the larger picture and relate to others professionally</i> · <i>Ability to implement management strategies around budgets, personnel, and structures</i> · <i>Open to the attitudes and opinions of others and ability to delegate</i> · <i>Observational skills</i>

Leadership and Teaching					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
L	1	Demonstrate personal leadership skills that reflect self-awareness and vision	<ul style="list-style-type: none"> · Demonstrates group leadership and team building skills · Reflects on actions and attitudes and applies them to understanding of self 	<ul style="list-style-type: none"> · <i>Team building</i> · <i>Elements of leadership and how they influence motivation and effectiveness</i> · <i>Developing a personal and professional long-term career perspective</i> · <i>Developing and applying a personal leadership statement of philosophy</i> · <i>Incorporating core values that fit with and recognize the importance of diversity and context of the larger system (students, stakeholders, organization, and society)</i> · <i>Creating and periodically reviewing a personal development/career plan that incorporates continuing assessment, feedback and change to include modification</i> · <i>Enlisting mentoring help with appropriate person</i> · <i>Basic steps in designing a new program or activity, including goals, objectives, and measurable outcomes</i> · <i>How to develop a budget with essential line items and any research issues specific to the local situation</i> 	<ul style="list-style-type: none"> · <i>Organization</i> · <i>Observation</i> · <i>Personal integrity</i> · <i>Group work</i> · <i>Self-efficacy</i> · <i>Multi-tasking</i> · <i>Self-reflection</i> · <i>Recognition of personal biases</i> · <i>Finding a balance between personal and professional life</i> · <i>Ability to modify leadership behavior based on evaluation information</i> · <i>Creativity and imagination</i> · <i>Ability to articulate the vision</i> · <i>Self awareness</i> · <i>Ability to guide organization in others</i> · <i>Continued interest in learning</i> · <i>Ability to conceptualize a project, define the steps, expected outcomes and a general budget and present it with clarity</i>
L	2	Demonstrate leadership and cultural awareness when communicating within an organization and when representing an organization to others	<ul style="list-style-type: none"> · Communicates to negotiate, listen, find key agreement and disagreement areas to move discussion forward, including crisis management · Demonstrates an understanding of diverse cultures and meets diverse needs 	<ul style="list-style-type: none"> · <i>Developing and applying a comprehensive model (including formal and informal methods) to keep organizational communities connected</i> · <i>Recognizing, understanding, and appreciating diversity</i> · <i>Enhancing skills for listening, dialoguing and presentation, while maintaining and articulating personal values</i> · <i>Strategies for internal communication within an organization's management</i> · <i>Engaging stakeholders in strategic planning</i> 	<ul style="list-style-type: none"> · <i>Thoughtful, clear presentation of ideas</i> · <i>Ability to send a consistent message while listening and understanding the directions of diverse audiences through dialogue</i> · <i>Ability to hear different perceptions and then act on them</i> · <i>Open to and seeking engagement from diverse persons across cultures</i> · <i>Grounding in personal values</i> · <i>Ability to clearly present issues without emotional investment</i>

Leadership and Teaching					
	Competency	Learning Objectives	Suggested Content	Suggested Skills & Behavior	
L	3	Provide breastfeeding information to lay and health professional audiences utilizing adult learning methods and demonstrating public speaking skills	<ul style="list-style-type: none"> · Identifies and utilizes the elements of adult learning theory and teaching methods in both group and individual settings · Speaks effectively outside the classroom for lay and health professional audiences 	<ul style="list-style-type: none"> · <i>Techniques of concept mapping: time, audience, purpose</i> · <i>Systematic approaches to course and curriculum evaluation</i> · <i>Elements of adult learning theory and teaching methods</i> · <i>Language and cultural elements of communication</i> · <i>Preparing and presenting a presentation</i> · <i>Creating an assessment tool to evaluate course effectiveness</i> 	<ul style="list-style-type: none"> · <i>Teaching skills</i> · <i>Research skills</i> · <i>Observation of audience feedback to content</i> · <i>Appropriate body language</i> · <i>Thorough knowledge of the topic</i> · <i>Organization</i> · <i>Critical thinking</i> · <i>Presentation and public speaking skills</i>