EDUCATIONAL PLANNING FORM

**Instructions**: For educational activities with multiple sessions, please complete a planning form for each individual session for which contact hours will be awarded. Type directly into blank cells of the tables. Save the completed form to your computer.

**EDUCATIONAL ACTIVITY TITLE**: The Baby-Friendly Hospital Initiative

**INDIVIDUAL SESSION TITLE**: Protecting Breastfeeding and Implementing Best Practices

### LEARNING OUTCOME(S)

List learning outcome(s) in behavioral terms using a single measurable verb for each. Outcomes are evaluated to determine the impact of educational activities on patient care and professional development of the learner. Learning outcomes should fit into one of Miller’s zones:

1. Discuss the rationale for policies and initiatives that promote, protect, and support breastfeeding in the US.
2. Describe strategies that protect breastfeeding as a public health goal.
3. Identify barriers and solutions to implementation of the Ten Steps to Successful Breastfeeding that comprise the BFHI.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>TIME FRAME</th>
<th>PRESENTER/FACULTY/AUTHOR</th>
<th>LEARNER ENGAGEMENT STRATEGIES</th>
</tr>
</thead>
</table>
| Benefits of breastfeeding, recommendations from AWHONN, AAP, & CDC, consequences of suboptimal breastfeeding in US. | 25 min | Amanda Henderson | ☒ Question/Answer  
☐ Self-check or self-assessment  
☐ Audience response system  
☐ Return skill demonstration  
☐ Role play  
☒ Small group discussion  
☐ Assignments/testing/practice  
☐ Engaging learners in dialogue  
☐ Analyzing case studies |
| Maine CDC “6 for ME”, mPINC survey, 10 steps of BFHI, acceptable use of breastmilk substitutes, purpose International Code on the Marketing of breastmilk substitutes, managing lactation in emergencies. | 25 min | Amanda Henderson | ☒ Question/Answer  
☐ Self-check or self-assessment  
☐ Audience response system  
☐ Return skill demonstration  
☐ Role play  
☒ Small group discussion  
☐ Assignments/testing/practice  
☐ Engaging learners in dialogue  
☐ Analyzing case studies |
| Understanding the experience of other nurses that have worked through the process of attaining Baby-Friendly designation | 20 min | Amanda Henderson | ☒ Question/Answer  
☐ Self-check or self-assessment  
☐ Audience response system  
☐ Return skill demonstration  
☐ Role play  
☒ Small group discussion |
**LEARNING OUTCOME(S)**

List learning outcome(s) in behavioral terms using a single measurable verb for each. Outcomes are evaluated to determine the impact of educational activities on patient care and professional development of the learner. Learning outcomes should fit into one of Miller’s zones:

<table>
<thead>
<tr>
<th>Post-test and evaluation</th>
<th>20 min</th>
<th>Amanda Henderson</th>
</tr>
</thead>
</table>

- Assignments/testing/practice
- Engaging learners in dialogue
- Analyzing case studies

Examples of learning outcomes for each zone:

- **Knows** *(knowledge gained)*: Learners will self-report an increase in knowledge about XYZ. **Knows how** *(knows how to apply the knowledge)*: Learners will describe how they will integrate XYZ into their practice. **Shows** *(demonstrates how to apply knowledge)*: Learners will demonstrate the correct procedure for XYZ during the learning activity. **Does** *(applies knowledge in practice)*: Learners will integrate knowledge into practice as validated by a decrease in the incidence of XYZ measure. **NOTE** that evaluation questions should reflect the learning outcomes.

Total number of minutes should match the total number of hours used to calculate the contact hours awarded. Time spent on learner feedback and/or evaluation is acceptable to include in calculation of contact hours.

Total minutes for this activity/session (including time spent on evaluation) = 90 minutes

List the evidence-based reference(s) used for developing the content of this educational activity/session next to the appropriate category:

| Peer –reviewed journal/resource: | See above |
| Clinical guidelines: | See above |
| Expert resource: | See above |
| Textbook reference: | 

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