

Using Simulation to Teach Clinical Lactation Skills for Pediatric Nurse Practitioners

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Abstract

- The literature indicates that although breastfeeding knowledge of providers is paramount in the success of breastfeeding mothers, most nurse practitioners receive minimal education regarding clinical breastfeeding management.
- Nurse practitioner students as well as practicing NPs have limited opportunities to work with breastfeeding dyads and manage the myriad of basic as well as complex clinical situations that may present.
- This lack of clinical skills can lead to breastfeeding difficulties and early weaning of the infant.
- Simulation can be utilized for effective teaching of clinical lactation skills for students, practicing PNPs and other healthcare providers

Learning Objectives

- 1 Describe the use of simulation in teaching psychomotor clinical lactation skills
- 2 Identify the differences between low and high-fidelity simulation
- 3 Present INACSL simulation criteria and a Simulation Scenario

High Fidelity & Low Fidelity Breastfeeding Simulators



Steps to Simulation Scenario

Pre-work:

- Essential so learners come to the simulation prepared to apply the information they learned
- Review basic breastfeeding (lecture, videos, readings)
 - BF overview and Hand Expression <https://med.stanford.edu/newborns/professional-education/breastfeeding/a-perfect-latch.html>
 - Latch and positioning videos: <https://breastfeeding.support/breastfeeding-videos/>
 - Teaching tips/assessing adequate intake: <https://med.stanford.edu/newborns/professional-education/breastfeeding/well-fed-baby-checklist.html>

Simulation:

- Provide learners with a scenario
 - Assign roles
 - Observe the simulation --- facilitator to observe ONLY and allow participants to run through the simulation

Debriefing:

- An essential component of learning
 - Allows real-time evaluation and assessment of the experiences
 - Allows students an opportunity for critical reflection on the experience.

Abbreviated Clinical Scenario

(example – more available upon request)

You are rounding on a first-time mother that has had a successful breastfeeding session immediately post-delivery. The baby was born full term... uncomplicated.... normal spontaneous vaginal delivery. Apgars scores 9 & 9.

At the initial BF session, the L&D nurse assisted mom with latch. Mom did not receive any breastfeeding education at that time. The infant fed for about 5 minutes and then fell asleep. Mom is now on Postpartum, and the infant is showing signs of hunger; awake, alert, and rooting. The PNP is making rounds, and the mother asks for assistance with positioning, latch and breastfeeding education.

Objectives:

- Effectively communicate with client throughout the breastfeeding session
- Perform breast and nipple assessment prior to feed
- Provide instruction and assistance as needed with positioning and latch
- Evaluate feeding adequacy & educate client
- Appropriately and accurately answer the client's questions

International Nursing Association of Clinical Simulation & Learning (INACSL) Criteria*

1. Perform a needs assessment
2. Construct measurable objectives
3. Structure format of simulation based on purpose, theory and modality
4. Design a scenario to provide context for the experience
5. Use various types of fidelity to create the required perception of realism
6. Maintain a facilitative approach that is participant centered; driven by objectives and participant's knowledge
7. Begin simulation-based experiences with a pre-briefing
8. Follow simulation-based experiences with a debriefing or feedback session
9. Include an evaluation of the participant(s), facilitator(s) and the simulation
10. Provide preparation materials and resources to promote participants' ability to meet identified objectives and achieve expected outcomes
11. Pilot test simulation before full implementation

*INACSL Standards Committee, 2021

References

