

XVII Incontro della Rete Baby-Friendly



Accesso e opportunità di sostegno per tutte e tutti

9 ottobre 2024

Aula Pocchiari, Istituto Superiore di Sanità, Roma



JA PreventNCD
Joint Action Prevent Non-Communicable Diseases





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Il sostegno fornito pre-service da un Corso di Laurea Amico

Romina Sada



JA PreventNCD
Joint Action Prevent Non-Communicable Diseases



Dichiarazione di conflitto d'interessi

Interessi delle Aziende Private del settore della salute, rilevanti per i contenuti della presentazione

Romina Sada

- | | |
|--|-------|
| 1 – Azionista o portatore/trice di interessi o componente o dipendente di Aziende Private del settore della salute | S/NO |
| 2 – Consulente o componente di un panel scientifico di Aziende private del settore della salute | S/NO |
| 3 – Relatore/trice pagato/a o autore/trice/editore/trice di articoli o documenti per Aziende Private del settore della salute | S/NO |
| 4 – Pagamento di spese di viaggio, alloggio o iscrizione a convegni, conferenze o eventi da parte di Aziende private del settore della salute | S/NO |
| 5 – Ricercatore/trice o responsabile scientifico/a in studi di Aziende private del settore della salute | S/NO |
| 6 – Aderenza al Codice Internazionale sulla Commercializzazione dei Sostituti del Latte Materno | SI/NO |

Quale formazione?

Yang et al. *International Breastfeeding Journal* (2018) 13:8
<https://doi.org/10.1186/s13006-018-0153-1>

International Breastfeeding
Journal

REVIEW

Open Access

Breastfeeding knowledge and attitudes of health professional students: a systematic review



Shu-Fei Yang^{1,3*} , Yenna Salamonson^{1,2}, Elaine Burns¹ and Virginia Schmied¹

The four studies that examined a specialised breastfeeding educational program appeared to increase nursing students' knowledge overall or aspects of their knowledge related to breastfeeding, as did the standard curriculum in some of the studies [13, 19, 23, 24]. In contrast, attitude towards breastfeeding did not appear to be altered by the educational interventions however one study reported that nursing students held less positive attitudes about infant formula after the intervention [24].

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Nurse Education in Practice 63 (2022) 103416

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Nurse Education in Practice

journal homepage: www.elsevier.com/locate/issn/14715953

“One of those things the student is left to do”. Student midwives' experience of infant feeding education. A phenomenological study

Rachael Louise Spencer, Jane Stephenson*, Chantelle Thomas*

Department of Nursing and Midwifery, College of Health, Wellbeing and Life Sciences, Sheffield Hallam University, Robert Winston Building, Collegiate Campus, Sheffield S10 2DN, UK

- ☐ **Esperienze personali** di allattamento
- ☐ Tradizioni/**accettazione culturale** dell'allattamento
- ☐ **Esperienza pratica** (tirocinio clinico)
“Se il [Tutor] non ha avuto una formazione costante adeguata non può supportare e accompagnare la/lo studente in maniera appropriata”

Quale esperienza?

...the situations faced by midwifery graduates when trying to reconcile the **theory they had learnt** and the **practice they experienced**

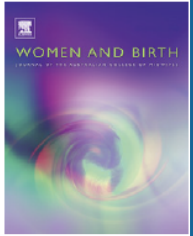
Women and Birth (2007) 20, 71–76



available at www.sciencedirect.com



journal homepage: www.elsevier.com/locate/wombi



Passive resistance: Early experiences of midwifery students/graduates and the Baby Friendly Health Initiative 10 steps to successful breastfeeding

Edith Reddin^{a,*}, Jan Pincombe^a, Philip Darbyshire^b

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Una risorsa preziosa:
il TEMPO

*«tu occupati
del seno»*

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Besides the difference in attitude by experienced staff, there was also an attitude that midwifery students could look after the breastfeeding because they had more time, Wendy reported that she was often told, 'you deal with the breast' as if the midwife was getting rid of the breastfeeding problem and the student at one time.

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Le Studentesse
supportano mamme,
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“Dopo il parto [le Ostetriche] sono impegnate con la burocrazia e noi studentesse aiutiamo la mamma per l’attacco”

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The midwives get the students to handle the breastfeeding. . .it was kind of like a job for the students because after the birth they would be busy with the paperwork and the student can help the mother with their attachment and it was considered a lesser job or something. (Wendy)

This type of attitude was identified by most of the participants and was experienced in almost all of the GMP participating hospitals. This abdication of responsibility devalues breastfeeding and sends a message to inexperienced staff

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“Penso che [non si è ancora compreso che] l’allattamento è più importante della burocrazia”

“Penso che [questa ostetrica] sia centrata sulle procedure e non sulla donna, la famiglia e l’allattamento”

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Because of time management...we are really having to get to grips with is [sic], once the baby is born, to get all the paperwork and computer work done, all the “important stuff”...I think that breastfeeding hasn’t quite made it onto that more important than getting the paperwork done (sic) list just yet. (Moir)

She [senior midwife] didn’t seem to care and went back to the line that “I know some midwives like to do that, but we had other things that we should be doing,” I thought well she is obviously very task oriented and not so much women and family and breastfeeding oriented. (Naomi)

Quale esperienza?



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Per colmare il
Theory-Practice Gap
non basta trasmettere
conoscenze/competenze

Formare il
pensiero critico!

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«Ho preso una tazzina per alimentare il neonato e lei mi ha detto: 'e con questa cosa fai?'»

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L'effetto «pungolo»

Le Studentesse
stimolano riflessione e
promuovono aggiornamento



«Ho preso una tazzina per alimentare il neonato e lei mi ha detto: 'e con questa cosa fai?'»

Il sostegno fornito pre-service da un CdL Amico:

Le Studentesse
supportano mamme,
bambini e bambine



Formazione del
pensiero critico



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A graphic with a dark blue background and a floral border. It features a white rectangular box containing the text 'Changing the WORLD one student AT A TIME' in a mix of red script and bold sans-serif fonts. There are also some small floral illustrations outside the box.

Changing the
WORLD
one student
AT A TIME