CASE REPORT ARTICLE

ALBUM SERIES ABOUT BREASTFEEDING: BREASTFEEDING MOTHERS WITH EDUCATIONAL INTERVENTION IN IMMEDIATE POSTPARTUM

ALBUM SERIES DE LACTANCIA MATERNA: LACTANCIA MATERNA CON INTERVENCIÓN EDUCATIVA EN POSPARTO INMEDIATO

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ABSTRACT

Objective: to report the experience of using a flipchart on breastfeeding in mothers with an educational intervention. Method: study type reporting experience with application of the album titled "Can I breastfeed my son." Portrays the educational sessions with 100 mothers in the period from February to May 2011. Results: visualization of figures allowed nursing mothers to identify real situations, simulated on the album, and from them, discuss coping strategies. It was found that most of the situations brought their own knowledge to the context exposed by the figures; the technology used was configured as a space in which questions about the management of breastfeeding could be raised and discussed. Conclusion: the use of the album was considered a suitable tool in the promotion of breastfeeding, as facilitated communication between health professional and nurturing, encouraging the learning process from the needs of nursing mothers. Descriptors: Health Promotion; Teaching Materials; Breastfeeding; Nursing.

RESUMO

Objetivo: relatar a experiência da utilização de um álbum seriado sobre amamentação, em uma intervenção educativa com nutrizes. Método: estudo do tipo relato de experiência, com aplicação do álbum intitulado "Eu posso amamentar o meu filho". Retraia as sessões educativas com 100 nutrizes, no período de fevereiro a maio de 2011. Resultados: a visualização das figuras possibilitou às nutrizes identificar situações reais, simuladas no álbum, e a partir delas, discutir estratégias de enfrentamento. Verificou-se que a maioria das situações trazia seu próprio conhecimento para o contexto exposto pelas figuras; a tecnologia utilizada se configurou como um espaço no qual as dúvidas sobre o manejo da amamentação puderam ser colocadas e discutidas. Conclusão: a utilização do álbum foi considerada uma ferramenta apropriada na promoção do aleitamento materno, pois facilitou a comunicação entre profissional de saúde e a nutriz, favorecendo o processo de aprendizagem a partir das necessidades da nutriz. Descritores: Promoção da Saúde; Materiais de Ensino; Aleitamento Materno; Enfermagem.

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INTRODUCTION

The practice of exclusive breastfeeding until six months positively impacts the health of infants. The promotion of breastfeeding is considered an effective intervention in reducing infant morbidity and the formation of the bond between mother and child.1

However, the low prevalence of exclusive breastfeeding, demonstrated in the Second Survey of prevalence of maternal breastfeeding2, worries researchers. Recent studies assert that the belief of nurturing that breast milk is weak and/or insufficient3 associated with the unpreparedness for breastfeeding factors are interrelated to early weaning.

A significant number of children are weaned from causes that can be addressed with educational interventions. Guidelines with objective information and enlightening may give more confidence to women about the potential for breastfeeding. Thus, education, inherent to the work of nurses, put up as an important tool in promoting breastfeeding.

Health education is understood as a resource through which scientific knowledge produced in the area of health, is shared with the intention of reaching the daily life of the people, since the understanding of the determinants of the disease process provides grants to adopt new habits and health behaviors.

Every action on health is considered as an educational action, but this cannot be understood only as the transmission of content, but rather characterized as a combination of opportunities that promote health maintenance and promotion, from the adoption of educational practices that seek autonomy. In this perspective, health education is understood as the full exercise of citizenship construction.

The effectiveness of the interventions of the process requires the health professional to know the reality of the individuals to whom the action is intended educative.7 Moreover, embrace dialogue and listening as tools for action, allows the educator to view the user of health services as subject bearer of knowledge, which although distinct from technical knowledge and scientific knowledge, have any legitimacy. Thus, the goal is not to inform health promotion, but transform existing knowledge.8

It is important that the professional values the popular knowledge that the educational process is a space for sharing knowledge, the individual should be recognized as a subject acting in their own health and their ability to intervene in reality.6

Ensuring positive outcomes in educational activities to promote breastfeeding is not an easy task. Research of new strategies combining the scientific knowledge to popular knowledge are necessary, however, these nursing mothers should be seen as active in the process of breastfeeding.

Analyzing the issue of breastfeeding and dialogical aspect of the educational intervention was designed to promote this practice. The operation took place through individual counseling strategy, using as a tool albums series, consisting of 8 figures and 7-chip roadmaps, which was based on the concept of self-efficacy of the mother to breastfeed her child.

The self-efficacy theory of Bandura has been used by research nurses trying to help women who want to breastfeed. The results already show the adequacy of the theory in addressing the phenomenon, as demonstrated in a study conducted in Australia. On occasion we used an educational intervention that consisted of a notebook of instructions, the contents of which were based on the concept of self-efficacy tailored for breastfeeding, showing that the proposed intervention were significantly associated with exclusive breastfeeding in the fourth month of life babies.

Whereas the use of the theory of self-efficacy is suitable for educational interventions in promoting breastfeeding and that the concept of it guided the construction of the flipchart titled “Can I breastfeed my son,” the study aims at describing the use of this album educational intervention with mothers.

METHOD

The study is an experience report on the use of a flipchart on breastfeeding educational intervention as applied to nursing mothers in a rooming in a teaching hospital in the city of Fortaleza.

The album, produced and validated, is composed of two parts: the illustration that the verse is getting exposed for the group, and the plug-script antverse oriented professional. The same has eight characters, namely: Maria (the infant); Felipe (nurse), José (father), Little João (Maria’s firstborn), Francisca (friend of Maria), Melo (grandfather of Maria), Lina (grandmother of Maria) and Rebeca (the nurse). In the construction and naming of the characters, the author took care to which they are put close to the reality experienced by nursing mothers in the study.
The reflection of the items Breastfeeding Self-Efficacy - Shot Form (BSES-SF), the assumptions of Self-efficacy theory, besides literature on breastfeeding, underlies the construction of figures and chips script. This educational technology underwent evaluation by ten judges, resulting in the Content Validity Index of 0.92 compared to 0.97 and figures about the chip-script.

The hundred individual educational interventions lasted 20-30 minutes, from February to May 2011, the wards with the women that were in the immediate postpartum period, together with a newborn, with at least 6 hours post-delivery.

The study was approved by the Ethics Committee of the Maternity School Assis Chateaubriand - MEAC/UFC under Opinion No. 42/08.

RESULTS AND DISCUSSION

Before starting the educational intervention with hundred nursing mothers, the researcher explained the purpose of that meeting and the importance of their participation and interaction. The meeting individual was used flipchart “I can breastfeed my son”, presented in Figure 1.

Figure 1. Flipchart “I can breastfeed my son.” Fortaleza, 2011. Source: Own elaboration

With the presentation of the album cover, which shows a newborn (NB) looking forward to the breast, gave up early dialogue with mothers. On being questioned about what is visualized in the figure, nursing mothers used to verbalize that nurses (including his own son-daughter), initiated breastfeeding wide awake and active, responsive to stimuli.

The alert is considered ideal for contact with parents or to initiate breastfeeding. The graphical representation of the album cover allowed participants to symbolize the appropriate situation between the nurse and the baby in the early feeding. It is considered that the symbols, as well as being the carrier of thought, allow individuals to store information for guiding and shaping behavior.

In script form, Maria Felipe is breastfeeding, especially when the handle of the womb. Right now questioned how Mary was feeling, and most emphasized the expression of binomial satisfaction. Then began the dialogue with the nurse about her understanding about proper latch, demand and enough milk. Faced with answers, information was provided and reinforced the positive aspects. They identified the alignment of the body of the newborn with the mother's body and mouth wide open, as signs of the correct technique for breastfeeding.

The positions of feeding recommended by Nutrition Biological are defined as in which the front face of the infant's body is in close juxtaposition with the breast contour.

The basic argument regarding the role of self-efficacy beliefs in human functioning is that the level of motivation, affective states and people's actions are based more on what they believe than on what is objectively true. However, any degree of confidence can determine success in an action in the absence
of necessary skills and knowledge. Knowledge of mothers about breastfeeding technique, as well as discussion from chip roadmaps album, can increase the belief of these, in their ability to breastfeed.

Given the form script 2, the mothers were surveyed regarding the procedure of Mary before emptying of the left breast, and even having answered that Mary should offer both breasts, reported that their children were satisfied with only one breast. With such statements, was discussed switching the breasts, as well as the concepts of milk before and after. The mothers were also reassured about nurse satisfaction with just one breast, being warned about the possibility of engorgement, and the importance of hand milking and milk donation, if production was beyond the need of the baby.

The opportunity to observe other women facing the situation shown in the schedule script 2 configured as vicarious experience for mothers. People form their self-efficacy beliefs also through this kind of experience, which is to observe other people executing tasks. However, even experienced individuals increase their self-efficacy if they are taught better ways of doing things.12

The screenplay Sheet 3 represents Felipe being heavy, gaining weight, dropping the breast spontaneously, presenting bladder removal and reconciling sleep; participants, to look at the illustrations, could identify the signals of satiety and baby compared with their own children. Some pointed out the difficulty in recognizing when their children finished nursing, and the feeling of emptying the breast was the most cited evidence.

The recognition of signals of satiety by the mother of the baby is important for breastfeeding success. Thus, it is necessary to inform about the pattern of deletions RN, noting that diuresis is common, with small volume, 6-8 voids per day. This pattern, in most cases, indicates an adequate intake of milk.13

Confidence in breastfeeding is revealed in the belief or expectation of the woman, that she has sufficient knowledge and skills to successfully breastfeed her son. Healthcare professionals may increase maternal confidence with what has been theoretically conceptualized by self-efficacy for breastfeeding, defined as the woman’s confidence in her ability to breastfeed her baby.17

The self-efficacy beliefs help determine how much effort people will devote to an activity, how long they will persevere when confronted with obstacles and be as resilient in the face of adverse situations.15,17

It is observed in screenplay form, Felipe crying too. However, Maria remains calm and investigates the reason for crying, after renewing his diaper hygiene, reassured Felipe and offers his chest. The analysis of this figure, the hunger, “cramping pain” dirty diaper and were cited by participants as reasons for crying Felipe, adding that the cry of insecurity occasioned their children and it was hard to keep calm in this situation.

Calm the baby before taking him to the breast facilitates your organization, providing reassurance to the mother to position it properly. Other ways to reassure the baby should be presented as the music, the voice of parents, changing positions, the warmth, the momentum, is to see whether cold or heat because they can reduce the stress level of the binomial. Using the information from the visual script file, each nurse was advised on the need to identify the cause of the crying child to be able to comfort her.

To cope with the low rates of breastfeeding duration, health professionals need to identify risk factors amenable to supportive interventions and a possible modification of the variables is the maternal confidence in breastfeeding.

Somatic and emotional states such as anxiety, stress and arousal, also provide information about the beliefs of self-efficacy. The baby’s crying can trigger or potentiate stress situation. Nursing mothers struggling to identify the cause of the crying infants may have negative thoughts and doubts about their ability to breastfeed, with frequent association of crying with hunger and insufficient milk.

The plug script 5 represents Mary in their family context, performing activities of daily living, and nursing Felipe. In this figure the mothers verbalized that the activities performed by Mary portrayed their lives; discussed the challenge of reconciling so many activities with breastfeeding.

Family support is crucial to the success or failure of breastfeeding. Support means support, sustain, provide mutual aid, hold, protect. Regardless of who provides support women need to be helped during the breastfeeding period.

The vicarious experience is considered powerful when observers see similarities in some attributes and consider that the model performance is diagnostic of their own ability. In this case, the representation of the figure is capable of reproduce the life of women studied so that they identify similarities with its own routine.

The family atmosphere of Maria is represented in script form, she breastfeeds

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Felipe, with her husband and parents receive, Melo and Lina. The participants again identified themselves with the scene, some had already received visits or someone in the ward had been visited.

From the placement of the mothers about the situation, she wondered how Mary was feeling when breastfeeding in the presence of family. The majority held that Mary was comfortable. When asked about breastfeeding in public, younger women reported embarrassment, especially if they had to breastfeed in front of men, even if they were family.

A nursing mother is experiencing deep emotions related to their experiences in relation to her own mother. Even unconsciously, she is playing the role of mother, constructed from his relationship with his mother or with adults who cared for her. If she has memories (conscious or unconscious) to have been well cared for or abandoned, having had a mother predominantly "good" or "bad", it will make a significant difference in their confidence for breastfeeding your baby.19

Breastfeeding in public is subject to judgments and comments positive or negative. This situation can also influence the beliefs of efficacy, since results are also social persuasions.12

The plug script 7 depicts the interaction of Mary with the return of Rebecca nurse and baby to the Basic Health In the drawing there is the approach of the time of exclusive breastfeeding (EBF). While recognizing the importance of exclusive breastfeeding until 6 months old, many had to interrupt it before, on account of maternity leave is only four months, despite the recommendation of the Ministry of health this point was discussed with the mother’s strategies as milk and store milk.

Information is critical to increase the confidence of the women so that they can overcome adversity. For guidance in the practice of breastfeeding is satisfactory, health professionals should have, besides the knowledge on breastfeeding, ability to communicate with the nurse. Speaking clearly and without using difficult words are essential factors that mothers understand the guidelines, minimizing future doubts. It is also important to focus on the guidance for the father and family, with the goal of supporting the mother and encourage her always, avoiding early weaning.

It is known that it is easier to weaken self-efficacy beliefs with negative comments than strengthen them with positive comments, so it is important that health professionals be careful when addressing the nursing mother, avoiding judgments that may affect your confidence, even in situations where breastfeeding is not recommended.

It is worth noting that the technology used during interventions allowed the nurse to approach the situations she was experiencing or could arise in the process of breastfeeding. The viewing figures in these situations made opportune verbalization of doubts and uncertainties, which could be discussed.

It is noteworthy that the technology should not be seen merely as something concrete, but as a result of a job that involves a set of abstract actions with specific purpose, in the case of the flipchart, the promotion of breastfeeding.

**CONCLUSION**

Using the flipchart “I can breastfeed my son” showed up as a resource in the appropriate individualized approach of nurturing, enabling the creation of an educational space in which dialogue was possible. With the presentation of the figures for nursing mothers, followed by questions about the pictures, gave up early the communication process, allowing the nurse to identify their learning needs, indicating the areas in which enhanced self-efficacy in breastfeeding was needed.

Moreover, it can be seen that the ease in handling the flipchart by the researcher, provided a helpful educational technology in clinical practice of nurses, then appropriate that they be able to implement such a tool in the actions of health education with postpartum women.

**REFERENCES**


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