

## Breastfeeding Friendly Campus Initiative



A partnership between Trent University & Peterborough Public Health  
Funded by Health Nexus, Ministry of Health & Long Term Care

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## Purpose of BFCI

- To support breastfeeding mothers registered at Ontario post-secondary educational institutions by cultivating breastfeeding friendly schools.
- To conduct a research study to quantify breastfeeding students and to understand their experience.

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## Background to BFCI

- Shifting demographics
- In 2007/2008 there were 203,052 females (compared with 156,987 males) studying full time in Ontario—176,367 undergraduates (compared with 131,634 males) and 23,772 (compared with 23,226 males) in graduate studies (see included chart by Statistics Canada)

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## University enrollment by sex

The screenshot shows a table with multiple columns and rows, likely representing enrollment data for various years and categories. The table is too small to read the specific values, but it appears to be a comprehensive data set.

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## Demographics

- In 2014 there were 5308 female students to 2604 male students at Trent University with 95% between the ages of 18 and 30 (peak childbearing yrs)
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- Women make up the majority of full-time students enrolled in undergraduate university programs.

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## Trent University

- In 2014 there were 5308 female students to 2604 male students at Trent University with 95% between the ages of 18 and 30
- In addition to demographics, more women at school, more women are attending full time.
- Women are not sequencing childbearing with education.

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## Knowledge

- Breastfeeding mothers contest the dominance of autonomous, rational knowers/knowledge
- Our connection to each other
- Care for our vulnerable members
- Embodied and emotional knowing
- Charles Taylor says these are the fundamental structure for morality
- Education?

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## Breastfeeding students exist



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## Why are breastfeeding students invisible?

- The undisrupted notion of the "traditional" student who is conceptualized as white, male, heterosexual, childless etc. University policies are largely congruent with this conceptualization. □
- Community and university are seen as disparate entities in similar ways to reproductive and academic labour. Breastfeeding is regarded as belonging outside of the realm of the academy. □
- Mothers, particularly single mothers, are socially stigmatized and do not disclose their family status to the university.

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### How many breastfeeding students?

- 23,193 OSAP recipients also received the Canada Student Grant for persons with dependant (under 12)
- Given 200,139 full time female undergraduate and graduate students studying at Ontario universities in 2007/2008. Given 23,772 Canada Student Dependents Awards granted through OSAP. We can estimate 12% of female students have children under 12.
- 7-10% of students are bf moms

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### Breastfeeding students need structural support

- Ajandi, J. (2011). Overcoming barriers and finding strengths: The lives of single mother students in university. PhD Dissertation, OISE, University of Toronto. Findings—The institution caters to a dominant mainstream student who tends to be white, able-bodied, heterosexual, male (without childcare responsibilities)... This normalization is done through the absence of ... family friendly spaces such as breastfeeding spaces.

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### Breastfeeding mothers have special needs

- Master's Theses and PhD dissertations that have analyzed mothers' experiences at universities. These highlight their invisibility and the lack of policies that acknowledge their existence and circumstances—these studies frequently cite the need for breastfeeding support including designated spaces.

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### Evidence from workplaces

- Key factors:
- Time
- Designated space
- Gatekeeper
- Support
- Naomi bromberg Bar-Yam, (2004), Nursing Mothers at Work-Corporate and Maternal Strategies to Support Lactation in the Workplace in *Mothering and Work/Mothering as Work*, JARM,

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### Spectrum of Lactation Policies

- *Lactation program*
- Equipped space (sink, electricity, refrigerator, counter, chair, curtain, good lighting, good ventilation), time, pumps, counselling, daycare
- *Lactation support*
- Designated space, pumps, time
- *Lactation awareness*
- Space, no equipment
- *No lactation support*

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### Ottawa Charter for Health Promotion

- Build Healthy Public Policy
- Create supportive environments
- Strengthen community action
- Re-orient health services
- Support personal skill development

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### Build Healthy Public Policy

- Charter of Rights & Freedoms
- Protects citizens vis government action
- Limited application to universities
- Unlikely to need Charter provisions for breastfeeding accommodations except to note that Canada affords equality rights to women generally

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### Ontario Human Rights Code

- <http://www.ohrc.on.ca/en/pregnancy-and-breastfeeding-brochure>

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### Breastfeeding Accommodation Policy

- Universities are provincially regulated under the Canadian constitution
- Ontario Human Rights Code
- Employment Standards Act
- HRCode responsibilities are translated to university policy via Discrimination and Harrassment Policy and Resolution Procedures
- [www.trentu.ca/ohrea/humanrights/policy.php](http://www.trentu.ca/ohrea/humanrights/policy.php)

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### Breastfeeding Accommodation Policy

- The policy/procedures are sufficient to provide accommodation rights to comply with the Code
- However, they mainly provide a rights and complaints-based framework
- Commitments to education/awareness?
- Stand-alone breastfeeding policies go beyond a basic rights framework and aim to increase education and awareness in the school's culture

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### Other policies

- LSAT
- Recent policy change to LSAT admissions test to allow breaks for breastfeeding mothers acknowledges student mothers <http://ms-jd.org/blog/article/law-school-admissions-test-makes-accommodations-nursing-mothers>
- NCLEX

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### How many schools have policies?

- [Memorial University](#)
- <https://www.mun.ca/policy/site/policy.php?id=92>
- University of British Columbia
- <http://www.hr.ubc.ca/health/health-and-wellbeing/breastfeeding-friendly-spaces/>
- York University
- [http://rights.info.yorku.ca/files/2012/08/familys\\_tatus.pdf](http://rights.info.yorku.ca/files/2012/08/familys_tatus.pdf)

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### Creating supportive environments

- Designated space
- Peer breastfeeding support groups
- Gatekeepers

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### Re-orient health services

- Health promotion
- Contraception LAM
- Consideration wrt other contraceptives
- Publications to support breastfeeding mothers e.g. public health materials

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### Strengthening community action

- Creating coalitions in your school
- Creating provincial collaboration
- <http://www.bfcampuses.ca>
- Twitter @bfcampuses

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### Enhancing personal skills

- Enhanced awareness of students
- Enhanced awareness of breastfeeding mothers
- Enhanced awareness of faculty & staff
- Knowledge transfer of rights to accommodation, best supportive practices
- Posters!

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### Health Equity for all

- Benefits to mothers, babies, families, university communities and societies.

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- To contact BFCI
- [info@bfcampuses.ca](mailto:info@bfcampuses.ca)
- @bfcampuses
- [www.bfcampuses.ca](http://www.bfcampuses.ca)

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- ### Human Rights Offices
- Reporting and complaints
  - Not necessarily education & awareness
  - Do policies live?

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### Best evidence from workplace

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### 1) To produce good knowledge

- To advance nursing knowledge through the promotion and protection of qualitative research methodologies including their ethics review
- Nursing and qualitative inquiry
- Qualitative inquiry and social justice

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### 2) To enhance ethical practice

- To advance ethical practice in nursing research and clinical domains
- Critique limitations of rational, principle based ethics re: ethics review of research as well as clinical practice
- Advance nursing ethics by addressing emotions, contexts and relationships

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### 3) To inform good health policy

- To advance women's health through health services research
- Identify how policy formalizes inequities
- Reveal disjunctures between intentions of health policy and their actual outcomes
- Re-articulate policy to address those women most affected by policy

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**Participants' Perspectives of Risk Inherent in Unstructured Qualitative Interviews**

*Michele J. McIntosh PhD RN*

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**Impetus for Research**

1. Non-evidence based research ethics governance of qualitative research:
  - participants' perspectives of risk
  - appropriateness of current oversight to interview research
2. Protection of interview participants and interview research
  - provide "virtuous" feedback loop
  - provide evidence currently lacking

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**Research Questions**

1. Does emotional distress constitute harm?
2. Can the semi-structured interview stand-alone as a method by which to ascertain participants' perspectives?
3. What are participants' perspectives of risk regarding participation in unstructured qualitative interviews?

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Paper 1  
REBs and the ethics of emotion

*Findings*

- Emotion is the essence of qualitative inquiry
- Is irreducible to notions of valence or polarity
- Is complex, interpretive, contextual
- Emotional distress is not absolute harm
- Emotion informs the moral conduct of interviews
- Emotion needs to augment moral reasoning in ethical deliberation of risk

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Paper 2  
The Diversification, Utilization, and Construction of the SSI

*Findings*

- Have proliferated and diversified
- Are variously utilized
- Predominantly used in health research
- Reflect the empathetic turn in interviews
- Must be well-defined and constructed to effect political aims

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The Typology of SSIs (pg. 64)

Interview type	Purpose	Epistemological privilege	Role of Participant	Outcome
Descriptive/Confirmative	Assessment	Known	Respondent	Confirmation of fit
Descriptive/Corrective	Evaluation	Knower and the known	Collaborator	Refutation, Elaboration, Correction
Descriptive/Interpretative	Discovery	Knower	Informant	Understanding
Descriptive/Divergent	Contrast	Groups of knowers	Informants	Discernment

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Paper 3

## Participants' Perspectives of Risk

*Disjunctures:*

- Harm: prediction of risk/no participant reported harm
- Emergent design: lack of control risky/protective
- Participants: vulnerable/self-mediation of risk
- Emotional distress: harm/paradoxical
- Sensitive topics: intra-psychic cost/telling secrets in confidence is beneficial
- Benefit: outweighed by risk/multiple benefits

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## Limitations

- Problematic recruitment
- Data collection has not yet achieved saturation. Recruitment will continue.

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## Contributions

- Exclusive focus upon unstructured interviews
- Participants were not representative of any single researcher nor research topic
- I had not previously interviewed the participants

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### Contributions (cont'd)

- Identification of types of SSIs
- Adds to emerging literature re: participants' perspectives of risk
- Explicates the paradox of emotional distress
- Ethical implications for interviews and interview research

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### Implications

- Sensitive research may be beneficial to participants and to society: these benefits ought be taken into account.
- Risk assessments are knowledge claims that should be informed by subjective epistemology; relativist definition of minimal risk should prevail in Canada.
- Unstructured interviews are moral unfoldings properly guided by ethics-in-process approaches.

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### Implications (cont'd)

- Research governance must take emotion into account in moral reasoning.
- In the absence of evidence of harm, REBs should allow participation in unstructured interview research.

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### Conclusions

Participants experience unstructured interview research as profound upheavals of thought leading to insight and transformation.

Participants' stories become knowledge that constitutes a virtuous feedback loop that may contribute to a socially just society.

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### Post Doctoral Research: Impact of Informal end-of-life care-giving on women's health

Sex/gender/diversity analysis of care-giving at end-of-life in Canada (CIHR Operating Grant application)

Situational analysis of the impact of care-giving on the health of female care-givers who provide informal end-of-life care in rural and remote Ontario (CIHR)

Evaluation of the Use of a Toolkit to Enhance the Capacity of Rural Communities to Provide Palliative and End-of-Life Care (Journal of Palliative Medicine)

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### Future Research: Impact of Human Rights Legislation upon Breastfeeding

*NNEWH, Osgoode Law School, York University*

Tension between reproductive work and employment

Health Canada: Exclusive breastfeeding to 6 months

Most Canadian babies are weaned by 4 months

Reason: Return to work (Bill C-204)

Accommodated breastfeeding supported by International Resolutions and Human Rights Codes

Is breastfeeding accommodated in the workplace?

How is breastfeeding accommodated by employers?

What is the impact of this upon breastfeeding? Health?

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