

Nurse Letter



Head's Message

Looking Forward to the Next Decade of Growth and Development

Dr Marie Tarrant
Acting Head



I am honoured to have been appointed as Acting Head of the School of Nursing for six months while our Head, Professor Agnes Tiwari is on sabbatical leave undertaking a Fulbright Scholarship at Johns Hopkins University in Baltimore, USA. It is thus a great privilege to pen the Head's message for this issue of the School newsletter.

Our last issue reported on our 20 years of operation and the celebrations we held to acknowledge this important milestone. Now is the time to look forward and try to scan the horizon to anticipate likely future challenges. Our School has highly dedicated staff members, intelligent and motivated students, strong curricula and impressive research outputs. However, we cannot rest on our laurels. As we look forward, we have plans to consolidate our strengths and prepare for the future in a number of key areas. We are looking at strategies to

retain our excellent staff, recruit outstanding new staff and ensure appropriate development of all staff members. We will provide the necessary resources and support so that our staff can continue to conduct research that has a demonstrable impact on the society. We have in mind a number of strategies to ensure our students continue to have outstanding learning opportunities and first class support services. We will also ensure our teaching and learning strategies are informed by the latest evidence and best practice utilizing state of the art technologies and that the integration of theory and practice takes place through the quality of students' clinical experiences and staff members' clinical expertise.

A University based School of Nursing is only as strong as its relationships with clinical partners. Nursing is above all a practice profession and the input of clinical partners into the life and work of the School provides the necessary ingredient to ensure our undertakings are current, relevant and practice oriented. It is equally important for our staff members to have input in to the life and work of our close clinical partners, learning about the latest trends in practice and providing input into research based practice initiatives. Sharing ideas and practices enable us all to grow stronger and richer in the particular contribution we make to improving health outcomes for patients.

The future looks exciting and I believe the School has the experience, knowledge, skills, and collective wisdom to deal with the challenges that will be thrown our way.



Feature Story



Dr Angela YM Leung
 Assistant Professor
 School of Nursing

Research

Hong Kong University Diabetes Risk Score (HKU DRS) App



Mobile devices such as smartphones are becoming popular and mobile application software (app) creates an excellent platform for health promotion due to its popularity and convenience. An online software application, named Hong Kong University Diabetes Risk Score (HKU DRS) App, was developed in 2014 as a diabetic risk calculator for the general population together with an individualized health education provider which promotes healthy lifestyles to prevent diabetes. This free-of-charge app is available for both Android and IOS devices. It can be downloaded from Google Play or App Store.

The risk score in the HKU DRS app is calculated with reference to the Finnish Diabetes Risk Score model. App users are asked to enter their age, sex, BMI, waist circumference, drug history, history of high blood glucose level, pattern of physical activity, dietary habit and other lifestyles. The app indicates the risk instantly and users can share the risk scores with their friends and relatives through Facebook. If the score is greater than or equal to 9, the risk is considered as "high". That means, the chance of having diabetes in the next 5 years is high. The HKU DRS app also provides individualized health education or recommendations to the app users according to the answered items. These recommendations encourage the users to change their lifestyles.



The HKU DRS app was launched on 28th August, 2014. By the end of October 2014, about 7,000 entries were received. Among these, 5,169 were considered as valid records. About half (56%) were aged 45 or below, and 38% attained their highest education as bachelor degree. The majority (65%) were male. The median risk score was 3 (interquartile range: 2-6) and 12.8% of the app users had high risk in diabetes (DRS \geq 9).

In 2015, the HKU project team followed up 210 app users, inviting them to undergo a comprehensive health assessment which included blood tests, fitness assessments and questionnaire survey. The data collected will be useful to assess the sensitivity and specificity of the HKU DRS app in identifying individuals who are at risk of diabetes or at the stage of prediabetes. The HKU DRS app shows its capability of approaching a large population and the feasibility of using an app in self-screening. We also witness the possibility of using this app in identifying high diabetic-risk patients, providing health education and follow-up.

In summary, mobile health (m-health) is a new direction for health promotion research. Nurses can work with a multidisciplinary team (e.g., an app designer, endocrinologists, family medicine physicians and physical fitness trainers) for the betterment of health in Hong Kong.



Teaching and Learning

Professor Marcel S F Lie Ken Jie
Former Honorary Professor
School of Nursing
The University of Hong Kong



"Less Can Be More" and "No Student Shall Be Left Behind" – Innovative Holistic Concepts on the Successful Teaching of Life Sciences to Nursing Students

Holistic education is promoted in many European countries and with great success in Finland. Applying two concepts from the holistic education system, viz. "Less can be more" and "No student shall be left behind", provided a stimulating and successful experience for the teaching of Life Science subjects to nursing students at the degree (at HKU) and sub-degree levels (at HKU SPACE Community College).

Prior to the academic year 2012/2013, the Department of Nursing Studies (School of Nursing since 2010) of the University of Hong Kong admitted Advanced Level candidates from both the Science and the Arts streams to the Bachelor of Nursing program in about 1:1 ratio. Students from the Arts stream lacked the formal training in basic Chemistry, Physics, Biology and Mathematics and as a result faced a horrendous challenge in the study of the mandatory Life Science I course (viz. human anatomy, physiology and biochemistry) of the Bachelor of Nursing program.

In 2007 the author (an organic chemist by training) was invited by the Department of Nursing Studies to examine ways and means to assist students (especially those from the Arts stream) to deal with the course Life Science I. With no intent to interfere with the teaching of the high quality courses in human anatomy, physiology and biochemistry (offered by the respective Departments of Anatomy, Physiology and Biochemistry of the Faculty of Medicine, HKU), a non-credit-earning remedial program (Enrichment Program) was developed to assist first-year undergraduates in this situation.

A first and apparent logical approach of the Enrichment Program was to enlighten the Arts students on the basic fundamental chemical and physical principles underlying the various physiological actions taught in class. This approach backfired as the added amount of basic science information exacerbated the already weak and fragile science background of the Arts cohort. However, the experience gained from this "failed approach" allowed the author to discover the style and learning attitudes of Arts students, which differed substantially from the way Science students were developed from Form 3 (Grade 9) onwards. In fact, Arts students were indeed capable of appreciating Science facts and principles provided that the teaching material was laid out in a format or style that was conducive to their earlier educational training in the study of arts subjects (viz. English and Chinese literature, history, economics, etc.)

This realization led to the ultimate creation of user-friendly abridged versions (synopses with headings, keywords and descriptions) of the lecture material taught in class with explanations of the science principles presented in a "Popular Science" format. Arts students were able to grapple with and assimilate the key principles of a physiological action and were able to relate, adapt and expand on the topic confidently. A series of condensed and structured notes

was developed for each topic of the Life Science I syllabus for use in tandem with the lecture material. To make the synopses attractive to the Arts cohort, the special notes were referred to as "Smartys" (for human physiology) and "Cookies" (for human anatomy).

Little did the author realize that he was following one of the many principles of holistic education, namely "*Less can be more*". To ensure that the effort was not merely for the benefit of Arts stream students, the entire class was invited to join the seminars of the Enrichment Program (on a voluntary basis) in accordance to yet another concept of holistic education – "*No student shall be left behind*". More than 70% of the class attended the seminars regularly on a voluntary basis after the introduction of the "Smartys" and "Cookies". Three years after the introduction of the Enrichment Program, the failure rate in Life Science I had decreased to below the 2% level.

The successes achieved in the Enrichment Program at The University of Hong Kong paved the way for the development of special teaching and learning strategies for Life Sciences (viz. Human Anatomy, Human Physiology, Biochemistry, Immunology, Microbiology and Pharmacology) and nursing subjects at the HKU SPACE Community College in 2012 for the Associate of Health Science – Nursing Studies and for the Higher Diploma in General Nursing (Enrolled Nurses) programs in 2015.

In conclusion, the implementation of the two adopted holistic approaches ("*Less can be more*" and "*No student shall be left behind*") served well to (i) motivate students' learning, (ii) improve teaching qualities and (iii) produce exceptionally high learning outcomes. The successes of the Enrichment Program, no doubt, rested on the efforts and the skills of the teachers to bring forth innovative teaching methods to achieve the best means of knowledge transfer and to achieve a very high learning outcome for an entire class.

Acknowledgement

The author wishes to thank Professor Sophia Chan S C for the opportunity to share his teaching experiences with the School of Nursing (2007-2012), to Drs Janet Wong and Elizabeth Hui for their kind assistance, special thanks to Dr Mandy Yeung for her contribution to the seminars at the School of Nursing (HKU); and to Professor Wong Tak Ming (former Principal of HKU SPACE Community College) for a further opportunity (2011 – 2015) to allow the author to adapt his teaching experiences of Life Sciences to the nursing programs of the HKU SPACE Community College.



Clinical Excellence

Ms Connie LOONG, Registered Nurse, Department of Medicine, QMH
Dr Yu-cho WOO, Associate Consultant, Department of Medicine, QMH
Ms Vicky CHOW, Research Assistant, Department of Medicine, HKU
Dr Joanne LAM, Associate Consultant, Department of Medicine, QMH
Dr Michele YUEN, Specialist in Endocrinology, Diabetes & Metabolism, QMH
Dr Paul LEE, Clinical Assistant Professor, Department of Medicine, HKU
Dr Alan LEE, Specialist in Endocrinology, Diabetes & Metabolism, QMH
Ms Elaine LEUNG, Nursing Consultant, Department of Medicine, QMH
Prof Karen LAM, Chair Professor, University Department of Medicine, HKU
Prof Kathryn TAN, Clinical Professor, University Department of Medicine, HKU

An Effective Advanced Triaging System in Osteoporosis Management: Early Identification of High Cardiovascular Risk Amongst Osteoporotic Patients Treated with Strontium Ranelate



In order to maintain a good standard of patient care, an Advanced Osteoporosis Triage System (AOTS) has been commenced in Queen Mary Hospital Osteoporosis Clinic since 2012. The case manager of the AOTS is an experienced nurse in osteoporosis. In 2013, The European Medicines Agency (EMA) recommended a restriction in the use of Strontium Ranelate, an anti-osteoporotic agent, following data showing an increased risk of serious myocardial infarction. The AOTS model was applied to risk-stratify all patients taking Strontium Ranelate for the necessity of early medical attention.

All patients taking Strontium Ranelate in the Osteoporosis Clinic were assessed and triaged by the osteoporosis case manager, to High-risk, Low-risk and indeterminate group, based on a clinical management protocol. Patients with documented history of stroke, angina, ischemic heart disease, peripheral arterial disease, or hypertension requiring multiple drugs, were triaged as high-risk and ad-hoc outpatient appointments were offered. Suspected

cases without clear documentation of the aforementioned diseases were considered indeterminate and sent for re-triaging by an endocrinologist. Low-risk subjects with none of the above diseases kept their original follow-up appointment. The times to the ad-hoc medical consultation for the High-risk group were compared with the waiting times of their own scheduled follow-up, and that of the low-risk patients. Cardiovascular events and fracture of the subjects were monitored and compared.

139 patients (133 female, mean age 78 ± 9 years) were put on Strontium with a mean duration of 24 ± 19 months. 41 (29%) of them were triaged to the High-risk group (Cerebrovascular diseases: $n=20$; ischemic heart disease: $n=19$; peripheral arterial disease: $n=2$), hence only 41 extra outpatient appointments were necessary. The waiting time for medical attendance of the high-risk group was shortened (6 ± 3 vs 16 ± 9 weeks, $p < 0.05$) and was shorter than the low-risk group (6 ± 3 vs 16 ± 8 weeks, $p < 0.001$). All of them had Strontium Ranelate discontinued after medical consultation and alternative anti-osteoporosis medications were commenced. After a period of 17 ± 2 months, 7 (0.5%) patients had a new fracture (High-risk: 2, low-risk: 5, $p=0.95$) and 4 (0.3%) patients developed cardiovascular events (High-risk: 4, low-risk: 0, $p=0.002$).

The AOTS functioned well in identifying and stratifying patients according to their risk of requiring further clinical management. As the case manager, the nurse plays a vital role in the AOTS, which is an effective model enhancing the provision of specialist service to the most appropriate patients in a more timely way.

Ask Florence

Ask Florence is a column in which students, clinical instructors and nursing teachers can write in with a problem or issue around clinical learning about which they would like advice from "Florence", who is an experienced facilitator of student learning. We expect to receive queries about how to deal with student difficulties in clinical settings, how to give effective feedback to students, the strategies that are helpful for supporting unsafe students, and many other topics including those that students may raise. All questions will be dealt with anonymously. We will not publish your name or any details about you. If necessary we will modify questions slightly to ensure total anonymity.

If you have a question for "Florence", please send it to askflorence@hku.hk

Dear Florence,

As we know problem-based learning (PBL) has been developed to encourage active learning using a student-centered approach. We expect students to learn certain subjects in a deeper sense through problem solving which requires both thinking strategies and domain knowledge. Clinical teachers seek to build students' confidence to take on a problem and stretch their understanding in group discussion. However students tend to search the internet immediately whenever they encounter difficulties and seem to have low motivation in processing the current information or to make use of what they already know. It is then difficult to move the group discussion forward and resolve the problem. I would like to seek your advice about techniques that I could use to facilitate their active learning.

Best Regards

Lilac Chan

Dear Lilac,

You have a problem and maybe you could consider using a PBL approach in resolving it.

First you need to get together with a group of clinical instructors to work on the problem with you. You need to introduce the problem to them and encourage them to discuss it and list its significant aspects. I am sure there will be lots of discussion about strategies and techniques for supporting students' learning. The group needs to consider what it knows about the problem, ensuring that everyone in the group has input. You can then develop a problem statement which will include what the group knows about the problem and what needs to be known to solve the problem. Then the group needs to assign tasks for locating the information. The information is then shared and the solution agreed upon by the group.

In this way, you will not only be practicing PBL and learning about its attributes for your own knowledge development, but you will also be learning about the various skills and knowledge of the other Clinical Instructors. I could imagine you then setting up a learning group among the Clinical Instructors where you could jointly tackle problems in clinical education in a systematic PBL manner.

Good luck,

Florence



School Highlights

▪ **Advanced Training Programme in Clinical Nursing Education & Charitable Donation by Li Shu Fan Medical Foundation**

The need for nurses to improve and sustain their competence and expertise in clinical nursing practice has long been recognized. The Seminar, Beginners Workshops (starting from February 2016 with 80 participants shortlisted from overwhelming numbers) and Advanced Workshop Series (to commence from August 2016) of the 'Advanced Training in Clinical Nursing Education' offer well-planned, tailored-made and evidence-based nursing clinical education for practicing nurses, clinical mentors and preceptors as well as nurse educators of both public and private sectors in Hong Kong and ShenZhen. This programme, using enquiry-based learning through face-to-face lectures, group discussion, multi-media and online resources, is designed to advance their clinical teaching knowledge, skills and competencies which will ultimately empower them to facilitate and inspire outstanding clinical nursing education.

This is a collaborative effort between the School of Nursing at the University of Hong Kong, and the School of Health Sciences at the University of Melbourne with expert instructors to deliver the programme, the Hong Kong Sanatorium & Hospital and a network of partner hospitals. It has been made possible through a generous charitable donation made by the Li Shu Fan Medical Foundation.

In March 1963, the Li Shu Fan Medical Foundation was established by Dr Li Shu Fan, the first Medical Superintendent of Hong Kong Sanatorium & Hospital, to promote and support medical education and research in Hong Kong. Inspired by the Mayo Foundation in the United States, the Foundation provided annual scholarships, bursaries and prizes to the medical students and researchers of the University of Hong Kong. In 2014, the Foundation, for the first time, extended its support to nursing education of the University of Hong Kong, through a HKD 10 million donation, in appreciation of the strategic partnership between doctors and nurses in patient care. One of Dr Li's main philosophical views was to "leave the world a little richer than I found it". With the charitable provisions he made through the Foundation and his invaluable contributions to the development and acceptance of modern medicine in Hong Kong, to those who have been following in his footsteps, his philosophical conviction has indeed been fulfilled.

We would like to thank Li Shu Fan Medical Foundation for their support in making this state-of-art teaching and learning initiative to further excellence in clinical nursing education possible. Full support and active participation of all the collaborators as well as the commitment of the participants towards achieving mastery in clinical teaching and mentoring are highly appreciated.



▲ *Welcome speech by Dr Marie TARRANT together with the experts from the University of Melbourne on 25 Feb 2016*

◀ *Warm welcome to class by Dr Marie TARRANT on 26 Feb 2016*



▲ *Workshop delivered by expert instructors Ms Amanda CONNORS & Dr Rochelle WYNNE from the University of Melbourne*



▲ *Seminar conducted by Prof Agnes TIWARI together with Prof Judith PARKER & Dr Rochelle WYNNE*

We really hope that the School of Nursing with strong commitment in nursing education and research that support safe and high quality patient care is able to deliver such meaningful initiative to many more nurses in future.



▲ *Project Team : Sushma KAVIKONDALA, Samantha CHONG, Ren AU*



■ Spring Reception with Clinical Partners

25 February 2016

We kicked off an exciting year of the Monkey with the very successful Spring Reception with Clinical Partners which was held on 25 February 2016 at the Faculty of Medicine Building. We were truly honoured to have Professor Sophia Chan, JP (Under Secretary for Food and Health) and Professor Gabriel Leung (Dean, Li Ka Shing Faculty of Medicine) as our guests of honour. Our Acting Head, Dr Marie Tarrant, delivered a warm welcoming speech to all our guests. On behalf of the School, Dr Tarrant presented appreciation certificates to our Clinical Partners as a token of thanks for their invaluable advice and continuous support to our students. The Spring Reception indeed provided a very good opportunity to show our deepest appreciation to Clinical Partners for their great contributions in providing quality clinical education over the years. Everyone enjoyed the food and drinks under the warm and festive atmosphere. We were delighted that every corner of the event was filled with joy, happiness and laughter.



▪ Incoming School Visits

St. Paul's Convent School

6 January 2016

Students of St Paul's Convent School visited the HKU School of Nursing on 6 January 2016. Dr Janet Wong gave a welcome speech and introduction on the Bachelor of Nursing (Full-time) Programme to visiting teachers and students. A current year 4 nursing student, Ms Hilda Lai, shared aspects of her nursing student life and the exchange experience to the students.

Visiting students showed their passion in knowing more about the Nursing Programme in HKU. Also, they were given the opportunities to raise questions regarding the Programme.

During the visit to nursing skills labs, students were fascinated by the simulation equipment in the laboratory including the



SimMan and SimBaby. They were then taught some basic physical examinations. As a whole, they gained some valuable knowledge on nursing practice from this visit.

CCC Chuen Yuen College

22 February 2016



Dr Janet Wong, our Assistant Professor, delivered a warm welcome to the students of CCC Chuen Yuen College who came to visit our School on 22 February 2016. Dr Wong introduced the nursing profession and also provided more detailed information about our Bachelor of Nursing (Full-time) programme to the students.

Students were very impressed by the uniqueness of our Bachelor degree full-time programme. They were eager to know about the entry requirements of our programme and the prospects of being a nursing student. Our current Year 3 student, Ms Coco Ma, shared her study life with our visiting students, including her life living in the residential college, her experiences of becoming part of a community society and her happy moments when making friends with people.

Students from Chuen Yuen College then visited our Yu Chun Keung Medical Library and Nursing Skills Laboratory. They were fascinated by the state-of-the-art audio-visual simulation equipment in our laboratory, such as SimMan and SimBaby. Demonstrations of some basic physical examinations were given to students by our Assistant Lecturer, Ms Hellene Yiu and Instructor, Mr Edmond Chan. Most of the visiting students showed their great interest in learning clinical nursing skills. All in all, students learnt a lot from this visit and enjoyed it very much. Some of them even expressed their interest in joining our student ambassador programme.

Belilios Public School

4 March 2016

On 4 Mar 2016, about 73 students of Belilios Public School came to visit our School. Dr William Li, our Associate Professor, delivered a warm welcome to the students. Dr Li introduced the nursing profession and shared his view on society's increasing dependency on nursing and medical services, followed by an introduction of our Bachelor of Nursing (Full-time) programme and also a brief presentation about the nursing career pathway. Students showed their interest in our programme which stressed the importance of holistic nursing practice and inter-disciplinary learning. Our current Year 3 student, Ms Kate Chow, shared with our visiting students aspects of her school life at HKU, including her happy and wonderful experiences of joining the O Camp, High Table Dinner, Superpass Blessing etc.

Students from Belilios Public School then visited our Nursing Skills Laboratory. They were fascinated by the state-of-the-art audio-visual simulation equipment in our laboratory, such as SimMan and SimBaby and enjoyed the demonstrations of some basic physical assessments given by our Assistant Lecturers, Ms Claudia Chan & Ms Joyce Chong and our Laboratory Coordinator, Ms Cherry Sun.



■ Outreach Information Sessions

Gertrude Simon Lutheran College

28 January 2016



Our School was invited to give an introduction of the Nursing programme to some secondary 5 and secondary 6 students. During the information session, our Assistant Lecturer, Ms Claudia Chan shared her experience of being a nursing professional and introduced the diversity of the nursing career pathways. Students were enthusiastic about becoming a nurse and therefore they were interested in asking questions about admission requirement and the school life of a nursing student. The students enjoyed the information session very much.

Carmel Divine Grace Foundation Secondary School

8 March 2016

We were truly delighted that our School was invited to organize an Information Session at the Carmel Divine Grace Foundation Secondary School on 8 March 2016. Our Assistant Lecturer, Ms Joyce Chong, was warmly welcomed by teachers and secondary 4 and secondary 5 students of the School. Ms Chong introduced the nursing profession followed by a presentation about our Bachelor of Nursing (Full-time) programme which aimed at equipping our students with the whole spectrum of nursing knowledge and holistic nursing practice. The uniqueness of our Bachelor degree programme aroused great interest of most of the students. Besides, students gained a better understanding of the career prospect through the brief introduction. Ms Chong was very pleased to deliver the information session and we thank the students for their invaluable time as well.



■ Nursing Society Inauguration Ceremony 2016



On the 24th of February, 2016, we, Nurtruisim, Nursing Society, MS, HKUSU session 2016, successfully held the annual Inauguration Ceremony. Under the witness of many invited Societies, some from other Universities, our cabinet has officially marked the beginning of our term of office. The event was a huge success, and we received many heartwarming congratulations from professors, guests of honor, and representatives from other societies.

The Inauguration booklet contained a description of our society. Many may only have glanced at it, but in those words there contains our prospect. Nurtruisim, which contains the word "Altruism", expresses our aim of serving the Members, hoping that we can bring them benefits not only in the academic aspect, but also in social, career and current affairs aspect. We hope to achieve this goal through the activities we are going to hold this year. Apart from the annual activities, a few new ones will also be held, so that our members can have a fresh feeling. With the solid foundation laid by the 13 previous cabinets, we hope to continue striving for the best for the Society with passion.

Message from Clinical Mentor

Ms Cheng Shuk Hing
RN (A&E), QMH

When I was a HKU nursing student and had my clinical practicum here in QMH AED, I was impressed and had a fruitful experience here. It's now my turn to be a clinical mentor, I will try my best to let the nursing students have an in-depth and meaningful experience in AED.

By introducing the daily practices in AED, resuscitation, trauma management and the extended role of an emergency nurse such as triage and suturing, I hope students can have interest in emergency nursing. By providing opportunities and supervising clinical procedures, I hope students can have more hands-on clinical practice and become more confident in providing nursing care.

Being one of the HKU alumni, it's my honour to be a clinical mentor in my workplace. Although it's not easy to teach a group of 8 students in such a busy place, I still enjoy being a clinical mentor and hope the nursing students can learn in a supportive environment.



New Faces



Ms Samantha Chong

It is my pleasure to have joined the School of Nursing as Associate Professor in February 2016. I have been working in both public and private healthcare sectors since 1977 as RN, RM, NO, NS, DDOM, SNM and CNO with experience in clinical services, professional education, nursing management and hospital administration. Apart from nurturing younger generations and influencing potential nursing leaders to be a competent, caring, holistic and person-centered nurse, I also have interest in evidence-based and applicable research, on-line resources and community services, Chinese-Western integrative nursing, health education and promotion as well as elderly and voluntary services. I hope through the concerted efforts among school educators, clinical staff and hospital managers, the healthcare team as a whole can provide safe, quality, loving and professional care to the people we serve.

In the Media

Dr Marie Tarrant was interviewed by China Daily Hong Kong about breastfeeding (published on 15 April 2015)

Mother does it best

Even as more mothers in Hong Kong prefer to suckle their newborns, there are a few stumbling blocks in the way. A new UNICEF-sponsored initiative might help to work round these problems, reports Ming Yeung.

3.7 (IQ) points higher than average
 is the score those breastfed for the first 12 months of their lives. They also showed higher attention in class, especially 20 percent higher than the rest.

Rate of exclusive breastfeeding	Before	After 12 weeks
	20%	43.9%

Working mothers, who prepare themselves to restore energy for work, choose to stop breastfeeding their child and set their schedules to formula feeding instead.

Fighting the odds
 The percentage of infants fed exclusively on breast milk however, averages only 24.3 percent, which experts see as far from satisfactory. The World Health Organization recommends infants be fed on human milk exclusively for at least their first six months and in its favor of continued breastfeeding up to the age of 2.

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