



# **Summary of the Spanish Curriculum and Social Media & Digital Communication Toolkit**

## **English Version**

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## Overview

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This summary provides a high-level, accessible overview of the Spanish-language facilitator training curriculum and the accompanying social media toolkit developed for *Un Día a la Vez*, a community-based perinatal lactation support circle for Spanish-speaking families in Durham, North Carolina. The original materials were designed in Spanish to reflect the cultural values, lived experiences, and language preferences of the community.

This document is to enable non-Spanish-speaking members of the practicum team, Breastfeeding Family Friendly Communities (BFFC) leadership, faculty, and other public health professionals to understand the content, structure, and community relevance of the materials. By offering a concise translation of the core elements, this summary supports dissemination, adaptation, and evaluation efforts among invested collaborators and partner organizations.

This summary describes the curriculum's structure, learning objectives, and training approach, as well as the content and strategic goals of the social media toolkit. Together, these resources aim to build the capacity of peer facilitators to lead culturally sensitive, effective, and inclusive support circles that promote breastfeeding, maternal health, and family well-being within the Spanish-speaking community.

## MPH Foundational Competencies Demonstrated

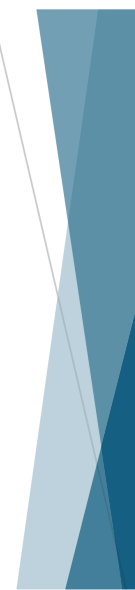
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MPH8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

MPH14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.

MPH19. Communicate appropriate public health content, both in writing and through oral presentation.

MPH21. Perform effectively on interprofessional teams.



## 1. Overview of the Spanish Facilitator Training Curriculum

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The *Un Día a la Vez* Facilitator Training Curriculum was developed to prepare Spanish-speaking peer facilitators to lead perinatal lactation support circles for Hispanic families in Durham, North Carolina. The training is delivered entirely in Spanish to ensure cultural and linguistic alignment with the target community.

### 2.1 Purpose and Target Audience

The curriculum is intended for women who have participated in the support circle for at least six sessions, live in the Durham community, speak Spanish, and have personal experience with breastfeeding. Facilitators are expected to complete prior training as Community Health Workers (Promotoras de Salud) and lactation educators before participating in this curriculum.

### 2.2 Structure and Modules

The curriculum is organized into six modules:

- a. The Role of the Community Lactation Facilitator: Understanding responsibilities, boundaries, and the impact of peer leadership.
- b. Group Facilitation Skills and Respectful Communication: Emphasizing active listening, open-ended questions, equitable participation, and sensitivity to cultural norms regarding humor and silence.
- c. Practical Tools: Session Planning, Materials, Networks, and Promotion: Providing a structured yet flexible session format, with steps from welcome and warm-up to education, interactive activities, reflection, and closure.
- d. Foundations of Breastfeeding and Infant Feeding: Covering evidence-based lactation knowledge for facilitators to share with participants.
- e. Perinatal Mental Health and Emotional Well-Being: Addressing emotional challenges and strategies to support mental health during the perinatal period.
- f. Equity, Cultural Diversity, and Structural Barriers: Encouraging facilitators to recognize systemic challenges and promote inclusive support.

### 2.3 Training Approach

The curriculum emphasizes:

- Peer-to-peer learning grounded in lived experience.
- Respectful, culturally responsive communication.
- Collaboration with health professionals and community organizations.
- Continuous learning and adaptability based on group needs.

By the end of the training, facilitators are equipped to create a safe, warm, and culturally sensitive environment where mothers and lactating people can share experiences, learn and support one another.



## 2. Overview of the Spanish Social Media Toolkit

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The Spanish-language Social Media Toolkit was designed as a companion resource to promote the *Un Día a la Vez* support circle. It provides culturally relevant, visually engaging, and linguistically accurate materials to raise awareness, generate interest, and encourage participation among Spanish-speaking families in Durham.

### 2.1 Objectives

- Increase awareness of perinatal lactation support circles.
- Foster community engagement and trust.
- Reinforce key messages from the facilitator-led sessions.
- Connect families to local resources and services.

### 2.2 Components

- Content Calendar Template: Outlines suggested posting frequency, thematic topics aligned with the curriculum modules, and seasonal relevance.
- Sample Messages: Concise, professional, and culturally resonant phrases for social media, designed without emojis to maintain a clear and accessible tone.
- Visual Guidelines: Recommendations for imagery that reflects the diversity and realities of the Hispanic community in Durham.
- Promotion Strategies: Tips for collaborating with local organizations and leveraging the value of *personalismo* to build trust and encourage attendance.

## 3. Community Relevance & Public Health Impact

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Both the curriculum and the social media toolkit respond to the specific needs and cultural context of Durham's Hispanic community. Key considerations include:

- Language Access: All materials are fully in Spanish to remove linguistic barriers.
- Cultural Values: The curriculum and toolkit integrate concepts such as “personalismo” (personal connection) and respect for family decision-making.
- Peer Leadership: Facilitators are trained from within the community, ensuring relatable guidance and shared experience.
- Equity and Inclusion: The materials intentionally address structural barriers to breastfeeding and health care, supporting the broader public health goal of reducing disparities in maternal and infant health outcomes.

By building facilitator capacity and promoting support circles through culturally aligned outreach, these resources contribute to improved breastfeeding rates, enhanced maternal mental health, and stronger community networks. They also provide a replicable model for other communities seeking to engage linguistically and culturally diverse populations.

#### **4. Feedback Integration**

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The Facilitator Curriculum and the Social Media and Digital Communication Toolkit were refined using feedback from a current *Un Día a la Vez* facilitator, an ongoing participant, and a community representative. Their input informed changes to improve clarity, cultural relevance, and accessibility. Specific updates included replacing an image in the Facebook post section with one that more accurately depicts the cross-cradle hold (page 12 of the toolkit), standardizing formatting throughout the Facilitator Curriculum, and reviewing all in-text citations for accuracy and consistency. Detailed feedback and resulting changes are summarized in Appendix A.

#### **5. Evidence Base**

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The Spanish-language facilitator training curriculum and social media toolkit draw from evidence-based guidelines and best practices in breastfeeding promotion, perinatal health, and community health worker training. Key sources include recommendations from the World Health Organization (WHO), United Nations Children's Fund (UNICEF), the Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics (AAP) and La Leche League (LLL), as well as culturally tailored lactation education frameworks developed for Spanish-speaking communities in the United States. The materials integrate current research with local knowledge, ensuring that both the curriculum and toolkit are grounded in scientifically validated information while remaining responsive to the lived experiences and values of the Durham, NC, Spanish-speaking community.

#### **6. Language and Terminology**

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Throughout this curriculum and toolkit, terms such as Spanish-speaking, Hispanic, and Latino/a/x are used interchangeably to refer to the diverse community members these materials serve. This reflects the varied identities and cultural backgrounds within the population. Similarly, the words group and circle are both used to describe the supportive gatherings, with circle emphasizing a sense of community and equality.

The term meetings refers to the actual gatherings of participants, while sessions denote the specific themes or topics discussed during these meetings.

Inclusive language is prioritized, so terms like mothers, pregnant people, and breastfeeding people are employed to respect different gender identities and family structures. This flexible use of language aims to create a welcoming and respectful environment for all participants and facilitators.

#### **7. Image Ownership and Cultural Note**

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All images used throughout these materials are owned by Breastfeed Durham and Linels Higuera Ancidey who holds personal rights to their use and distribution in connection with this project.

The use of tangerines, mandarins, or “cuties” in the curriculum and meetings reflects a meaningful cultural practice. This fruit is popular across Latin America and was regularly brought by one of the facilitators as a refreshment during support circle gatherings. Participants quickly embraced having “cuties” during meetings.

The fruit’s natural division into wedges, eaten one segment at a time, can be seen as a symbol of the gradual, supportive steps in the breastfeeding, postpartum, and parenting journey.

Moreover, the babies are affectionately referred to as “cuties,” reflecting both their literal sweetness and the warmth they bring to the group meetings.



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