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Evidencing student midwives learning needs and subsequent curricula development needs.

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Background

- Student midwives are expected to participate in theoretical and practice experiences during their pre-registration midwifery course to enable them to develop the professional skills they require^{1,2} and to learn how to translate knowledge into practice.
- This includes making effective assessments of maternal well-being during the postnatal period¹.
- National evidence highlights concerns regarding exposure, experience and skill development regarding postnatal care. However there is little detailed evidence from the perspective of student midwives^{3,4,5,6}.

Research Intentions

Aim

- To enhance student midwives' experiences of postnatal genital tract assessment skills within the midwifery preregistration curricula.

Objectives

1. Critique learning opportunities within pre-registration midwifery curricula, in both university and practice setting.
2. Explore student midwives' perceptions of their abilities to select and undertake a range of maternal postnatal genital tract assessments.
3. Consider factors potentially impacting upon students' ability to engage in appropriate opportunities and experiences.
4. Identify areas for development, with the potential to enhance student experiences and satisfaction.

Research Design

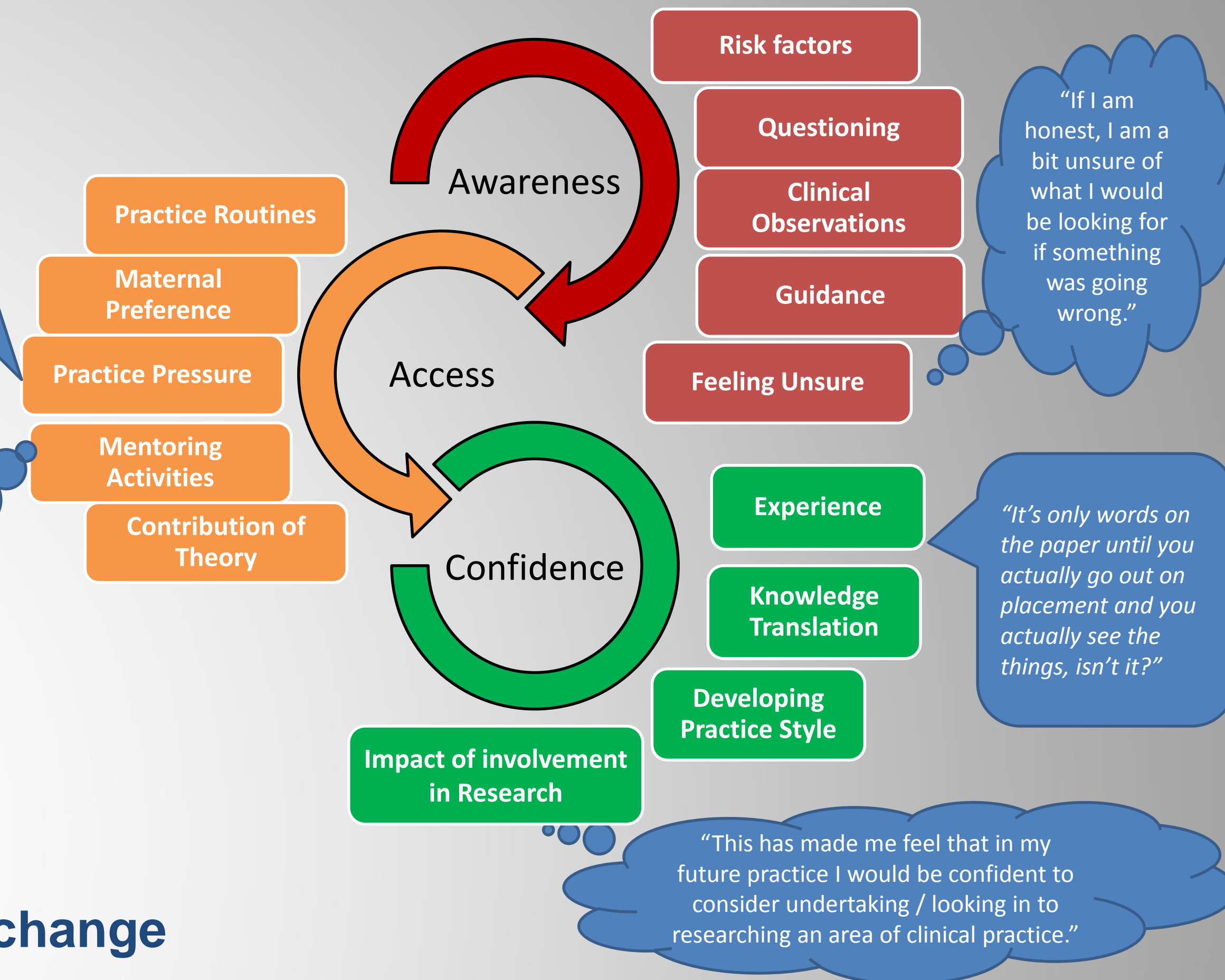
- A single, instrumental case study was employed as it enables the exploration of a particular phenomena within a given context⁷. Sampling was purposeful involving all final year student midwives at a North East HEI.

Data Source	Objective 1	Objective 2	Objective 3	Objective 4
Review of Programme Documentary evidence	X Curricula Intentions			
Survey of all final year student midwives. 25 completed from potential of 44 students	X Perceptions, views, experiences of what's happening, when and where.	X Descriptive summary of how skills and knowledge used, and confidence levels	X Summary of potential opportunities and barriers	
11 in depth semi structured narrative interviews of final year student midwives.	X Perceptions, views, experiences of what's happening, when and where.	X Detailed and contextualised illumination of how skills and knowledge used, and confidence levels	X Detailed and contextualised illumination of potential opportunities and barriers to appropriate and effective learning opportunities	X Perceptions of areas for development
Student midwife workshop to verify findings and highlight opportunities for enhancement	X Clarification and Verification	X Clarification and Verification	X Clarification and Verification	X Clarification, Verification And Prioritisation. Develop Action Plan for Curriculum enhancement.

Findings

"We had a post natal ward mixed with an ante natal bay and the ante natal bay was where the majority of [the] midwives' energy was spent, a lot of the time, I'd be in there stopping people's IVs beeping and putting them on CTGs and doing all of that"

"No, no [the mentor] didn't explain why she had decided not to use clinical observations to inspect the woman's perineum, but then I didn't ask."



Knowledge exchange

Shaped and shared with stakeholders

As key stakeholders, student midwives were engaged in all aspects of the research process, including research design, providing the data and via the data workshop, refining the data and developing curricula developments.

Effects

Local – Contribute to the planning of the Pre-registration midwifery curriculum via presentation to curriculum planning team and research team participation in curriculum development.
National – Dissemination of findings to shape national agenda

Areas for development

Maximise GTA (postnatal) curricula opportunities;-

- ▶ Balancing the curriculum – ensuring emphasis upon maternal postnatal assessment including assessment.
- ▶ Skills rehearsal opportunities within the university setting
- ▶ Consider placement plans and local opportunities
- ▶ Student status and the value of caseload practice
- ▶ Prepare mentors to maximise access to learning experiences, particularly clinical reasoning process
- ▶ Prepare mentors and students for reciprocal learning: to exchange knowledge and enhance practice
- ▶ Prepare students to sensitively question mentors to uncover practice skills
- ▶ Opportunities to debrief and share learning experiences: knowledge exchange between students and HEI Staff.
- ▶ Engaging students in creating and refining evidence

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