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business and the professions

We thought it would never happen:

Designing and introducing a dedicated clinical skills room for midwifery

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Clinical skills at City UoL; a historical perspective.

- Professor Maggie Nicol
- Dora Opoku
- CETL
- Clinical Skills Centre, Northampton Square



Driving forces and time-line, part 1:

- **Preparation for OSCEs (Objective Structured Clinical Examination):**
 - OSCEs are shown to be effective in promoting learning of clinical skills.
 - Simulation enhances safety (NMC, 2019).
 - Students can find OSCEs stressful (Nikkah and Alavi, 2021; Einion, 2013)
 - Module evaluations and informal feedback.
 - Simulation bridges the theory practice gap.
- **Specific midwifery skills that students are not exposed to as much in placement:**
 - Perineal repair
 - Emergency scenarios – Haemorrhage, shoulder dystocia, eclamptic seizure

Driving forces and time-line cont. part 2:

■ Room availability:

- A room in the Tait clinical skills suite had become available and was offered for use by midwifery students.

■ City UoL strategic drivers:

■ The drop-in space fulfils the following:

- Educating professionals for whom evidence based practice is integral to their practice.
- The space is inclusive, supports wellbeing and is a fun place to be.
- Leads to successful and fulfilling careers and develop leaders for the world of work.

Driving forces and time-line cont., part 3:

■ Student comments:

- "only recently been allowed to come back to face-face learning and feel our studies have already been extremely affected by covid"
- "stress and anxiety students have felt during such uncertain times..... unfortunately students are to be directly impacted"
- "affecting our ability to become competent efficient midwives"

Reaction of Midwifery department to student concerns:



- Students were reassured by the Programme Director and Lead Midwife for Education.
- The Clinical Skills Drop-in Space was proposed and welcomed by students.
 - “i think the weekly drop in sessions would be really helpful”
- Students welcomed the opportunity for further practice following taught skills sessions.
 - “The theory relates to the skill of that day.....yes there wasn't enough time to practice”
 - “Also in relation to the... sessions.... i too think its very rushed”

Resisting Forces:

■ Time



■ Money



■ Timetabling

Timetable						
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						
2						
3						
4						
5						
6						
7						
8						

Planning the project; Soliciting the opinions of stakeholders.

- Chief operating officer - SHS
- Senior pre-registration students
- Midwifery lecturing team
- Other stakeholders



What students wanted to practice:



Devising a booking system:

- The booking system needed to be accessible outside of a module.
- Something similar was already up and running for Optometry and visual science students.
- Meeting with clinical support technician for optometry for support with booking system.

Midwifery Clinical Drop-in Space Booking Form

The survey will take approximately 4 minutes to complete. Booking will be confirmed by email, do not attend without booking confirmation.

1. What is your name? *

*

Enter your answer

2. What is your cohort? *

3rd year

3. What is your student number? *

Enter your answer

4. What date do you want to attend? *

Please input date (dd/MM/yyyy)



5. Do you want morning or afternoon? *

1000 - 1300

Student involvement:



Midwifery Drop-in Space
Ground Rules

Treat the clinical skills area as you would on placement.

Try to imagine that you are on placement and being assessed/that the mannequin is a real person to help you get the most out of the sessions.

Support your colleagues respectfully and sensitively. Do not undermine, talk over, or embarrass people if they are unsure about something - we are all learning and have different strengths.

Keep the workspace tidy and clean. Many people will want to use the space, so be considerate and tidy up after yourself.

No food or hot drinks etc. water only.

Respect other people's learning, e.g. do not rush people off stations and give them space to learn, don't talk loudly etc.

If you book a session, please turn up! Spaces will be limited, and others could miss out.

If you want to make notes, draw diagrams etc. please do it away from the station so others can access the space.

Tidy up what you have used and put it away.

HEALTH & SAFETY

In the event of an emergency dial 11 from the phone in the room.
If emergency services are required, dial 999 from a mobile phone as well.

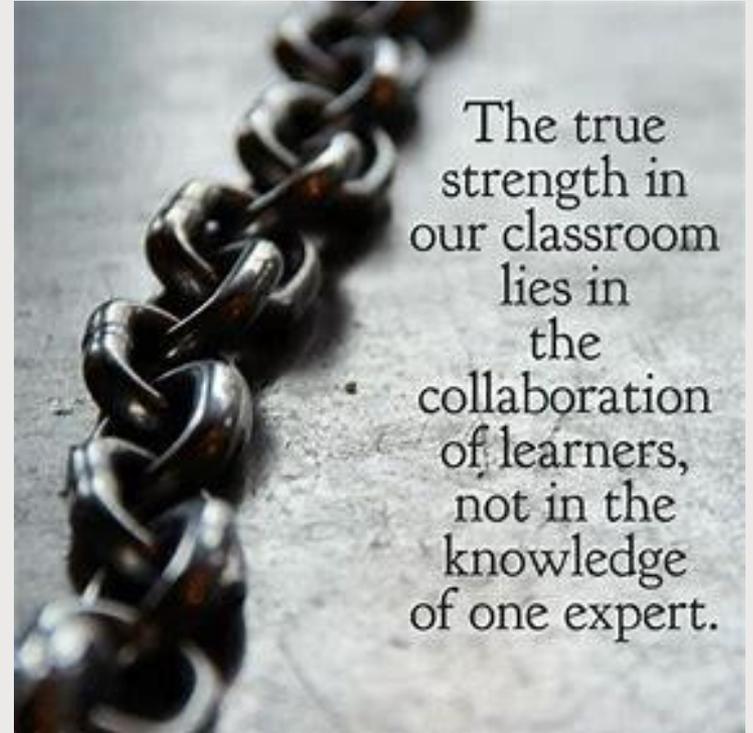
- The Midwifery Society was asked to devise a set of Ground Rules for use in the drop-in space.
- These were made into an A3 poster with Health and Safety advice at the bottom.
- Students agree to abide by the Ground Rules as part of the booking process.

Launch Day - Monday 9th May



Implementation:

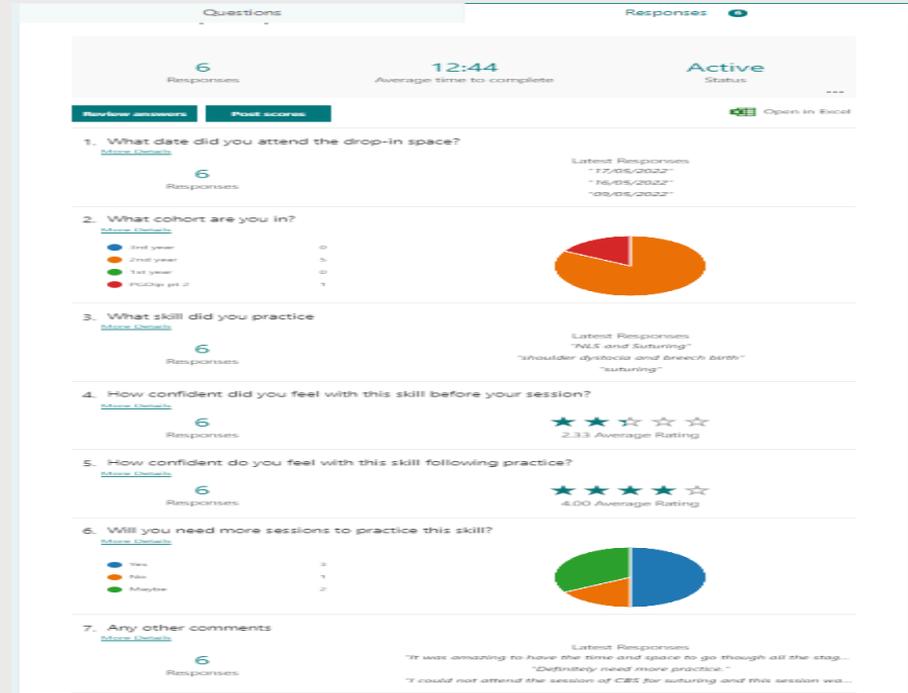
- Students can request to practice any skill that they have had as a taught session.
- They are requested to book with at least one study buddy as this provides peer support and supports knowledge retention.
- It is made clear to students that this is a practice session rather than a teaching session.
- Sessions are facilitated by a midwifery lecturer.



Evaluation:

■ Students are asked to complete a short evaluation form via MS Forms following their session.

■ The results for this are very visual, including the star rating.



Student comments, part 1:

- "The session was organised well, we were able to practice at our own pace. [lecturer] was supporting our learning when we asked for it. She prompted us enrich our learning."
- "The interactive and discussion approach was amazing. We also had a general discussion about perineal care and the advice we give to the women and the evidence supporting our advice, very educative and fun."
- "I could not attend the session of CBS for suturing and this session was excellent. It was better than i expected. [lecturer] was on hand to explain anything my colleagues and I did not understand."
- This session helped me feel really prepared for my OSCE's

Student comments, part 2:

- “We also made use of the drugs trolley with my colleagues and this was quite fun as we consolidated our medication use. I will definitely be booking again. Thank you [lecturer] for being on hand and running these sessions”
- “It was amazing to have the time and space to go through all the stages and not have to rush for the next person's turn. I found it hugely beneficial and am looking forward to attending more drop in classes.”
- There was a really helpful balance of [lecturer] leaving us to work and also stepping in when we got stuck or were unsure of something. These sessions have helped me feel so much more confident and we had a much more realistic simulation with PPH with the blood sheet than we've had before

Questions and considerations for learning in your department:

- What could this look like for students in your discipline?
- What are the driving forces?
- What challenges will you face?
- Who are your stakeholders?
- Could a project such as this expand your placement provision?
- How will you make this happen?



Thanks to the following staff across SHS for their invaluable help with this project:

Matthew Such

Christine Timms

Jacqui Brown

Gill Ward

Sunny Wadhawan



Thank you for listening

■ Any Questions?



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