Māori Midwifery student retention: Beyond the numbers

Liz James & Kelly Keelan
Joan Donley Research Forum 2013
The context

• 8.1% midwives identify as Māori (MCNZ, 2012)
• 15.4% of New Zealand population identify as Māori (Statistics NZ)
• How to increase Māori midwifery graduates?
• What factors influence retention of Māori students?
Non returning percentage

- **2009**: Māori 0, non-Māori 8, all students 8
- **2010**: Māori 9, non-Māori 5, all students 6
- **2011**: Māori 37, non-Māori 13, all students 20
- **2012**: Māori 18, non-Māori 14, all students 16
Methodology

• Literature review
• Ethical approval
• Participants - students enrolled 2007 - 2012
• Invited to participate by student advocate
• Semi-structured phone interview
• Focus groups (yet to be completed)
Literature Review

- First generation tertiary study
- Negative experience with education
- Cycle of low expectation - low achievement
- Low socio economic platform
- Under utilisation of campus support services
Participants

- Hub Students (Gisborne, Hastings Tauranga)
- Hamilton Students
Study Preparation for Midwifery

- Health Foundation Course
- Personal Experience
- Work Experience
- Previous tertiary study
What was helpful during your study?

- Tutor support
- Peer Support
- Information Technology
- Midwifery Support
Participants comments

- “Classes are smaller and more intimate and tutors care more about you”
- “Other midwifery students who had already been through the course (were supportive)”
- “Extra tutorial sessions (science and pharmacology), and meeting with tutor to debrief”
What were the difficulties with studying?

- Finances
- Transport
- Whanau Support
- Accommodation
- Information Technology Access
Participants comments

• “People not understanding of my situation – finances were an issue”
• “Main difficulty as a mother was juggling the demands of the course”
• “Finances and travel were a huge issue”
• “Childcare (and) technology were an issue”
Who was your support during study?
Was the study what you expected?
Participants comments

• “I might not have realised in the beginning but I can reflect now and see the positives”
• “It's been hard and full on and it is what I had expected”
• “Workload was over the top”
• “I expected more of a Kaupapa Maori focus”
• “Maori students are too whakama to share their feelings with non-Maori students”
Options about returning to study

- Aware of the pathway to return to study
- Not clear on the process
Findings

• Cost of study was greater than expected
• Juggling whanau demands
• Under utilisation of support services
• Mismatch between what Wintec is offering and what students perceive
• Tutor support valued
• Study expectations realistic
Current Support

- Whanau face to face interviews
- Dedicated group tutor for academic overview and pastoral care
- Clinical tutor in each hub
- Praxis and tutorial sessions
- 0800 urgent contact
- Wintec wide services including academic support, health, kaiawhina
Where to from here

- Focus groups to tease out detail
- Align students needs with support offered
- On-going review of changes
- Ensure processes are understood by students
- Pursue financial support options
- Support options within MCNZ requirements
References


