Enabling new graduate midwives to manage emergencies confidently: A pilot study

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‘Integrating midwifery practice’

Learning objectives
Summative OSCE’s

- Objective
- Structured
- Clinical
- Examination
The ‘theory – practice’ divide

Summative manikin OSCE  Formative actress simulation
Managing emergencies confidently
Introduction of pre OSCE simulation workshops
Facets of the simulation workshops

- Students feeling safe to make mistakes
- Teamwork
- Pre & post workshop questionnaire
- Decision making & situational awareness
- Communication skills – SBARR
- ‘Real life’ actress
Managing emergencies confidently

Methodology

Design:

• Extended before & after design
• Measurement tools survey questionnaire
• SPSS was used for data analysis
• Data analysed using descriptive analysis
• Ethical approval granted
OSCE Results

- PPH 85% passed
- Shoulder dystocia 75% passed
Likert scale results

![Bar chart showing average scores for Competence across Pre-quiz, Post-quiz, and Post OSCE stages. The scores indicate an increase in competence post-quiz and post OSCE.]
Likert scale results

Confidence

Average Score

Pre-quiz
Post-quiz
Post OSCE
Likert scale results

Communication

Average Score

Pre-quiz
Post-quiz
Post OSCE
Pre workshop feedback

“Being the student, I have yet to be the director”
Post workshop feedback

“Very stressful but supportive environment”

“Confident I can be a leader”…
Student’s experiences post OSCE’s

“I was at a birth the same night after the OSCE, it was like ‘move over, I know what to do’. I was on fire! The Lead Maternity Carer (LMC) was a little surprised. We resolved the PPH quickly.”
Conclusion

‘It is plausible that midwifery educational interventions which link experiential learning in a simulated setting to practise theory and subsequent OSCE’s, reinforces learning and improves confidence in the management of emergencies by midwife graduates’. 
Limitations to this study?

Small Study 20 participants
Where to from here?

Commencement of a longitudinal research study extending into participants first year of midwifery practice.
References


- Bassett, S. (2009, November). *Does the teaching and assessment of midwifery emergency skills using simulated scenarios in midwifery help newly qualified midwives to feel that they could deal with a real life situation in a proficient manner once qualified?* Paper presented at 7th Annual Interdisciplinary Research Conference Transforming HealthCare Through Research, Education and Technology, School of Nursing and Midwifery, Trinity College, Dublin, Ireland. Retrieved from http://www.google.co.nz/#hl=en&output=search&sclient=psy-ab&q=Sam+Bassett+Does+the+teaching+and+assessment+of+midwifery+emergency+skills+using+simulated+scenarios+in+midwifery+help+newly+qualified+midwives+to+feel+that+they+could+deal+with+a+real+life+situation+in+a+proficient+manner+once+qualified+2006+7th+annual+interdisciplinary+research+conference+trinity+college+dublin&oq=&aq=&aqi=&aql=&gs_l=&psj=1&bav=on.2,or.r_gc.r_pw.r_qf.,cf.osb&fp=fb242c2fc2a39&biw=1016&bih=532


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