

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

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# ‘Integrating midwifery practice’ Learning objectives



# Summative OSCE's

O

- Objective

S

- Structured

C

- Clinical

E

- 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

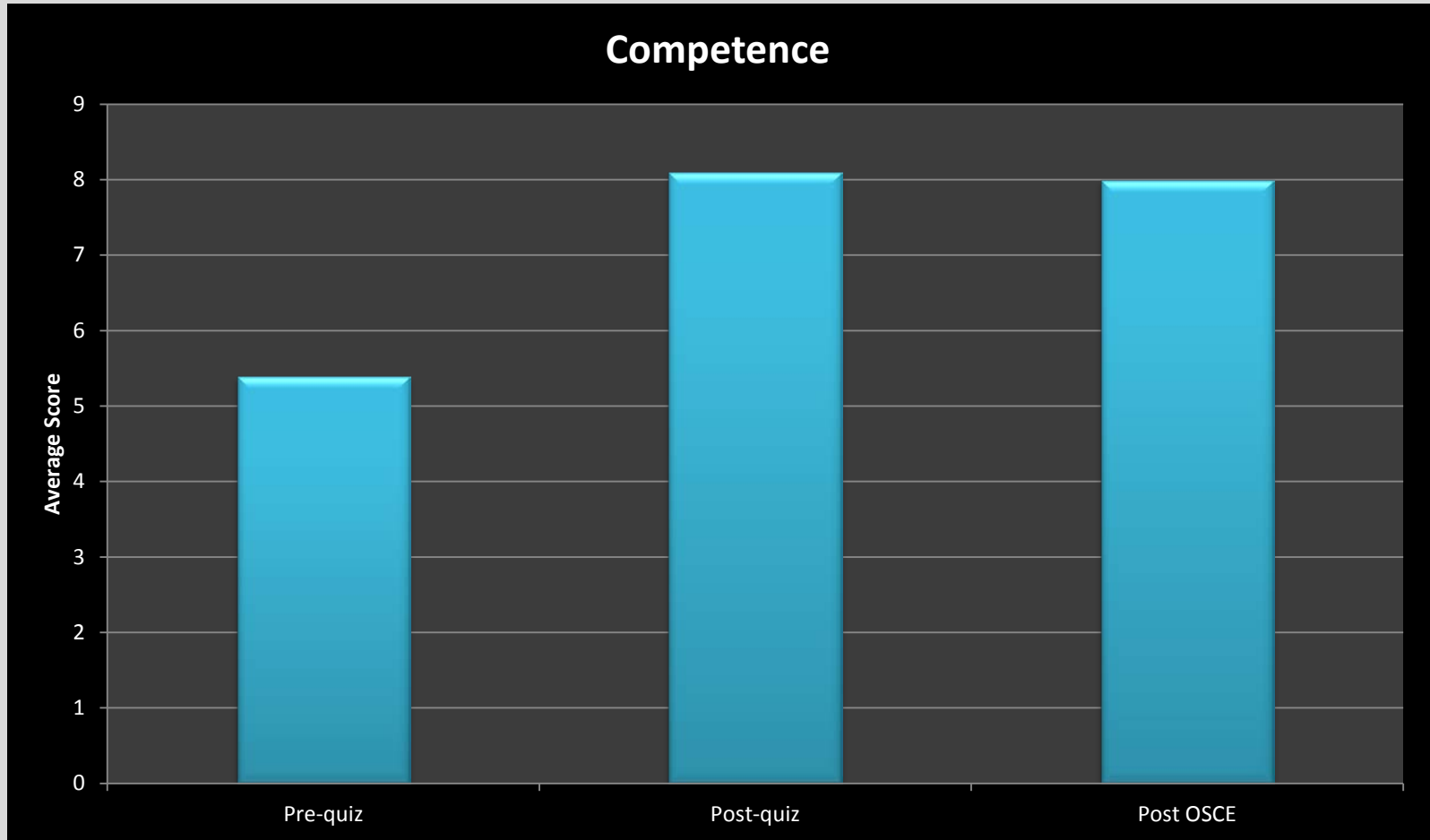
# OSCE Results

PPH 85% passed

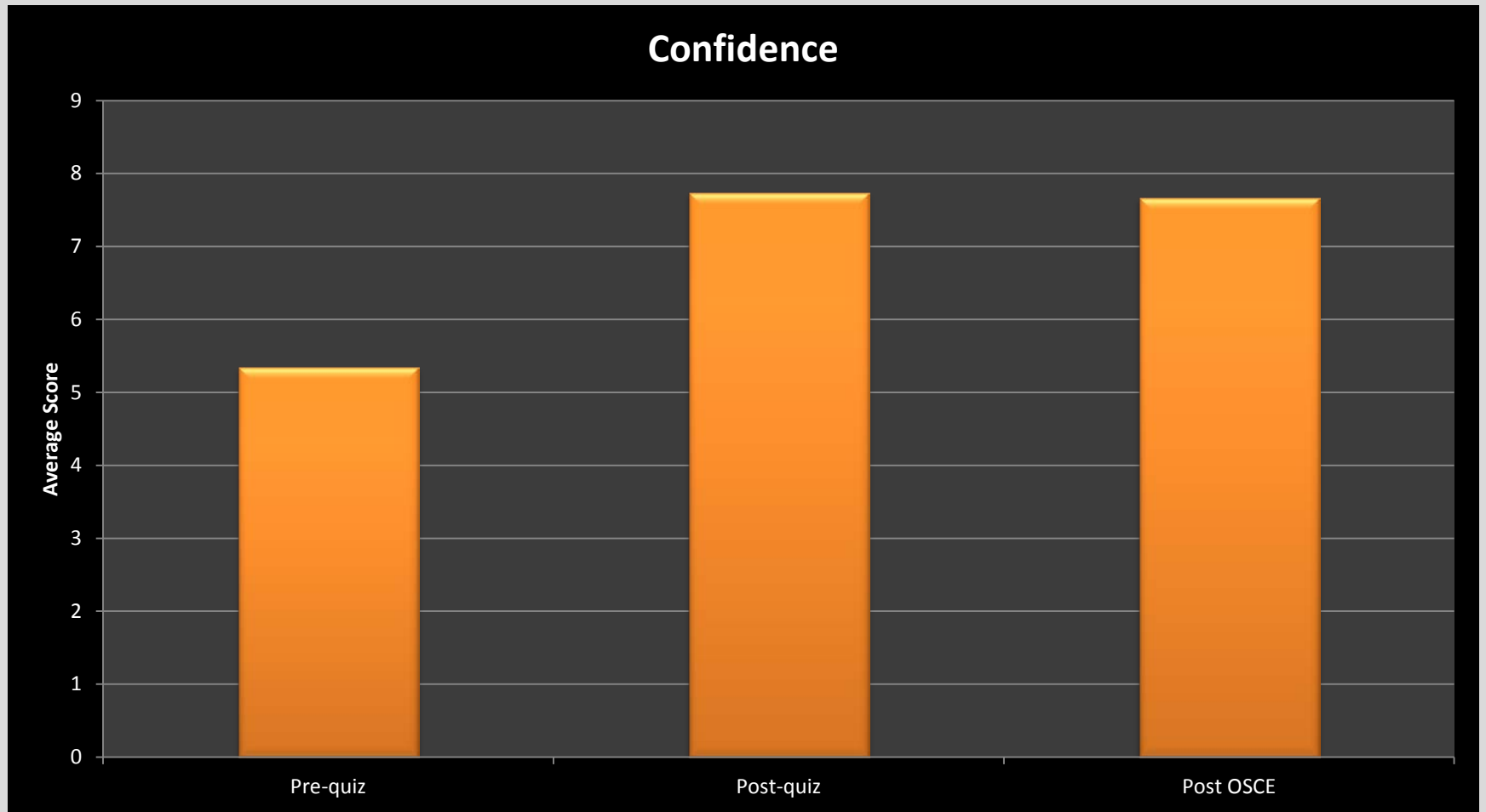
Shoulder dystocia 75%  
passed



# Likert scale results

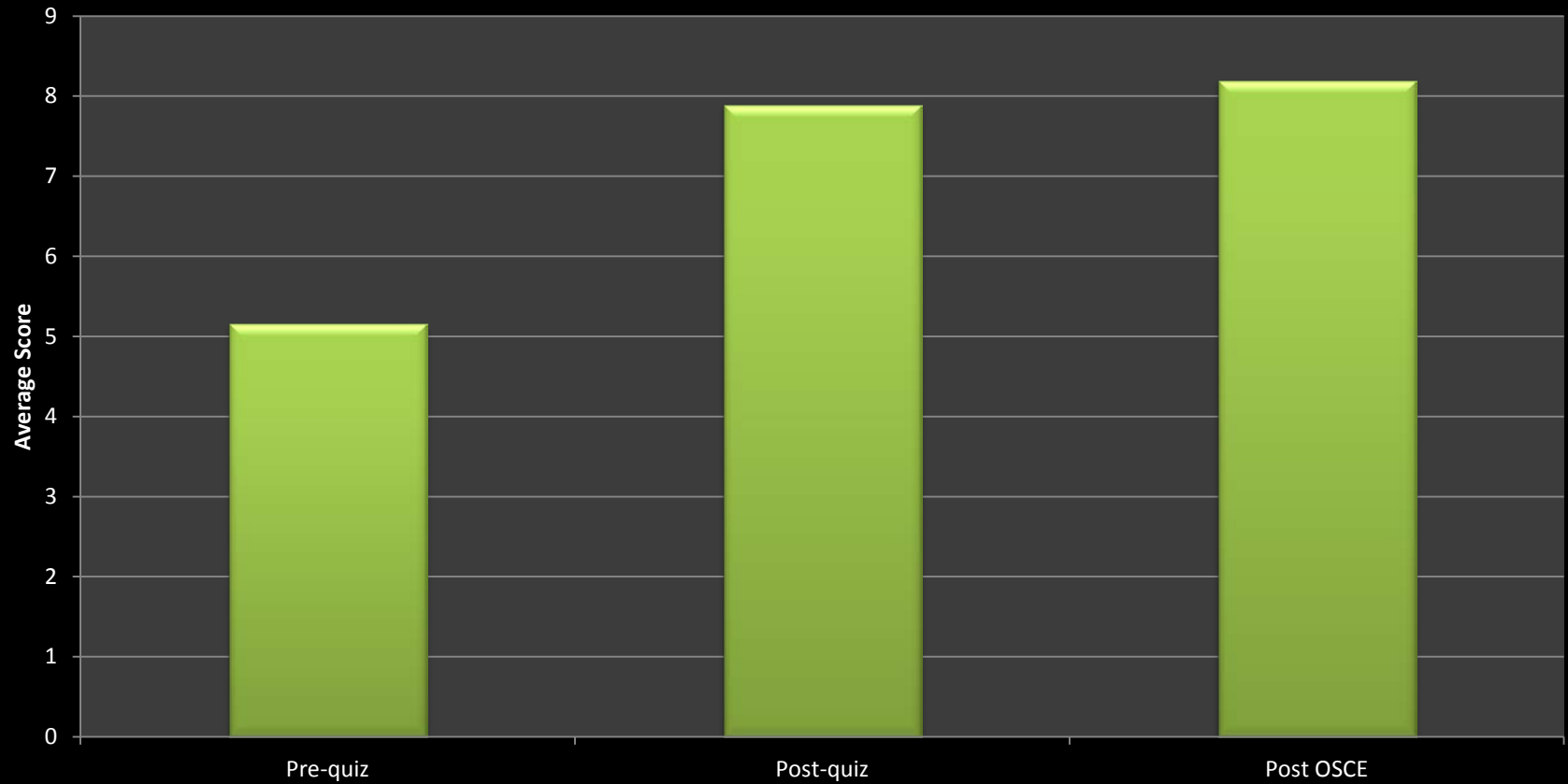


# Likert scale results



# Likert scale results

## Communication



# 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 practise.



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