Assessing self efficacy in pre-registration midwifery students following practical obstetric multi-professional training (PROMPT)


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Assessing self efficacy in pre-registration midwifery students following practical obstetric multi-professional training (PROMPT)

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Presented By Mary O’Prey
Rationale for introducing an emergency obstetric training strategy within the University

- Findings from UK Confidential Enquiry into Maternal Mortality Reports
- Challenge to produce midwives who are fit for practice at the point of registration
- Enhancement of student experience
- Enhancement of student confidence
What is PROMPT?

- Practical
- Obstetric
- Multi-Professional
- Training
Fundamental focus on the importance of team working and communication!
Simulated Obstetric Emergencies

- Postpartum haemorrhage
- Maternal collapse
- Eclampsia
- Cord prolapse
- Shoulder Dystocia
- Breech Presentation
<table>
<thead>
<tr>
<th>Time</th>
<th>Programme Group A</th>
<th>Programme Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00</td>
<td>Introduction / team building exercise / ward report / orientation</td>
<td></td>
</tr>
<tr>
<td>09:45</td>
<td>Cord prolapse / neonatal resuscitation</td>
<td>Shoulder dystocia workshop</td>
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<tr>
<td>10:30</td>
<td></td>
<td>Coffee</td>
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<tr>
<td>11:00</td>
<td>Shoulder dystocia workshop</td>
<td>Cord prolapse / neonatal resuscitation</td>
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<tr>
<td>12:00</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>13:00</td>
<td>Sepsis / anaphylaxis / maternal collapse</td>
<td>Breech workshop</td>
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<tr>
<td>13:45</td>
<td>Breech workshop</td>
<td>Sepsis / anaphylaxis / maternal collapse</td>
</tr>
<tr>
<td>14:30</td>
<td>Postpartum haemorrhage</td>
<td>Eclampsia / neonatal resuscitation</td>
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<tr>
<td>15:15</td>
<td></td>
<td>Coffee</td>
</tr>
<tr>
<td>15:30</td>
<td>Eclampsia / neonatal resuscitation</td>
<td>Postpartum haemorrhage</td>
</tr>
<tr>
<td>16:15-16:45</td>
<td>Conclusion and evaluation Presentation of certificates</td>
<td></td>
</tr>
</tbody>
</table>
Roles undertaken by students

- **1st year students** – role of mother, partner or observer
- **2nd year students** – role of junior midwife or observer
- **3rd year students** – role of senior midwife
Proposed benefits of introducing simulated emergency training

• Safe environment
• Bridge the theory practice gap
• Develop critical decision making skills
• Increase confidence
Aim of Study

• To determine whether utilising simulated learning, such as the PROMPT package, would enhance final year pre registration student midwife levels of self efficacy and confidence in emergency obstetric situations.
Methodology

- Validated questionnaire
- Focus groups
- Purposive sample
- Analysis
  - Descriptive statistics
  - Thematic content
Results of Questionnaire Data

• Demographics

  – All female

  – 94% correspondents aged 18-40

  – 47% had some previous experience of PROMPT in clinical practice
Questionnaire

• Each question had a response scale numbered from 1 to 7, where 1 = Not at all or none, and 7 = Very much or Very often

• For example:
  • How much has the training day encouraged you to utilise decision making skills?

  Not at all 1  2  3  4  5  6  7 Very much
Results of Questionnaire Data
Themes emerging from Focus Groups

- Self Efficacy
- Safe environment
- Reflection and feedback
- Team working and responsibility
- Self awareness
Safe environment

• ‘....if I was to do it again, I wouldn’t be as nervous, it was just a bit unknown but it actually was a really safe environment .... it was actually very, very secure ...’

• ‘... it was a safe place for us to learn – like I didn’t feel judged and I sort of felt ‘well, if I make a mistake here at least I’m making it here and not in a room with a mother’

• ‘it was an excellent environment to learn, making mistakes and learning from this – the informal atmosphere helped lessen the tension therefore I found it easier to learn from each session’
Self awareness

• ‘... to realize that you have the skills there ... you have the knowledge there and to see how far you have come ... it feels good’

• ‘I think sometimes you think you’ve still so much to learn ... but then we actually thought “well actually I do know what to do here this is great!”’

• ‘everyone has a role ... you’re doing something positive, important ... even if you are only running and getting ... its better being involved’.
Team working and responsibility

- ‘... it was really good to be working as a team ... even with the 1st and 2nd years we worked really well as a team ... I think we worked really well together’

- ‘when you went to your 4th scenario I would agree that the teamwork was again much improved and ... at the end of the 4th [scenario] we all did a high five to each other and “yeah we got it, we got it”’
Team working and responsibility

• ‘It was good ... people do look to you then to make those decisions and you have to know what you are talking about but it was good ...’

• ‘Being 3rd year, the 1st and 2nd years tended to look up to us for leadership, I enjoyed that element but it was also very nerve wracking, you had to be one step ahead’
Reflection and feedback

• ‘when I stepped back and let more junior student midwives take the lead role things fell apart a wee bit and I wasn’t being my true self as a third year [student] midwife so I learnt a lot from that’

• ‘I think it made us all a lot more confident ... you know aware that actually we can see how far we’ve come, see that in 3 years we have learnt so much’
Reflection and feedback

• "I think we got some very positive feedback on things as well and sort of boosted your confidence and made you think ‘well I did do that bit ok and its this that I need to work on’

• ‘... to be seen as the 3rd year midwife and to know what to do and then for [others] to acknowledge that ‘yes, she does know what she’s talking about’
Summary of Main Findings

• Importance of safe learning environment
• Reinforcement of knowledge awareness
• Importance of feedback
• This education approach appears to increase feelings of self efficacy among students
• Repeated simulation training appears to reduce anxiety regarding clinical decision making in clinical practice
Conclusion

• Positive impact on self efficacy

• Inclusion within the curriculum is beneficial for students and ultimately for women

• Limitations of the study
QUB Students
Any questions?
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