

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:



A word cloud of medical and obstetric procedures, arranged in a fan-like shape. The words are of various colors and sizes, with some being more prominent than others. The colors include red, orange, yellow, green, blue, and purple. The words are: Venepuncture, Documentation, Mechanisms-of-labour, Breast-feeding, Suturing, Urinalysis, Shoulder-dystocia, Manual-ABP, Vaginal-examination, Catheterisation, Breech-birth, Pre-eclampsia, Newborn-life-support, ARM, Episiotomy, Post-partum-haemorrhage, Massive-obstetric-haemorrhage, Abdominal-palpation, and Medicine-administration.

Venepuncture
Documentation
Mechanisms-of-labour
Breast-feeding
Suturing
Urinalysis
Shoulder-dystocia
Manual-ABP
Vaginal-examination
Catheterisation
Breech-birth
Pre-eclampsia
Newborn-life-support
ARM
Episiotomy
Post-partum-haemorrhage
Massive-obstetric-haemorrhage
Abdominal-palpation
Medicine-administration

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? *

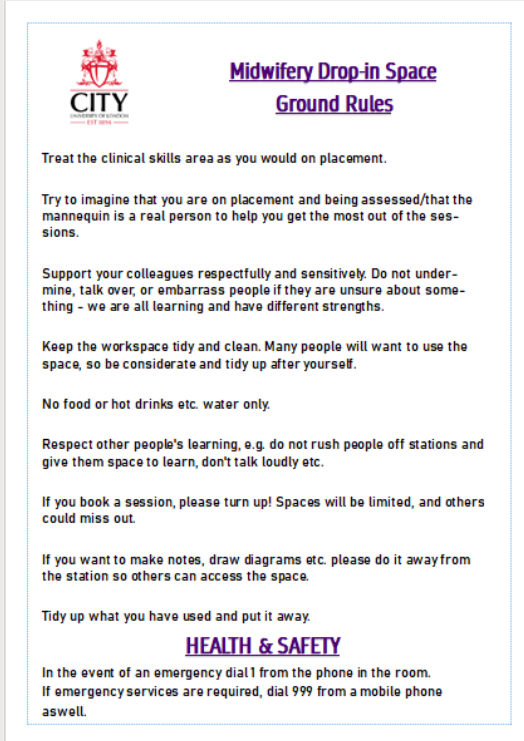
Please input date (dd/MM/yyyy)



5. Do you want morning or afternoon? *

☐ 1000 - 1300

Student involvement:



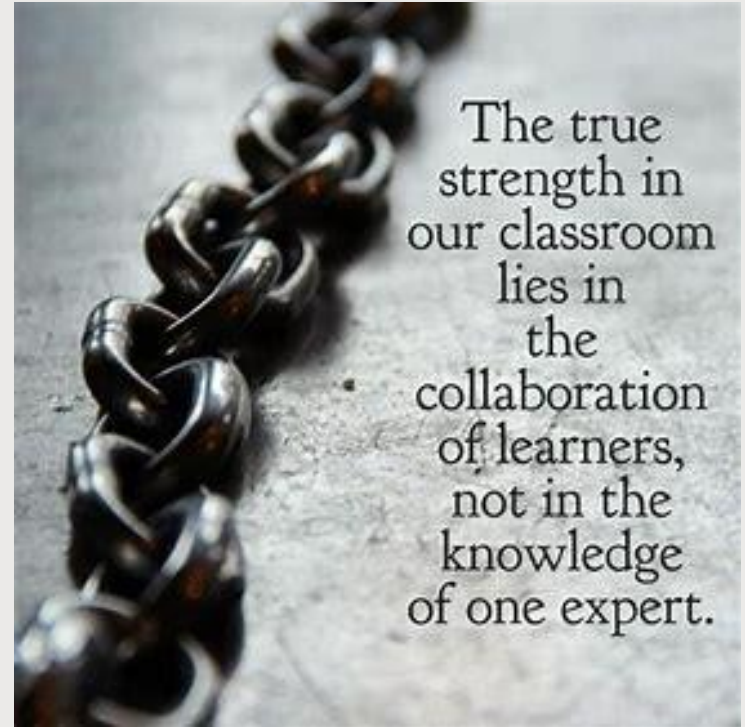
- The Midwifery Society was asked to devise a set of Ground Rules for use in the drop-in space.
- These were made into an A3 poster with Health and Safety advice at the bottom.
- Students agree to abide by the Ground Rules as part of the booking process.

Launch Day - Monday 9th May



Implementation:

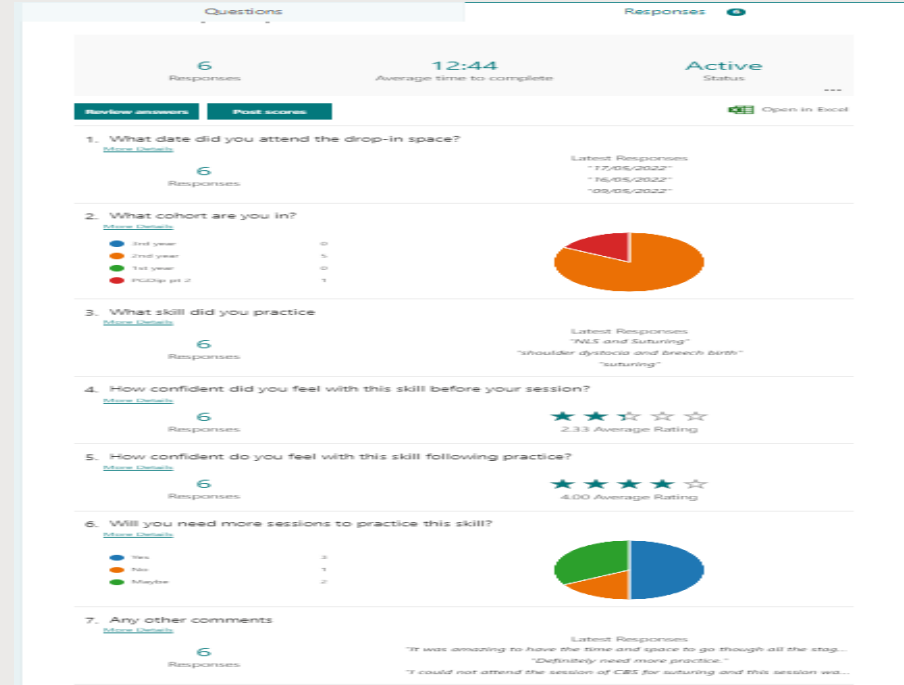
- Students can request to practice any skill that they have had as a taught session.
- They are requested to book with at least one study buddy as this provides peer support and supports knowledge retention.
- It is made clear to students that this is a practice session rather than a teaching session.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



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Thank you for listening

■ Any Questions?



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