



Multi-professional obstetric training for medical and midwifery students.



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Objective

Our aim was to introduce multi-professional obstetric simulation training to improve understanding, teamwork, communication and clinical skills for medical and midwifery students.

Results

243 completed forms were collected (79 midwifery and 154 medical students).

Over 50% of students strongly agreed they had **improved understanding** of each topic after the training day (chart one).

60% of students strongly agreed their **clinical skills improved** relating to **shoulder dystocia and cord prolapse**. However only a **third** of students strongly agreed that their skills relating to **intravenous fluid administration** and **uterine massage** for haemorrhage **improved** . Chart two shows the overall improvement in clinical skills.

Half of students strongly agreed their **communication** with team members **improved**, and over 60% of students strongly agreed that they had **more confidence in calling for help** in emergencies (chart three).

Students were asked about their emotional response to training; **25%** of students **felt anxious**, and less than 14% felt embarrassed. **20%** of students were **excited** and **23%** **felt confident**.

Overall, the training day was very well received and **92%** of students **rated** the day **excellent** or **very good**. Students said the day was "**very helpful**" and the "**most useful day in the 6-week block**".

Design

A multi-professional maternity training day was adapted from Practical Obstetric Multi-Professional Training (PROMPT) including structured sessions and simulations on sepsis, postpartum haemorrhage, cord prolapse, shoulder dystocia and maternal collapse.

The day was integrated into the 4th year medical curriculum at University of Bristol and the 2nd and 3rd year midwifery curriculum at the University of the West of England.

Methods

We used a Likert scale to assess improvements in understanding, clinical skills, communication and teamwork.

Data was collected anonymously over 4 training days on paper feedback forms.

Conclusions

Multi-professional undergraduate training in obstetrics was well received by students with improvements in understanding, clinical skills, communication and teamwork.

Over two thirds of students felt more empowered to call for help in emergencies, improving patient outcomes.

There could be some improvement on teaching IV fluid administration and uterine massage, although midwifery students are likely to be competent in these prior to the training day.

References

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