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Health workers training related to respectful maternal care: preliminary results of IMAGiNE EURO project in 12 countries

Martina König-Bachmann, Christoph Zenzmaier, Simon Imola, Elisabeth d'Costa, Amira Ćerimagić, Daniela Drandić, Magdalena Kurbanović, Virginie Rozée, Elise de La Rochebrochard, Kristina Löfgren, et al.

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**7th EMA
Education
Conference**

Athens - Greece

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2023**

ABSTRACT BOOK



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EUROPEAN JOURNAL
OF MIDWIFERY

Aim & Scope

The European Journal of Midwifery (Abbr: Eur J Midwifery; ISSN: 2585-2906) is an open access and double-blind peer-reviewed scientific journal, that encompasses all aspects of the practice of midwifery, especially focused on midwifery research, support, care and advice during pregnancy, labour and the postpartum period. The overall aim of the journal is to foster, promote and disseminate research involving midwifery education and clinical practice. While the journal is European, it warmly welcomes and publishes submissions and content from all over the world, linking the global community.

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midwives to online learning². The third paper considers how to sustain quality education during a pandemic and beyond, critically appraising the learning, so as to adapt it to any future situations³. Reflecting on this last three years is essential and the immense learning can be applied globally. What these papers all show is that midwives are adaptable and dynamic.

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Conflicts of interest

The authors have no conflicts of interest to disclose.

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Exploring the emotions of midwifery students in Greece and the U.K using art as a medium

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Introduction

In 2016 the Royal College of Midwives (RCM) stated that in the U.K and internationally, 5-10% of newly qualified midwives (NQM) left the profession within six months of qualifying. The retention and confidence of midwives, particularly newly qualified midwives (NQM), is essential to the workforce in maternity care. Drawing provides the freedom to be expressive in ways that verbalising may inhibit, giving a raw expression that is not tainted by any common narrative. Using art as a medium is a relatively untapped resource when exploring and understanding some of the challenges and emotion's students and NQM face.

Material and Methods

Art has become a lens by which new phenomena can be observed opposed to the traditional collection of data collected via questionnaires, observational and narrative approaches (Pentassuglia 2017). It is aimed at another perspective and offers questions acting as the illuminator of an aspect that might have otherwise been left unseen (Barone & Elliot 2012). An International National Study involving 30 midwifery students from the U.K and 31 Greek midwifery students were asked to 'draw' their thoughts and emotions regarding completion of their course and becoming registered midwives. Two senior midwifery educators, one from Greece and one from the U.K., were then asked to interpret the drawings, without knowing whether the students were U.K. or Greek based and give their perspective of the drawings.

Results

Using art as an expression helped to identify some of the individual thoughts and feelings of midwifery students who were nearing qualification. The results from the lecturer's interpretation of the drawings showed that overall, they agreed on the vast majority of the drawings and their meanings. However, surprisingly, the response of the lecturers to the stress of the students interpreted through the drawings was very different. For example, one lecturer discussed the lack of resilience of the students and how they were no longer prepared to tolerate poor working conditions, while the other talked about compassion fatigue and the transfer of the mother's stress onto the student. Neither lecturer could tell the origin of the drawings, Greek or English.

Conclusions

The work enables a new dialogue by bringing a fresh perspective and a collective and innovative approach to how students are prepared for practice. While work has already begun demonstrating the importance of providing a supportive environment for not only students and NQM's but also the midwifery workforce in general. Art is another tool to support the journey of novice-to-expert.

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Health workers training related to respectful maternal care: preliminary results of IMAGINE EURO project in 12 countries

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Introduction

The IMAGiNE EURO project is currently ongoing in 23 countries. It documents the perspective of both mothers and health workers (HWs) on the quality of maternal and newborn

care around the time of childbirth, during and beyond the COVID-19 pandemic. Within the IMAGiNE Euro Project this study aimed at investigating training on respectful care, across HWs from 12 countries of the WHO European Region.

Material and Methods

HW providing care to women and newborns in facilities for at least 1 year between March 1st 2020 to March 1st 2023, were invited to answer an anonymous, validated, online survey based on WHO Standards Quality Measures. We performed a descriptive analysis on indicators related to respectful maternity care training courses and subgroup analyses to look at differences by facility type (private vs public) and by health profession (midwife vs other HWs).

Results

Among 4143 HWs more than a half were midwives (2500, 60.3%), with the larger sample was from Italy (589, 14.2%). There was a large variation of frequencies across countries for all Quality Measures and no country was free from gaps. More than one third of HWs reported “need of significant improvement” on training events on counselling and communication (1406, 34.2%; country range: 20.1%-64.3%), pain relief practices (1496, 36.4%; 36.1%-58.0%), emotional support (1595, 38.8%; 29.1%-60.7%), informed consent practices (1757, 42.7%; 33.1%-71.3%), and rights of women/newborns (2050, 49.8%; 47.9%-82.6%). HWs in public facilities reported significantly higher “need of significant improvement” for all Quality Measures on respectful care training. Midwives perceived higher need of significant improvement for counselling and communication ($p=0.001$) and rights of women/newborns ($p=0.002$).

Conclusions

HWs from both maternal and newborn area in 12 countries of the WHO European region call for improvements on training to strengthen their respectful care skills. Training delivery and HWs competences should be routinely monitored to ensure high quality care for all women.

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A toolbox to improve simulation training in midwifery education

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Introduction

Simulation training is known to have a positive impact on students' learning. Learning takes place as a social process, where the members construct their own share of the collective