

Enhancing Practice 2022 Conference
Influencing change on a State level:
Exploring the Student Midwife Experience (ESME)



I would like to acknowledge that we are meeting on Aboriginal lands and pay my respects to the elders, past, present and emerging.
I would like to pay my respect to any Aboriginal people in the room.





Vision:

A skilled, knowledgeable, and valued midwifery workforce, practicing compassionate, safe, quality, women-centred care where and when needed.

Mission:

Provide strategic direction for the planning and development of the midwifery workforce across NSW Health to ensure safe quality care for women, babies and families in NSW

Retention in Midwifery

Problems with retention in midwifery- Why are people leaving?

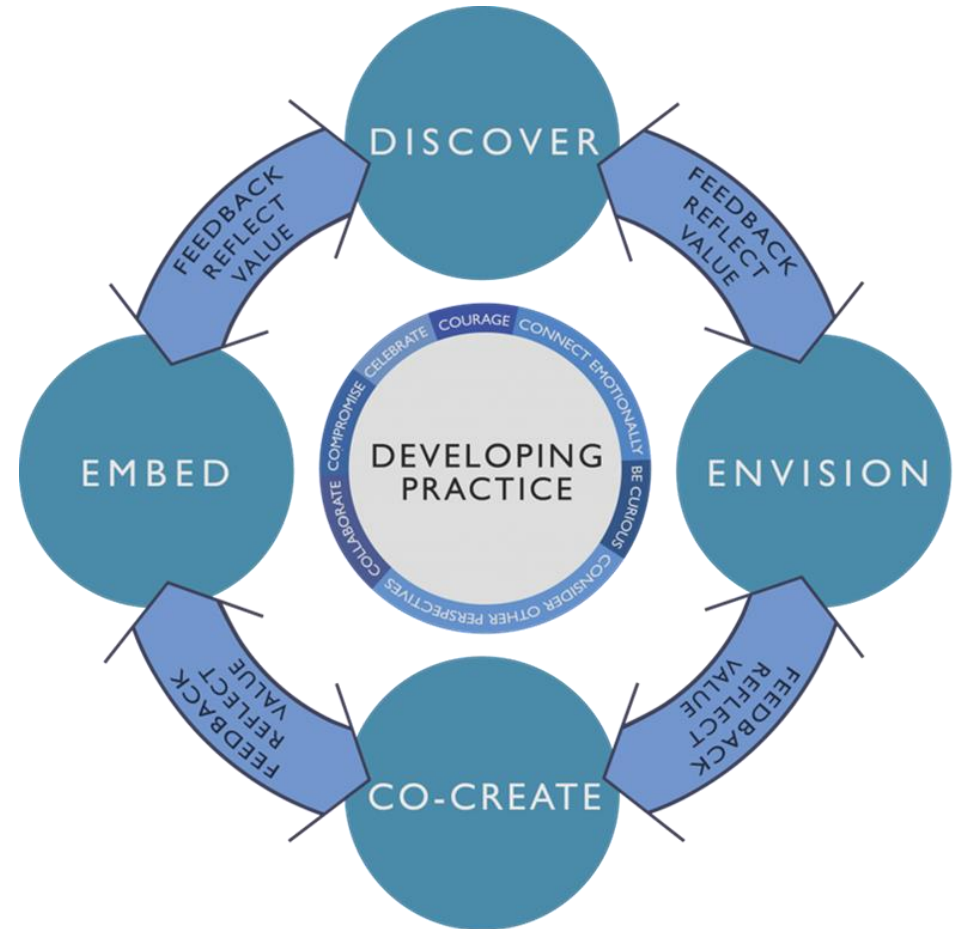


What helps people to stay?



Exploring the Student Midwife Experience - ESME

- Work collaboratively with key stakeholders to generate an experience based understanding of what was working well in relation to the student midwife experience & from this understanding, co-create ways to enhance the experience
- Support development of appreciative inquiry skills among co-inquirers
- Co - Create resources that student midwives, midwives & midwifery managers can use and embed into their practice to sustain a positive learning experience.



What is Appreciative Inquiry?



“It’s not about doing different things, its about **doing things differently** by looking at what we do well, building on this, asking people what matters to them and what they care about not being defensive about their answers – but choosing to see this as rich learning that can shape the way things are done – this is appreciative inquiry”



Appreciative inquiry -It's more than warm fuzzy group hugs.....

Appreciative Inquiry involves:

- Exploring **what works well, what we care about, and what matters** to us all using skilled caring conversations and using this as the impetus for development
- It is a set of core principles that develop existing **patterns of everyday conversation and ways of relating** that opens up possibilities for people to think and act in new ways.

Appreciative Inquiry Principles

Words create worlds

We work with people
rather than on people

Curious questions are an
action in themselves

We are the experts of
our own experience

What we focus on
grows and expands

We cannot change other people
but through changing ourselves
others will respond differently

Stories are the soul of an
organisation and help us to learn
what we care about

Appreciative inquiry – a way of **being** rather than a thing we do

Approach to everything that can be woven into the fabric of day to day practice

- Approach to day to day interactions/ conversations
- Approach to projects/initiatives
- Approach to leadership



THE SENSES FRAMEWORK

Achieving an enriched caring and learning environment for midwifery students and midwives through the Senses

SENSE OF SECURITY

- a) To feel safe to raise difficulties and sensitive issues in an environment that supports and values these open conversations
- b) To be able to say what you know and what you don't know, knowing that there are people around you to help you develop your knowledge and skills

SENSE OF BELONGING

- a) To have opportunities to develop/ sustain/ enhance your relationships in the team through you & people in the team valuing and showing an interest in one another
- b) To feel you are not alone through being able to confide in people you trust
- c) To feel part of a valued group who share similar values and beliefs which connect you
- d) To feel part of a team where your contribution is recognised and celebrated

SENSE OF PURPOSE

- a) To genuinely understand what you care about, and what matters to you and motivates you in your work
- b) To feel others are actively invested in supporting you in your role now and in your continued development in the future.
- c) To work with others in developing a shared understanding of your purpose, aspirations and a clear sense of what is valued.

SENSE OF CONTINUITY

- a) To experience people being interested in making connections and links to your previous experiences that you can draw on to enhance your skills and strengths
- b) To be part of a team where there is eagerness to build on and further develop existing knowledge and practice
- c) To be supported to hone in on specific skills that you would like to continue to refine and develop

SENSE OF ACHIEVEMENT

- a) To feel positive about your contribution your ability to make the best use of your skills and experience
- b) To hear feedback from others in real-time that is meaningful to you and that helps you to grow and develop in line with your personal goals
- c) To feel safe and engaged to give feedback to others about what you have noticed and what you value
- d) To be in tune with what is practical and possible for you and others to achieve in any given situation

SENSE OF SIGNIFICANCE

- a) To experience your everyday efforts being noticed and appreciated, knowing that what you do matters
- b) To feel a consistent value being placed on learning and development: everyone being able to share their learning and having opportunities to access new learning
- c) To feel heard by others and to hear others use language that helps you to feel valued and respected
- d) To feel that you have a voice, and that your questions, thoughts and feelings are welcomed

Part of the ESME: Resources for Sense-Able Conversations Pack

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APPRECIATIVE INQUIRY

What we value

we value

value

EXPLORING
&
EXPANDING

care

we care about

What we care about

WHAT'S WORKING WELL

working well

working

..... & WHY

Exploring the Student Midwife's Experience (ESME)

- Main themes emerging from the data include student midwives needing to feel safe, supported and having a sense of belonging.
- Midwives recognized the intensity of the midwifery training process and although at times felt overwhelmed with the responsibility of providing a learning environment to students, they were equally committed to help create an ongoing powerful and passionate midwifery workforce.



Mentoring in Midwifery (MiM)

01



Phase 1:
Co- Design & Development

02



Phase 2:
Implementation

03



Phase 3:
Evaluation & Sustainability

2021

2021

2021

2022

2022

2023



CONSULT

- MiM working group
- Mapping exercise
Identify appropriate research questions
- Co-design and consultation ongoing throughout the project



PROGRAM DEVELOPMENT

- Utilising the outcomes from SWIMMs & ESME to provide the foundations of program
- Incorporate 'Mentoring in the Moment'



RESEARCH

- Explore what midwifery leadership skills are required to implement, embed and sustain a mentoring program for midwives
- Showcase midwifery leadership



IMPLEMENT

- Combination of face to face, and online learning approach
- Staged roll out following the ESME footprint
- Clear communication strategy



EVALUATE

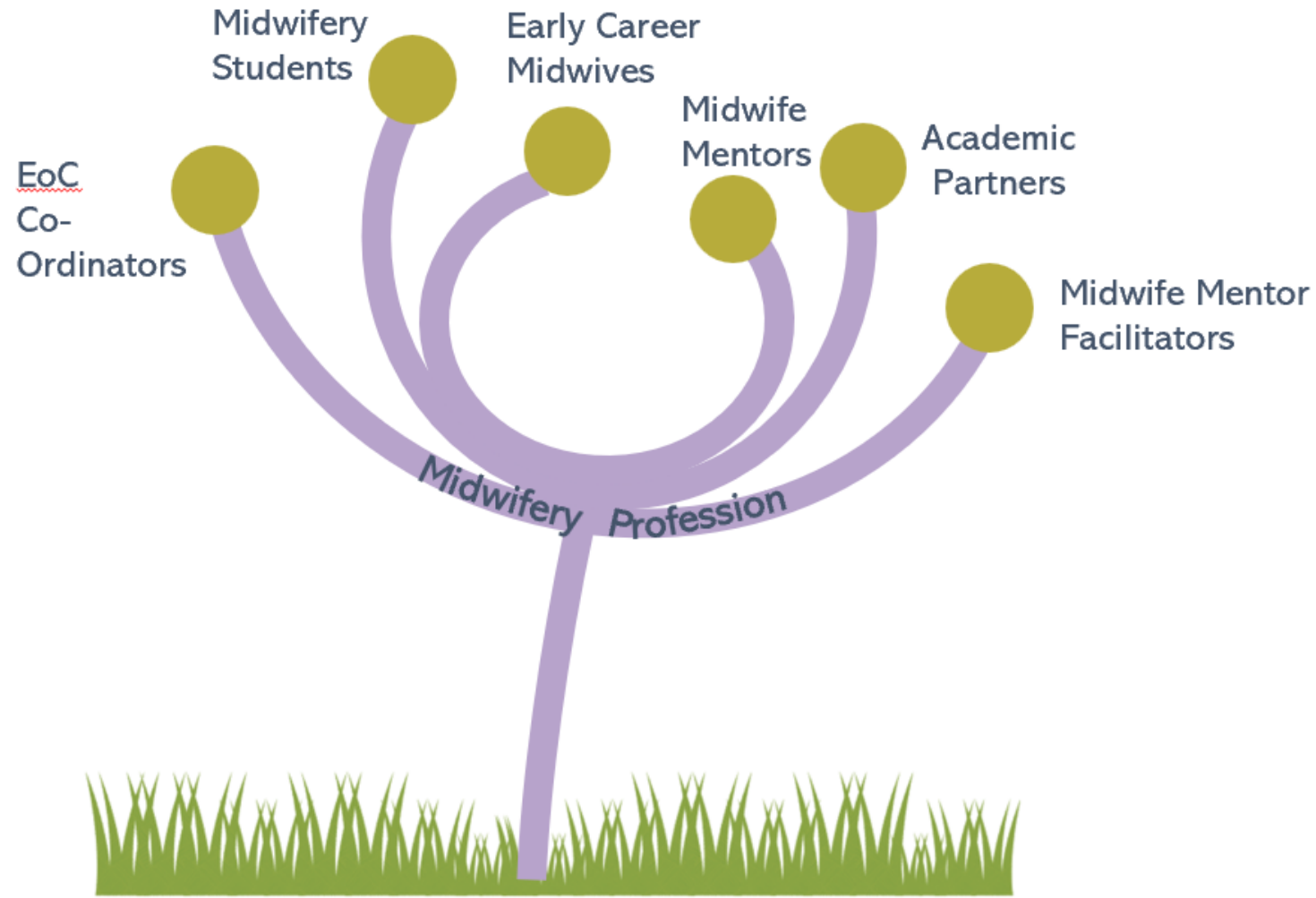
- Evaluate the program
- Survey the mentees, mentors & midwifery leaders
- LHD supported with initial training & implementation
- Ongoing throughout the project



SUSTAIN

- In 5 years time, every midwife in NSW has the skills and confidence to be a mentor
- Every midwifery student has a mentor

Mentoring in Midwifery Program- The Who

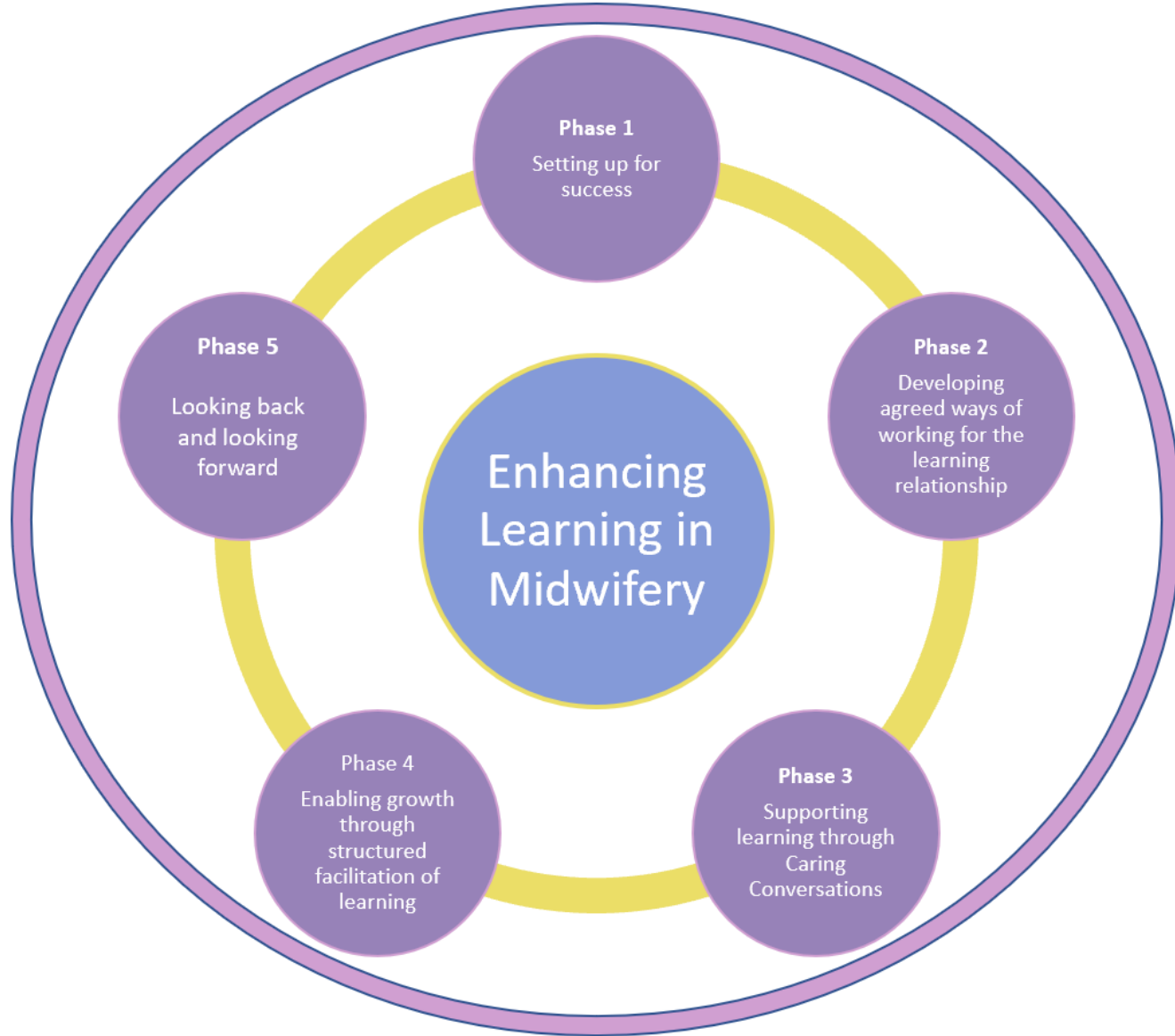


NSW Ministry of Health

Aim of Program

To develop a reciprocal learning relationship that expands opportunities for connection, learning, growth and support for midwifery students and midwives

Senses Framework



Mentoring in Midwifery (MiM) Vision

To develop and implement an innovative, sustainable mentoring program that can be embedded into midwifery practice. This program will be transferable across all midwifery training and clinical facilities to become a normal part of midwifery culture in NSW. This program will support the midwifery profession, develop leadership at all levels and help in the retention of a strong, confident and skilled midwifery workforce.

Nursing and Midwifery

Every person
Every time
Exceptional care

