

Tell us what you really think! Putting service users at the centre of healthcare student assessment.

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Background

- Nursing and Midwifery Council (NMC 2008)
- PPI agenda (Patient and Public involvement NHS 2008)
- Maternity Matters DH 2007)
- Quality Assurance



Clinical assessment

- 3 clinical placements
- All assessed
- 50% theory/50% practice (NMC 2008)
- Assessment also 50% theory/50% practice
- Tripartite approach (student/mentor/link lecturer)



Service user input

- Selecting students
- Teaching
- Course Management
- Curriculum planning
- Clinical practice
- Post reg assessment (OSCE)
- Research activity



What we did

- Exploring possibilities
- Draft plan
- Shared with service user, students and clinicians
- Acted on feedback
- Plan produced



Midwifery assessment

- To provide opportunity for service user to give feedback on student performance
- Student opportunity to reflect on feedback and write a reflective essay
- Raises ethical issues

What do you feel was my contribution to your care?

- “You made me feel safe and more relaxed”
- “You were amazing- I trusted you completely. You seemed to know when to help and when not to”
- “You were quiet but thoughtful”
- “Communication was the key and we felt you kept us informed at what stage I was at. Encouraged me even when I was being difficult”
- “Efficient, managed bleeding well. Looked after me but didn't ignore partner or baby”

Was there anything I did that you found particularly useful?

- “You stayed after your shift so I didn't have to have another midwife”
- “You massaged my back and made me feel like a woman, not just another person having a baby”
- “Made me feel like I did good work”
- “Was struggling with breastfeeding . I'm now very confident and glad I did not bottle feed after your support”

Is there anything I could have done differently

"Very helpful but felt that time was limited for her"

"Extremely satisfied with all dealings, you answered my questions in a friendly and informative manner"

"My partner thought it would be a bit awkward with you being a male midwife but 5mins after meeting you we knew we were in safe hands"

"You were very professional"

Student reflection

"Reflecting on this process has made me realise just how much influence we have on a woman's care. I have previously taken the attitude of "I am just a student" not feeling fully equipped to deal with the "real world" of midwifery and unaware of how the women I have cared for really view my skills and abilities. "

Student reflection

"Until writing this essay I feel I have only been concerned with passing each placement and going through the motions of proving I can be a qualified practitioner. Reflecting on the process of women's involvement in students' assessment has given me a renewed passion for midwifery. From now on I will be aware of the impact I have on women and feel I can make a difference in their care. "

Dealing with negative comments

- Reflecting on self
- Sharing with personal tutor/mentor as appropriate
- Constructive criticism

"You gave me too much information"

"I didn't understand the words you were using"

Conclusion

- Feedback from students very positive
- Helps students reflect on real practice
- Women have commented positively
- Helps reduce theory/practice gap



References

- Department of Health (2007) Maternity Matters: Choice, access and continuity of care in a safe service. London, DH.
- NHS (2008) High Quality Care For All – NHS Next Stage Review Final Report. London. DH.
- NMC (2009) Standards for preregistration midwifery education. London. NMC.