



MIDWIFE STUDENTS' EXPERIENCES OF PEER-MENTORSHIP AND PEER-LEARNING IN DEDICATED EDUCATION UNIT IN PREGNANCY AND POSTPARTUM WARDS – COLLABORATION PROJECT



Päivi Hoffrén, RM, MSc, Senior Lecturer, Savonia University of Applied Sciences, Finland

Merja Jokelainen, RN, PHN, PhD, Senior Lecturer, Savonia University of Applied Sciences, Finland

Anna-Kaisa Kokkonen, RM, RN, MSc, Clinical Teacher of Nursing and midwifery, Kuopio University Hospital, Finland

Background

The Dedicated Education Unit (DEU) -practice has been implemented in midwife students' practical training at Kuopio University Hospital (KUH). It has been piloted in collaboration project with KUH and Savonia University of Applied Sciences (Savonia UAS). DEU-practice has been started during Covid-19 -pandemic in Pregnancy and Postpartum wards and will continue after pandemic. The DEU -practice includes 2-4 midwife students working together independently based on their daily learning goals under the mentorship of a midwife mentor. The supervision of teacher from UAS implemented electronically via Teams.

Research and Development Methods

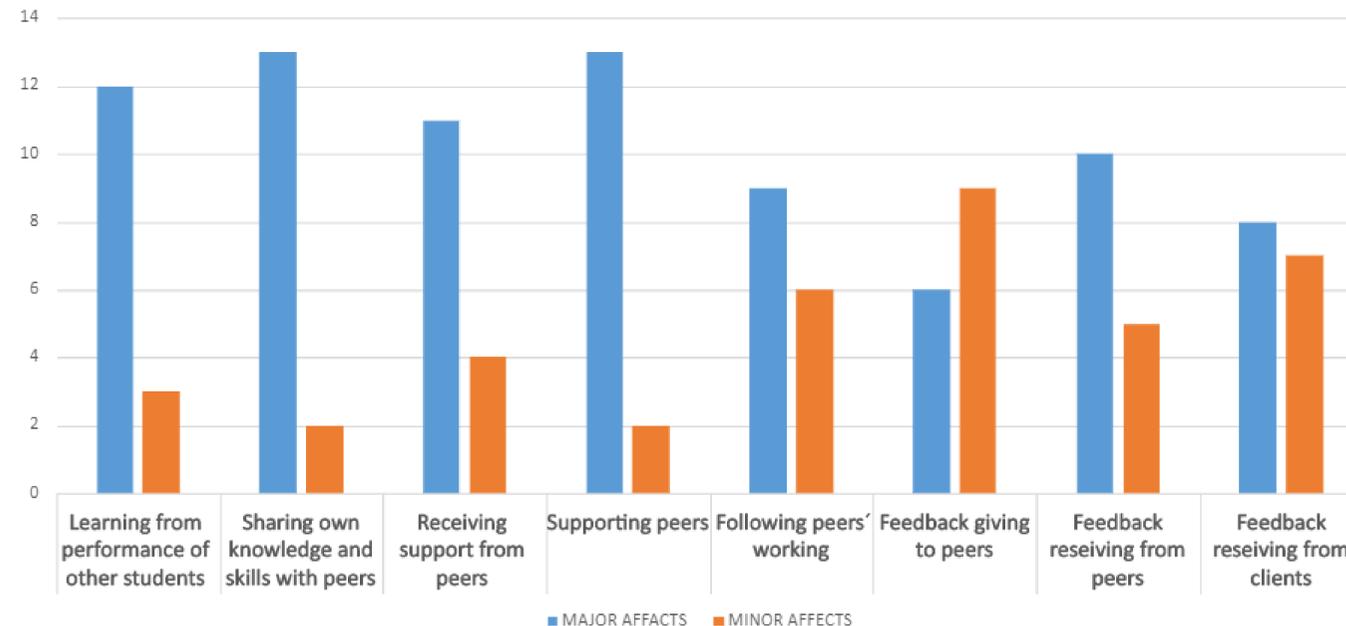
Feedback Collection in Collaboration Project: Collecting feedback from midwife students' and student mentors experiences of peer-mentorship and peer-learning in the DEU in Pregnancy and Postpartum wards at KUH during Covid-19 - pandemic. Feedback was collected from midwife 4-year midwife students from the Forms- questionnaire. Data was analysed in Excel statistically. Mentors experiences were collected with SurveyPal- questionnaire.

Results

Midwife students expressed that peer-mentorship and peer-learning have many affections to their competencies. The major affections were the development in Midwifery Profession, implement of Clients' Care Process, Co-working with peers, and also strengthening self-efficacy and making visible their own knowledge and skills. Minor affections were handling of ethical issues, reflecting their own learning process. Development of self-confidence and interaction in Client relationship have both major and minor affections. Concerning to the peer-learning midwife students put in light some major factors, like the learning from performance of other students, sharing their own knowledge and skills with peers as well as giving support to peers. Minor factors in peer-learning were feedback giving to peers and feedback receiving from clients and. (see Figure)

Mentors experienced that peer-learning was an excellent way of learning in a midwifery practice. Students had a peer-mentorship relationship and the shared their know-how to each other better than in traditional clinical practise.

Factors affected to the Midwifery Students' Peer-learning (N=15)



Conclusions

Most midwife students experienced that peer-mentorship and peer-learning have many positive affects to their competencies. However, there are still matters to enhance in DEU-practice after the Covid-19 -pandemia. At this moment, it has been developed new evaluation form for midwife students' practicing in DEU, which includes peer-mentorship and peer-learning. It is also necessary to add peer-mentorship and peer-learning approach to midwifery curriculum. Mentors were satisfied with the model of training and were eager to develop it further in the future. The collaboration with KUH and Savonia UAS will be continue in developing DEU further.

The Main References

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