

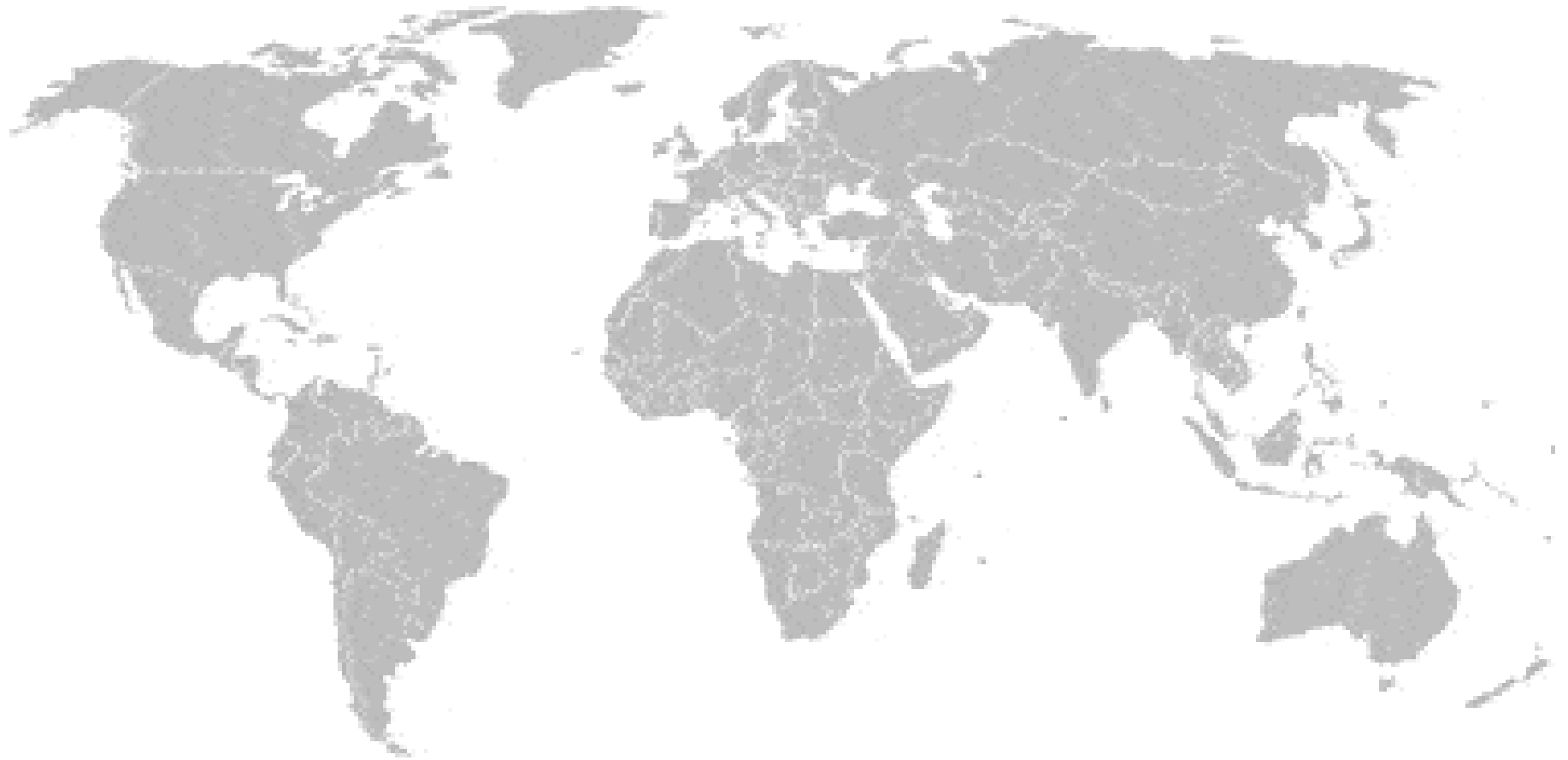
Professional development of midwives

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New Zealand



NZ Context

- 3000 midwives:60,000 births
- New Zealand College of Midwives
- Midwifery Council of New Zealand
- Health Practitioners Competency

Assurance Act

3000名助产士:6万名出生PA
新西兰助产士组织协会
新西兰助产委员会
“健康从业人员能力保障法”



Midwifery practice

- Underpinned by
 - Midwifery philosophy
 - Midwifery Competencies
 - Midwifery Code of Conduct
 - Midwifery Standards of Practice
 - Midwifery consensus statements and practice guidelines

助产课程的基本原则基础是有以下几点决定的：

1. 助产哲学
2. 助产士能力范围
3. 助产士行为守则
4. 助产士实践标准
5. 助产士共同的实践指南



NZ philosophy

- Partnership
- Continuity of care
- Holistic care
- Integrated knowledge
- Promote women's health

合做关系

护理连续性

整体护理

综合知识

促进妇女的健康



Competencies

1. Work in partnership with the woman
2. Theoretical and scientific knowledge with affective and technical skills
3. Promotes practices that enhance the health of the woman and her family
4. Upholds professional midwifery standards and uses professional judgement

1. 合作工作
2. 理论与科学知识和临床技术技能相结合
3. 促进妇女及其家庭健康
4. 坚持专业助产标准和专业判断力的运用

Code of conduct

- Makes expectations explicit
- Relate to
 - Accountability
 - Professional relationships
 - Interprofessional relationships
 - Professional behaviour
- 专业职责
- 职业关系
- 专业职业的相互关系
- 专业职业行为



Standards of practice

- Benchmark for midwifery practice
- Make expected actions explicit
- Describes appropriate usage of midwifery's body of knowledge
- Includes cultural framework

助产士实践基准

明确的助产行为

描述助产士知识体系的适用性

包括文化框架

Undergraduate Curriculum (ICM)

- Minimum 40% theory & 50% practice
- Taught by experienced midwives with teaching preparation
- Understand how adults learn, able to develop critical thinking skills
- Build on prior knowledge
- Start with normal and move to complex
- Repeat learning opportunities

- 至少40%的理论和50%的实践
- 由经验丰富的助产士教授课程
- 发展批判性思维能力
- 建立在已有的知识基础上
- 从正常生产过程开始学习, 由简单到复杂
- 重复学习

Curriculum cont.

- Theory and practice same time
- Students provide midwifery care under supervision of teachers/clinical preceptors
- Need to apply and integrate theory to practice
- Underpinned by science, strong communication skills

理论与实践同时学习

学生在教师的监督及帮助下提供助产士护理

需要将理论运用到实践中

以科学和沟通能力作支撑

Curriculum content

- Midwifery sciences
- Midwifery skills
- Midwifery knowledge
- Pharmacology
- The neonate
- Normal birthing
- Complex care
- Public health
- Professional issues



By graduation

- 100 antenatal assessments
- 100 postnatal assessments
- 100 well baby assessments
- 40 facilitated births
- 25 follow through women
- 40 care of women with complications
- Complete 2400 clinical hours

Role of clinical preceptor

- Role model
- Learning opportunities
- Contribute to student practice record book/ portfolio
- Feedback on student
- Practice assessments

临床带教老师的职责：

- 给学生提供好榜样和学习机会
- 提供学生实习记录
- 对学生的实习反馈
- 实践评估



Annual assessment of programme

- Review of statistics
- Moderation of teaching & assessment
- Feedback from students
- Feedback from profession
- Self review report
- Regular external review by midwife educator

审查统计

教学评估

学生反馈

专业反馈

自我评价报告

定期外部审查

The midwifery graduate

- Able to provide autonomous midwifery care to childbearing women and their babies
- Formal mentor for first year of practice
- Continuous learning

能够为生育妇女及其婴儿提供助产服务
第一年的实践由导师带领
持续学习



Your qualification is just the beginning



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Skills development (Dreyfus)

Expert

Proficient

Competent

Novice



能力等级的划分

- Novice – follow rules rigidly, no discretionary judgement
- Competent - standard & routine procedures
- Proficient – holistic, able to prioritise
- Expert – deep understanding & able to individualise

新手 - 严格遵守规则，无酌情判断

合格 - 标准和常规程序操作

精通 – 全面的判断能力，能够判断和处理首要问题。

专家 - 深刻的理解和因人制宜

Attributes

- Reflective
- Self improvement
- Critical thinking
- Decision making

能力等级取决于以下的能力：

- 反思
- 自我提升
- 批判性思维
- 临床决定能力



Continuous learning (Benner)

- Deep understanding of professional knowledge
- Take responsibility for own work
- Excellent standard of work
- Sees big picture
- Analytical approaches
- Confident decision making

深刻理解专业知识

对工作负责

严格的工作标准

全面分析

解析方法运用在实践中

自信的决策



Professional development

- All midwives complete annual emergency workshop
 - Maternal collapse
 - Neonatal resuscitation
 - Maternity emergencies



Practice education

- Specific skills
 - Suturing
 - Perineal care
- Documentation
- Screening in pregnancy
- Normal birth
- Breastfeeding



Professional activities

- Preceptoring (students & new midwives)
- Mentoring
- Professional body meetings
- Case review meetings
- Involved in formal audit/policy review
- Research
- Publication
- Relationships

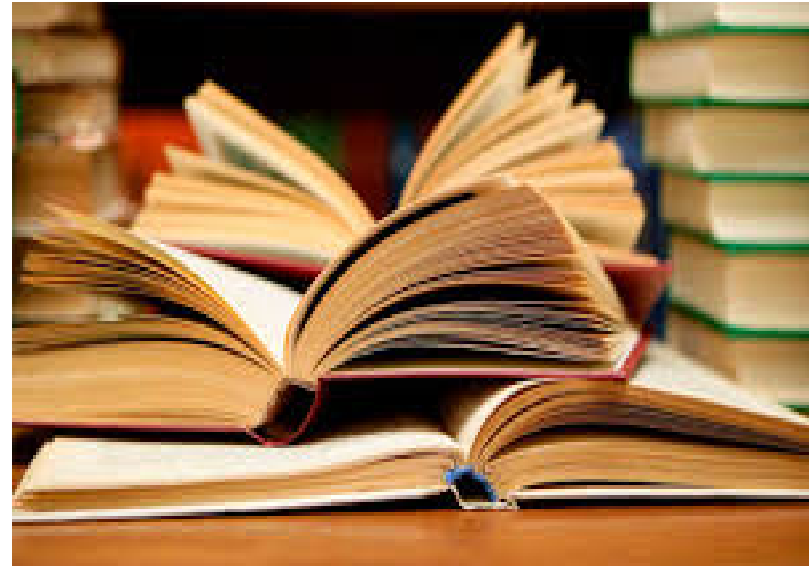
Midwifery standards review (MSR)

- Formal review of practice every three years
- Consider statistics
- Reflect on outcomes
- Discuss challenges
- Make a professional development plan for next three years



Formal postgraduate education

- P.G.Certificate/Diploma
- Masters
- PhD
- Topics include midwifery, education, leadership and management, women's health, public health



Quality Leadership Programme

- Three levels
 - Competent
 - Confident
 - Leadership



Confident

- Knowledge & skills developed over 1 year
 - Confident with complex clinical care
 - Demonstrates situational leadership
 - Works across all areas of midwifery
 - Likely engaged in formal education
 - Participates in professional activities
-
- 经过一年以上的临床知识和技能提升
 - 能够处理复杂的临床护理
 - 展示临床领导能力
 - 参与各个领域工作的助产士
 - 积极参与教育提升活动



Leadership

- Formal PG education
- Significant midwifery experience in all areas
- Deep contextual knowledge
- Role model & resource
- Influences change in practice
- Leadership role in practice



Evidenced by

- Current MSR
- Reflection on practice, leadership
- Formal performance appraisal
- Peer review
- Evidence relating to code of conduct & code of ethics
- Evidence of educational achievements
- Evidence of quality improvement



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