



Learning HOW TO LEARN

In Obstetrical Training Unit, Regional Hospital West Jutland, Herning

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Obstetrical Training Unit:

- Part of the post natal ward
- Started September 2013
- 4-5 patients/families - baby born by elective caesarean section
- Open from Monday - Thursday
- Interprofessional team of students:
 - nursing, midwifery and medicine
 - two week period
- Team of skilled tutors



Evaluations after the first 18 months:



- Patients satisfaction
- Students learning outcome –
5 interviews analysed, 27 students included

*“What is your main learning outcome
from the period in the training unit?”*

Students learning outcome

—for all three professions:

- Interprofesonal learning regarded as main learning outcome:
 - learning about the other professions and thereby seing their own profession more clearly



- ***The interprofessional collaboration – it has been good. Because you learn what is your own focus – like what am I responsible for, what does the midwife do – and what do you need to pass on to the doctor (ns, dec)***
- ***As well as you learn where we need to work together, you at the same time really learn what you have to do yourself and when it is necessary to be independent – so you learn both sides. (mis,sept)***
- ***Which decisions does the nurse make, which decisions does the midwife make and which decisions do you make being the doctor – I really think, I learnt a lot of that (mes,sept)***
- **No surprise**

Students learning outcome

–for all three professions:

- Interprofessional learning outcome: learning to be a teammember:
 - ***That no one is more important than the others, we are all equally important (ns,dec)***
 - ***It is very important that we combine our efforts in a circle and use each other; after all it is the treatment given to the patient that is the most important (mis,dec)***
 - ***That is what we have to learn: to make it easy for each other, based on our own professional background (mes,sept)***

No surprise

Students learning outcome - for all three professions:

- **Most significant learning outcome:**

HOW it was learnt.



Students learning outcome:

- **The importance of a safe learning environment**
- where tutors:
 - ask questions that call for reflexion
 - signal confidence in the students
 - make the students responsible
 - have expectations of the students

Learning environment and pedagogical methods:

- **Guidance before, during and after taking care of patients**
- **Answering questions as a method to learn professional reasoning**

Learning environment and pedagogical methods:

- **Guidance before = Student empowerment**



Especially the medical students:

- Not used to be responsible for patient care and to act/be in front:
- ***We are not used to that, be in front. We are used to be the one in tow, and not always wanted, -usually you just observe and then you don't really think on your own (mes,mar)***
- ***Here it is something else, you're the first to be asked, and then you have to make some decisions. You've made more decisions here than you've ever done before (mes,dec)***



Learning by being asked:

- *When they ask a question, it's related to topics, they expect us to have learnt about in theory (at the UC/UNI) – they just want us to find the academic arguments for our professional actions (ns,sept)*
- *It's a good training in telling what you actually think, so you so to say understand what you do, instead of just doing it (mis,okt)*
- *The tutors sharpen our professionalism – they have asked us questions too. The guidance we get - on the phone - It's different.....(mes,marts)*

Learning by being asked:

- **For tutors its all about asking questions rather than giving answers**

Learning environment and pedagogical methods:



- Learning by being challenged.....

Learning environment and pedagogical methods:



- Learning by being challenged.....
- *When I come here, I'm part of a team. I have a function, and it is expected that I do something. It gives me a very delicious satisfaction. I feel my education gets relevant (mes,sept)*

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**A period in interprofessional training unit
can give students increased pedagogical
insight!**



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