Perfect Preceptorship?

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Lecturer practitioner, 2003–2011 development and implementation of preceptorship programme
MSc Midwifery – evaluation of programme
NET Conference - 2015
Definition (DH 2010.11)

• A period of structured transition for the newly qualified practitioner

• Develop confidence as an autonomous professional, refine **skills, values and behaviours**

• NOT a way to meet any shortfall in pre-registration education (DH 2010:11).
Barriers And Challenges

Lack of consensus between regulatory and professional bodies

Skills & attitudes to promote normal birth are focus of midwifery education (NMC 2007)

NQM not fully conversant with skills to care for women with complex needs

NMC - 2009 development needed AFTER registration to acquire skills to be lead carer for these women

No need for additional “course” or review & no recognition for preceptor role

—“quality” of preceptor pivotal to NQM development (Finnerty et al 2006)
preceptorship variable - months or up to 2 years – NHS Trust dependent

Hughes and Fraser (2011) differing skills & abilities of NQMs on qualification not recognized

SINK OR SWIM – culture / bullying

EVIDENCE / POLICY

CHANGING WORKFORCE

GAPS

MIND THE GAP

EVALUATION AND REVIEW REQUIRED

NOT JUST ABOUT CLINICAL SKILLS

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EVIDENCE / POLICY

CHANGING WORKFORCE
• WHY?
• ? Lack of robust, formalized systems for development, implementation & audit

↓ evidence of real growth despite being ↑ on policy agenda – remains local responsibility

Difficult to convince budget holders of value / need to fund provision & evaluation

• WHY?
• ? Lack of quantitative evidence
• Qualitative studies don’t demonstrate cost or quality of care
Qualitative evidence - effective programmes need to be

- Structured / evaluated / revised
- Personalised and flexible – evidence based, **content and delivery**, length, rotation
- Supportive
- Develop confidence & competence

NQM’s report feeling safe, able to achieve specific skills and evidence their development


Provide supportive relationships


• Peers important in learning (Rogers 2010) & support helps address emotional issues surrounding transition from student NQM (Ferguson and Day 2007).

Are we always supportive?

• A midwife is a midwife is a midwife…. shes paid as much as me…..soon knock that out of her… 😞

• ‘Stones can make people docile’: reflections on how the hospital environment makes us ‘good girls’ (Bosanquet 2002) / Bullying and Horizontal violence – Curtis, Ball and Kirkham (2013)

• Do we encourage peer support groups within preceptorship programmes or simply in day to day practice?
Develop confidence and competence in our NQM’s

• “Mind the gap” – are we adapting / responding?

• Simulation in a supportive environment

• “…made such a difference when learning new skills ... holding the instruments ....playing with the FSE, attaching it through a torso to a grapefruit... mad but it so helped…”

• NB -utilize MDT for support

• How do we support development of leadership / decision making etc - Practice based education & support facilitates development of decision making expertise more effectively than traditional teaching (Kitson Reynolds 2009).
YOUR ACTION BIG IMPACT
WHAT YOU CAN DO

Be that supportive colleague - Coach / facilitate
recognize time pressures of colleagues undertaking preceptor role

RESPOND TO CHANGE

Lobby NMC – listening events forums etc

Have a voice in trust meetings

Demand local evaluations of current provision
Perfect preceptorship?

• Probably not in my lifetime!

• We can all be more effective in supporting NQM’s at local level and lobbying for effective change at national level

• Thank you for listening!


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