Expecting the Unexpected: to what extent does simulation help healthcare professionals prepare for rare, critical events in childbearing?

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As an experienced midwife Angela moved into higher education at the University of Leeds with a special interest in the development of practice that has a robust evidence base, delivered in an innovative, progressive manner in resource constrained contemporary practice. Angela is focused on juxtaposing theoretical and professional perspectives through postgraduate research study relating to professional training and education in preparation for rare, critical and emergency events.

ABSTRACT

Research Problem: Pregnancy and childbirth presents both rare and critical events for which healthcare professionals are required to acquire and maintain competent clinical skills. Simulation is an accepted approach to facilitate habitual development of such skills, such as rapid decision making and clinical dexterity without panic and disorganisation. In theory, a skill demonstrated using simulation will transfer into practice competently and confidently; the strength of simulation appears to lie in its validity with clinical context. However, evidence shows that some professionals have difficulty responding appropriately to unexpected critical events.

Research Questions:

1. What is the experience surrounding simulation in preparation for rare, critical and emergency events during childbearing?
2. How do professionals prepare for critical events which happen rarely, unexpectedly and risk mortalities or serious morbidities?

Overview of Project: Essentially, the study comprises of the development of a conceptual framework of simulation (QUAN) which is explored with a series of interviews (QUAL).

Patient/stakeholder engagement: The views, perspectives and preferences of women, their partners and NHS staff were sought; yielding valuable insights into willingness to participate in research relating to critical events.

Mixed Methods Design: An explanatory sequential mixed methods approach, within a pragmatic framework, examined preparation for rare/critical events. In phase one a quantitative systematic review (synthesised narratively due to high heterogeneity) was combined using framework analysis of curricula documentation. A conceptual framework of simulation was explored in phase two with qualitative interviews; analysis currently adopting attribution theory.

Question for the research roundtable:
Focussing on mixed methods research synthesis how can I (a) synergize data where 3 data-sets require triangulation? (b) Abandon labelling in mixed methods research?
No handouts were provided for this presentation:

Notes: