

Kreißtheater

Hochschule Niederrhein University of Applied Sciences



Simulation-based behaviour and communication training in the Midwifery Science study programme

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Benchmark parameters

Duration of the project (founded period): 09/2022-09/2023

Aims of the project: Implementing highlevel simulation-based trainings for student midwives to train key skills for the labour room and key communication and reflective skills

Simulation time: 3 hours (week/student) during the lecture period

First evaluation of students and lecturers: The Project is very valuable for the development of student's professional communication skills

Why is it important to implement simulation-based training?

Revision of **German Midwifery Law**: Simulation-based examinations as new mandatory requirement

To face challenges in the training of competencies and in the building of trustful relationships taking professional communication, reflective skills and individual-centred support into account

What does the Kreißtheater project include?

Simulation-based behaviour and communication training for student midwives as regular study content involving only professional actors

Midwives and actors create scripts together to utilise synergies from both professions

Representing diversity of society: involving scenes with individuals and couples, same-sex couples and non-binary persons

Reflection on-action involving the actors' point of view

What is important to perpetuate Kreißtheater?

Lecturers with comprehensive practical experience in midwifery

Well prepared instruction courses for professional actors in giving structured feedback, simulation of childbirth in a realistic way, etc.

Appropriate material: different costumes, furniture for scenes in labour room and home setting, fitting medical models

Commitment and evaluations from students

Process of Kreißtheater simulations and their impact on students

Debriefing of the training student through lecturer

Gaining a deeper understanding of personal strengths and challenges

Observing students give a short complemental peer-feedback

Becoming more skilled in giving reflection to a peerstudent

Actors give a short structured reflection on-action from their point of view

> Experiencing self reflection and external reflection in comparison

Preparation of script, students and scenario-room

> Enabling students and actors to get into the scene

Creation of a familiar atmosphere & guidance through exercises for body awareness

> Trustworthiness enhances the students' authenticity and openness to the learning process

Introducing the scene, assigning groups of students (6-8) to practice different scenes

Increasing competence by practicing professional situations in a realistic, but simulated learning environment

References:

Peters, T.; Thrien, C. (2018): Simulationspatienten. Bern Kainer, F; Scholz, C. (2016): Simulation in der Geburtshilfe. Berlin Vierbuchen, M.-C.; Bartels, F. (2019): Feedback in der Unterrichtspraxis. Stuttgart

Schlegel, Claudia (2017): Feedback von Simulationspatientinnen und -patienten. Bern

After completion of the scene the training student is invited by the lecturer to share her/his feelings

Releasing some of their emotions first enables students to listen to feedback and reflect more effectively

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