

Stiftung Innovation in der Hochschullehre





Simulation-based behaviour and communication training in the Friederike Makowski¹, Janne Dülken¹, Denise Hansen¹, Angela Brellos¹, Midwifery Science study programme Linda Luhmann¹, Prof. Annika Walker¹

¹Hochschule Niederrhein, Applied Midwifery Science

Benchmark parameters	Why is it important to implement simulation-based training?	What does the Kreißtheater project include?	What is important to perpetuate Kreißtheater?
 Duration of the project (founded period): 09/2022-09/2023 Aims of the project: Implementing high- level simulation-based trainings for student midwives to train key skills for the labour room and key communication and reflective skills 	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	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	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,

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

individual-centred support into account 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

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

Preparation of script, students and scenario-room

> Enabling students and actors to get into the scene

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

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

Experiencing self reflection and external reflection in comparison

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

33rd ICM Triennal Congress, July 2023, Bali, Indonesia

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

> **Correspondence:** friederike.makowski@hs-niederrhein.de Hebammenwissenschaft-10@hs-niederrhein.de