Performance and the power of midwives' voices
McEwan, Tom; Lewitt, Moira

Published: 27/06/2019

Citation for published version (APA):
Performance and the Power of Midwives’ Voices: Exploring Professional Identity

Tom McEwan, Moira Lewitt & Midwifery Students
School of Health and Life Sciences

Informing Curriculum Development
An exploration of how student midwives define the concept of ‘professionalism’ and how they develop their professional identity during the midwifery programme.

Professionalism in the curriculum
This is a time of change: frameworks for maternity care are being refreshed in Scotland and across the UK and UWS is refreshing its midwifery curriculum. In this project, student voices have emphasised tacit learning and peer pressure to conform to established norms, as strong influencers in the acquisition of professional values and identity. They also call for closer communication between university and practice teachers in midwifery education.

Research topic
Professionalism is multidimensional and socially constructed (Martimianakis et al., 2009). Within healthcare it is often described as an “art” complementing science (Van de Cloppert, 2006). Despite its complexity, educational programmes often frame professionalism as a list of individual attributes and behaviours: are there more effective approaches for teaching professionalism?

Theory and method
Semi-structured conversations with final year student midwives about professionalism within the theoretical and practical elements of their programme were facilitated by the midwifery researcher. Contributions were recorded for full transcription and thematic analysis. Visual images were used to initiate and support the conversation. Drawing on theories from Schechner (1988) and Goffman (1959), performance was used to facilitate ‘reinterpretation’ and, thereby, deeper discussions around professionalism. In this poster we present outcomes from the first group of three students.

Performance
Conversations were transcribed ‘in the moment’ by one of the researchers and performed immediately after as poetry. This interpretation was then discussed and further discourse around the topic encouraged. Hearing their own words, students reported that this format facilitated deeper reflection and re-interpretation. It was also suggested that the emerging ‘poetry’ could be presented to other students as a starting point for discussion.

Power
language  hierarchy

Women
protection connection

Respect
honesty  confidence

Being unprofessional…
Unprofessional behaviour is recognised but not always challenged by students in practice settings:

“I’ve learned more about bad professionalism. All I can do is take it on board and say it’s never going to be me”

“Being in control And not controlling
Some people don’t feel in control unless they are controlling
Being controlling to make life easier Is unprofessional”

“In practice
Students stand at the door
In University you’re told you’re important
But in practice you’re not
Senior midwives sit
Junior midwives stand
Students stand at the door”

“I think I get a negative Image of what professionalism is
This one’s quite an Aggressive and angry person And I think To be professional You need to be Calm and collected”

“In my experience everybody knows your name
Nurturing environment What is that bubble Why have they got it That particular dynamic That nurturing environment”

“Being drawing
Because I think being professional is Being able to work in a team Being able to work with and to have respect for your colleagues And treating everybody that you work with Including every woman that you care for With respect
That’s a big part of professionalism”

References:
Martimianakis M et al. (2009) Developing interpretations of professionalism