

PERCEPTIONS OF MIDWIFERY STUDENTS ABOUT CLINICAL PRACTICE: A METAPHOR STUDY

Background

Laboratory and clinical practices are important in teaching midwifery, which is an applied discipline. Uncertainties in clinical practice are very high, and the thoughts, perceptions, and experiences of midwife candidates, at the beginning of their education, should be taken into account.

Aim(s)

This research was conducted using the "phenomenological design", which is one of the qualitative research methods, in a semi-experimental type, to reveal the perceptions of first-year midwifery students about clinical practice through metaphors.

Methods

The population of the study consisted of 98 students who were in the midwifery department of a health sciences faculty in Istanbul and would make clinical practice for the first time, and the sample consisted of 81 students (82.7% of the population). The data of the study were obtained by using the "Student Information Form" and "Clinical Practice Perception Form (CPPF)". In CPPF, "Clinical practice is like ... because ...", "Lecturer/research assistant/mentor in the clinic is like ... because ...", "Healthcare team members in the clinic are like ... because ...", "Patient is like ..., because ..." were asked to fill in the blanks before and after going into clinical practice. Institution permission was obtained from the dean of health sciences faculty, and ethical approval was obtained from the ethics committee. Metaphor expressions were evaluated using content analysis.

Results

Before the practice, 51 metaphors were produced for the clinical practice, 47 for the lecturer/research assistant/mentor in the clinic, 44 for the healthcare team members, and 38 for the patient they care for. At the end of the practice, 48 metaphors were determined for the clinical practice, 35 for the lecturer/research assistant/mentor in the clinic, 49 for the health team members in the clinic, and 33 for the patient they care for. It was observed that the students compared the clinic to the "school" the most before and after the clinical practice, and perceived it as a "teaching/guiding" phenomenon. The lecturer/research assistant/mentor in the clinic, before going into practice, most was likened to "mother" and perceived it as a "lighting/guiding/teaching/experienced/informed/forming/productive" phenomenon; After the practice, it was determined that they compared it to "light" and perceived it as a "guiding/teaching" phenomenon. Before the application, health team members were most likened to "friends" and perceived as "parts that make up the whole/acting together/team/unity/harmonious/hardworking-disciplined" phenomenon; After the application, it was mostly likened to a "friend" and perceived as a "parts of the whole/complementary/orderly/seriousness/hardworking" phenomenon. Before the application, the patient was most likened to a "flower" and perceived as a "person in need of attention and care/requiring a solution"; After the application, it was mostly likened to a "flower" and perceived as a phenomenon that "needs care".

Discussion

It was observed that mostly similar statements were repeated before and after the application. Expressing students' perceptions of clinical practice through metaphors gave us the opportunity to examine the current situation comprehensively [1,2,3]

Implications and future perspectives

These research data will contribute to determining and meeting the expectations of students regarding clinical practice.

References

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3. Graneheim, U. H., Lindgren, B. M., & Lundman, B. (2017). Methodological challenges in qualitative content analysis: A discussion paper. *Nurse education today*, 56, 29–34.