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LEARNING STRATEGY IN MIDWIFERY
EDUCATION

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STUDY CIRCLES IN HOSPITALS' OBSTETRICS CENTERS AS A TEACHING-LEARNING STRATEGY IN MIDWIFERY EDUCATION

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ABSTRACT

We describe the experience of study circles on the theme, “good obstetrics practices backed by scientific evidence” and argue that they prepared midwifery students to dialogue with hospital staff and empowered them in the process of negotiating the implementation of practices put forward by the International Confederation of Midwives (ICM). We conclude that study circles are an efficient strategy of preparing midwifery students to be active participants in the maternity care team and lead discussions of evidenced-based practice.

Keywords: Midwives; Education; Midwifery training; Study circles.

INTRODUCTION

In Brazil, childbirth is mainly a hospital event. The professionals responsible for childbirth are medical obstetricians, nurse-midwives and midwives. However, the midwifery undergraduate course was terminated countrywide in 1972 and midwives, which were already scarce, disappeared from caring for women in the hospital. Due to poor maternity care statistics and consumer efforts against the medicalization of birth, a direct-entry bachelors of midwifery education programme was started in 2005 midwifery education (Gualda et al, 2013). Since the beginning, it has been difficult to implement, both in training and in maternity care, a humanized and holistic approach to healthcare of women, especially in labor and delivery and postpartum. The midwifery education program is structured according to the guidelines of the International Confederation of Midwives (ICM, 2013). The program is 4.5 years with a total of 4230 hours, 1260 of which are internships (Narchi et al, 2012; Gualda et al, 2013).

In 2008, the first graduated midwives entered the workforce and they have faced many challenges to effectively function as member of the delivery care team. In the hospital. Midwives are faced with a bi-

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