



A Comprehensive Study of Clinical Teaching Practices for Nurse-Midwives

Eiichi Hondo*

Department of Health Care, University of the Pacific, Stockton, California, USA

ABOUT THE STUDY

One in five women experience mental health problems while pregnant or right after giving birth worldwide. Maternal mental health issues affect one in ten women in high-income countries and one in three women in low-income nations. Poverty, intimate relationship violence, drug misuse, and an increased burden of diseases all contribute to a high frequency in low-income nations. Untreated maternal mental health has been linked to an increased risk of obstetric and neonatal problems, suicide, mental illness, and maternal fatalities.

The World Health Organization (WHO) reports that between six weeks and a year after giving birth, mental health problems account for 25% of all maternal deaths. Countries providing maternal mental health care, such as high-income countries, have reported fewer cases of maternal mortality rates compared to nations without such services [1]. Addressing maternal mental health issues is necessary to meet sustainable development objectives three and five as well as reduce the rates of maternal mortality and morbidity. In order to ensure that women receive high-quality treatment, it can be accomplished by offering more affordable maternal mental health services to skilled nurse-midwives.

Nurse educators play an important role in clinical teaching of nurses preparing for practice. As a result, nurse educator's help students learn by coaching, supervising, teaching, providing timely feedback, and encouraging reflection. Students, on the other hand, learn skills in the clinical setting by interacting with teachers, patients, and other students. On the other hand, emphasized that students learn by observing and reflecting on the work of nursing professionals [2]. Effective clinical teaching is said to improve students' clinical knowledge, skills, and attitudes while also developing clinical judgment and critical thinking skills, both of which are required for providing high-quality, safe care. However, studies have shown that nurse educators face difficulties when teaching students. For example, a lack of teaching materials, a lack of expertise in clinical

teaching strategies, and an influx of students all have a negative impact on teaching and learning. Despite the fact that students are placed in maternal-child health departments upon completion of training, there has never been a study on clinical teaching by preregistered nurse-midwives, particularly in maternal mental health [3]. As a result, the focus of this integrative review will be on clinical teaching practices in maternal mental health nursing.

Clinical education is an essential component of nursing and midwifery education. Effective collaboration between academia, students, and hospital staff is required to ensure improved health outcomes. It should be noted that effective nursing education will ensure that nurses provide competency-based care [4]. More research in maternal mental health and nursing education is required to improve evidence-based teaching and learning in maternal mental health care.

The integrated study identified clinical teaching strategies in low and high-income countries. It has been reported that maternal mental health competencies are available. However, there are inconsistencies in curriculum implementation across countries. Furthermore, the study discovered student-student-centered strategies that improve students' ability to integrate theory and practice. It is also worth noting that, due to a lack of resources, mental health competency, and poor collaboration between nurse educators and clinical staff, the majority of countries face similar challenges when teaching clinical students. To ensure improved quality, there is a need to include maternal mental health topics in the curriculum, build capacity for educators and midwives, and improve clinical teaching practices in mental health [5]. Priorities include curriculum topics on maternal mental health, capacity building for educators and midwives, and increased resources for teaching and learning material. Nursing midwifery training institutions should review their curriculum to maximize student learning opportunities in maternal mental health practice by developing more clinical-based learning opportunities that meet the needs of the students.

Correspondence to: Eiichi Hondo, Department of Health Care, University of the Pacific, Stockton, California, USA, E-mail: hondoeiichi@gmail.com

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