



West Midlands Education Innovation and Notable Practice

MIDWIFERY VIRTUAL CASE CREATOR

2010 - 2011



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BIRMINGHAM CITY UNIVERSITY

Overview:	The use of a midwifery virtual case to support a complicated childbearing module focussing on post-operative and postnatal care of mother and baby following a caesarean section.
Lead:	Lisa Sutton, Senior Lecturer in Midwifery lisa.sutton@bcu.ac.uk 0121 331 6139

The midwifery virtual case was created in 2009 and is currently in its second year of use for students on the BSc (Hons) Midwifery 3 year programme. This innovation was developed to enable students to make decisions related to care in a safe environment, supported by instant access to evidence that underpins practice as this has been embedded within the virtual world. Whilst exploring the virtual scene students are required to make the most appropriate 15 decisions in caring for a mother and newborn following birth by caesarean section. The beauty of this mode of learning is that once a decision has been made the student is challenged to consider why this would be important in practice.



The project took 8 months to develop and involved working alongside multimedia design technicians. I also collaborated with a local trust to be able to upload trust guidelines related to the case onto the virtual scene, this helped to mimic the real world, for example, by encouraging the student to access the guideline via the virtual office computer to support practice decisions with evidence. Some of the obstacles in developing this innovation were my own limitations in my lack of understanding of the design capacities, and teething in technical issues to ensure that all students enrolled onto the module could gain access. A benefit of introducing this innovation was the ability to link the module assessment to the virtual case.

Additionally prospective future applicants have commented that they wanted to study midwifery at this university because they had been impressed by the midwifery virtual case when attending an open day event.

If other are interested in developing an innovation like this I would recommend forward planning and allocation of time to the task, and to contact Nigel Wynne and the multimedia team at Birmingham City University to view some of the existing virtual cases that are in use.

In terms of the short term impact that this innovation has had, feedback from students following the first year of use was extremely positive. Responses included the visual impact of the virtual scene and the interactive component. Students also like the simulated effect of the virtual case as they could explore different rooms (scenes), for example the office, the recovery room and the resuscitation room which was similar to moving around the clinical area. My future plans include

continuing to use the midwifery virtual case and undertaking a research evaluation project of its use for midwifery students.