**RESULTS**

As many academic practices move toward collaborative models and engage midwives as educators for medical student and resident training, there are no national standards or curricular expectations [4]. Furthermore, there is limited published research on medical students’ perceptions of midwifery faculty or the midwifery model of care. This qualitative study examined the impact of interprofessional education (IPE) between medical students and Certified Nurse Midwives during the 3rd year obstetrics/gynecology clerkship. Medical students in each cohort are currently required to spend at least one half-day with a Certified Nurse Midwife. A six-question open-ended survey with IRB approval was embedded in the 3rd year Obstetrics/Gynecology post-clerkship online evaluation. The 3rd year Ob/Gyn clerkship at The Brody School of Medicine is 6 weeks long and consists of 12-16 students per cohort. Medical students in each cohort are currently required to spend at least one half-day with one of the four Certified Nurse Midwives.

The focus of the survey requests students to describe their experience working with CNM providers, the midwifery model of care and how it complements the team setting, and if they felt this IPE experience enhanced their educational experience.

The survey responses were deidentified and analyzed utilizing a thematic analysis approach. An individual response included comments applicable for more than one theme, it was counted more than once with each corresponding theme.

This study has an approved IRB exemption status and clerkship survey data from April 2019-Aug 2021 was used for this study.

**INTRODUCTION**

The skills of interprofessional teamwork, such as collaboration, team management, and interprofessional communication skills, should be embedded in the early stages of health profession education [5].

This qualitative study examined the impact of interprofessional education (IPE) between medical students and Certified Nurse Midwives during 3rd year obstetrics/gynecology clerkships. A review of the literature has revealed that Certified Nurse Midwives often integrate the teaching of medical students and residents into their care on an informal basis. Although interprofessional care teams have become more prominent in practice, they are not yet an integral part of medical education.

The author aims to investigate the importance of interprofessional educational experiences within the medical school curriculum and assessing medical students’ perception of the midwifery model of care.

**MATERIALS & METHODS**

A six-question open-ended survey was embedded in the 3rd year Obstetrics/Gynecology post-clerkship online evaluation. The 3rd year Ob/Gyn clerkship at The Brody School of Medicine is 6 weeks long and consists of 12-16 students per cohort. Medical students in each cohort are currently required to spend at least one half-day with one of the four Certified Nurse Midwives.

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**REFERENCES**


**ACKNOWLEDGEMENTS**

The authors would like to acknowledge Jo Anne Murray, EdD, Jenna Garris, MA, and The Brody School of Medicine Office of Medical Education who have participated actively and enthusiastically in helping provide feedback to improve this project. Thank you to all the midwives and medical educators who have dedicated themselves to improving the future of undergraduate medical education.

**DISCUSSION**

TABLE 1. Describe in your own words the midwifery model of care and how it complements your team setting” survey responses (students can list multiple answers).

<table>
<thead>
<tr>
<th>Medical Student Perceptions of the Midwifery Model of Care</th>
<th>Total Number of Coded Responses</th>
<th>Percentage of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1: Woman-centered, nurturing and holistic care throughout the childbirth cycle</td>
<td>69</td>
<td>43%</td>
</tr>
<tr>
<td>Theme 2: Benefits of Interprofessional Healthcare Teams</td>
<td>47</td>
<td>30%</td>
</tr>
<tr>
<td>Theme 3: Skilled communication, collaboration and coordination</td>
<td>14</td>
<td>9%</td>
</tr>
<tr>
<td>Theme 4: Woman-centered care within the childbirth cycle</td>
<td>15</td>
<td>9%</td>
</tr>
<tr>
<td>Theme 5: N/A</td>
<td>19</td>
<td>12%</td>
</tr>
<tr>
<td>Sum of Total comments around themes</td>
<td>159</td>
<td>-</td>
</tr>
</tbody>
</table>

**TABLE 2. Describe your experience in working with the CNM provider(s)” survey responses (students can list multiple answers).**

<table>
<thead>
<tr>
<th>Medical Student Perceptions of the CNM Provider(s)</th>
<th>Total Number of Coded Responses</th>
<th>Percentage of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 6: Overall positive and educational IPE experience</td>
<td>105</td>
<td>72%</td>
</tr>
<tr>
<td>Theme 7: Prefer more time with Certified Nurse Midwives</td>
<td>24</td>
<td>16%</td>
</tr>
<tr>
<td>Theme 8: Negative experience</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>Theme 9: N/A</td>
<td>17</td>
<td>12%</td>
</tr>
<tr>
<td>Sum of total theme comments</td>
<td>146</td>
<td>-</td>
</tr>
</tbody>
</table>

According to the 2019 LCME Annual Medical School Questionnaire 146/151 participating schools required interprofessional education with 81% occurring in the curriculum during clerkships/clinical years.

- 94% of respondents thought that this IPE experience during the Ob/Gyn Clerkship enhanced their educational experience.
- Overall, students mentioned they received more hands-on opportunities when working with midwives and felt they helped cover Ob/Gyn medical education topics during rotations.
- Our results of medical student experiences working with midwives align well with the current goals interprofessional education within the medical school curriculum.
- There are numerous advantages of midwifery involvement in medical education, the most significant being the introduction of the midwifery model of care and expanded awareness of the normalcy of birth in tertiary care settings [3].
- Limitations to this study are response bias and lack of participation by all students in each cohort as they can opt-out of completing this survey. Furthermore, a weakness of the study involves scheduling difficulties that created variations in the actual time spent between CNMs and third year medical students.
- Of note, the medical students did not have a formal lecture or materials regarding the midwifery model of care at the beginning of the clerkship, these responses were based solely on individual experiences and knowledge gained.

**REFERENCES**


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