

Abstract:

Midwifery education in many countries currently follows a didactic curricular model where students learn through classroom lecture with little opportunity for skills practice, simulation and role play needed to develop critical thinking, values and the clinical decision making abilities needed for effective practice. Many midwifery students graduate having attended a limited number of women in labour and some with minimal clinical experience in antepartum, family planning or newborn care. In addition, the assessment of student progress and readiness for practice may not be linked to the intended outcomes of learning and targeted clinical competencies. The aim of the study was to assess, train and evaluate training in "Emergency Obstetric and Newborn Care" for midwives in order to improve the availability of emergency obstetric and Newborn care (EmONC) in Embu and Meru hospitals, Kenya. A three phase explorative study was used involving assessment, training and evaluation of 113 midwives from the maternity units of two hospitals in Kenya. Data was collected by use of a questionnaire, case study and checklist. Data was analysed using SPSS 2.0. Correlational analysis was also used. The results indicated that respondents on assessment of antenatal skills scored an average of 95.2% while on normal labor, childbirth and immediate newborn care skills they scored an average of 89.63% on postpartum care (mother and baby) an average of 87.92%, on management of complications they scored a mean of 88.22%. Based on the findings, CPD in EmONC should be provided to all midwives at all levels of health care delivery in the country including incorporating such activities in the induction programmes for midwives.