
DISCLAIMER: Results of database and or Internet searches are subject to the limitations of both the database(s) searched, and by your search request. It is the responsibility of the requestor to determine the accuracy, validity and interpretation of the results.

Date: 05 April 2019

Sources Searched: CINAHL, BN, Emcare, Embase, Medline.

Caseloading and Student Midwives

[See full search strategy](#)

1. Midwifery students' experiences of working within a midwifery caseload model

Author(s): Sidebotham M.; Fenwick J.

Source: Midwifery; Jul 2019; vol. 74 ; p. 21-28

Publication Date: Jul 2019

Publication Type(s): Article

Available at [Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract:Background: Work integrated learning opportunities account for approximately half of the Bachelor of Midwifery program with the goal being to ensure that on graduation students are skilled to provide woman centred evidenced based midwifery care within any environment. There is increasing concern, however, over the quality of clinical experiences students are afforded.

Objective: This study explored the experiences of third year Bachelor of Midwifery students in South East Queensland undertaking a clinical placement within a midwifery caseload model. Design: A qualitative descriptive approach was adopted. Data were collected using semi-structured, digitally recorded telephone interviews. Thematic analysis was used to analyse the data set. Setting:

Midwifery student clinical placement in caseload practice Participants: Twelve third year Bachelor of Midwifery students from one university who had experienced a clinical placement in a caseload midwifery model of between 4 and 8 weeks. Findings: Five themes emerged. These were labelled 'stepping in her shoes' 'bringing it all together' 'my own captive educator' 'knowing the woman' and 'it was hard - but it was worth it'. The three-way relationship between midwife, woman and student facilitated deep and active learning leading to a growth in confidence and readiness for practice.

Students were afforded the opportunity to constantly integrate theory into practice within a woman centred social model of care where they also grew to understand how midwives operationalise caseload practice in a sustainable way. Students acknowledged the challenges they faced undertaking the placement, but all confirmed the value it had afforded them. Key conclusions and implications for practice: This study has provided evidence that situating midwifery students within a continuity of care model facilitated a rich holistic learning experience for students. Not only did the placement enhance student's confidence and competence it also provided a real-world view of what working in that a caseload model could be like on graduation. This is vital if the profession is to

support system level change ensuring all women have access to evidence informed maternity care.
Copyright © 2019 Elsevier Ltd

Database: EMCARE

2. A student midwife's perspective from the UK

Author(s): Lovell, Alice

Source: Midwifery; Oct 2018; vol. 65 ; p. 93

Publication Date: Oct 2018

Publication Type(s): Commentary

Available at [Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract: Lovell shares her experience as a student midwife, which developed her personally and prepared her as a future midwife. Every aspect of midwifery relies on effective communication, and presenting projects and research to fellow students has allowed her to feel more assertive when acting as a woman's advocate or challenging guidance and advice. Additionally, through the essay writing she sought out research and evidence for herself, learning to build and articulate an argument. At Bournemouth University they caseload women; independently caring for them throughout their childbirth continuum under indirect supervision. Case-loading has given her the most insight into life as a qualified midwife. Through this privilege she gained time management skills, professionalism and accurate documentation; all of which are integral to life as a registered practitioner. Case-loading has also allowed her to work autonomously and discover what 'kind of' midwife she would like to be.

Database: BNI

3. An innovative student-led caseloading model of care

Author(s): Skinner V.; Lyness S.; Elmir R.; Gilfillan R.; Reilly H.

Source: Women and Birth; Oct 2018; vol. 31

Publication Date: Oct 2018

Publication Type(s): Conference Abstract

Abstract: Background: An innovative student led continuity model of care that involves a unique combination of students working together from two universities was introduced to enable students an opportunity to engage in a caseload midwifery model of care. Students typically provide care for low-risk women in the antenatal, intrapartum and postnatal period, while simultaneously meeting their university clinical requirements. This continuity of care initiative encompasses the forming of a unique and nuanced relationship between the woman and the student midwife to enhance better outcomes for both the woman, her baby and significant others including her family and community members. Aim(s): This research aims to explore women's experiences and level of satisfaction about a student-led midwifery model of care. Method(s): This is a qualitative exploratory mixed methods study. The maximum variation method was used as a method of purposive sampling to invite women to in-depth interviews. It refers to choosing the maximum amount of variations in the ability

of the sample to ensure the research questions are answered. Key Findings: This research will demonstrate the effectiveness of a student led continuity of care model that contributes or is associated with women's satisfaction levels. The quantitative data presented will demonstrate associations between levels of satisfaction, quality of care and anxiety during pregnancy. Other correlations will determine associations between the student-led model of care and birth outcomes. Implications for practice and policy: This research has implications for continuing education of student midwives to be included in some type of midwifery-led model of care so that this emerging generation of new midwives are able to sustain and promote continuity of care as standard midwifery practice and inform policies into the future. Copyright © 2018

Database: EMBASE

4. Continuity of carer and application of the Code: how student midwives can be agents of change.

Author(s): Corrigan, Amy

Source: British Journal of Midwifery; Aug 2017; vol. 25 (no. 8); p. 519-523

Publication Date: Aug 2017

Publication Type(s): Academic Journal

Available at [British Journal of Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract: Despite continuity of carer being signalled in policy in 1993 (Department of Health, 1993), it remains a largely elusive aspiration in the UK. This has implications for midwives with regards to how well they can apply the Nursing and Midwifery Council (NMC) Code (NMC, 2015) and their navigation of some of its inherent tensions. From the perspective of a new student midwife, this article discusses the advantages of caseloading in applying the Code and suggests ways in which student midwives might draw from the caseload model, bringing some of its strengths into mainstream practice.

Database: CINAHL

5. 'Freedom to flourish': University of Salford student midwives' placement link with the Isle of Man.

Author(s): Uppal, Elaine; Mitchell, Jean Mason; Leyland, Anne; Sloane, Jane; Choucri, Lesley

Source: British Journal of Midwifery; Apr 2017; vol. 25 (no. 4); p. 253-256

Publication Date: Apr 2017

Publication Type(s): Academic Journal

Available at [British Journal of Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract: It is recommended that students experience caseloading and continuity models of care as part of their clinical learning (Health Education England, 2013; Nursing and Midwifery Council, 2009). Student midwives from the University of Salford have the option of a placement at the Jane Crookall Maternity Unit in the Isle of Man. This article discusses student midwives' evaluation of an

innovative clinical placement on the Isle of Man that facilitates this model of care. This evaluation considers the perspectives of student midwives, service users and midwives following the commencement of this placement link in an island setting that provides continuity of care.

Database: CINAHL

6. Culturally capable and culturally safe: Caseload care for Indigenous women by Indigenous midwifery students.

Author(s): West, R.; Gamble, J.; Kelly, J.; Milne, T.; Duffy, E.; Sidebotham, M.

Source: Women & Birth; Dec 2016; vol. 29 (no. 6); p. 524-530

Publication Date: Dec 2016

Publication Type(s): Academic Journal

Abstract:Background Evidence is emerging of the benefits to students of providing continuity of midwifery care as a learning strategy in midwifery education, however little is known about the value of this strategy for midwifery students. Aim To explore Indigenous students' perceptions of providing continuity of midwifery care to Indigenous women whilst undertaking a Bachelor of Midwifery. Methods Indigenous Bachelor of Midwifery students' experiences of providing continuity of midwifery care to Indigenous childbearing women were explored within an Indigenous research approach using a narrative inquiry framework. Participants were three Indigenous midwifery students who provided continuity of care to Indigenous women. Findings Three interconnected themes; facilitating connection , being connected , and journeying with the woman . These themes contribute to the overarching finding that the experience of providing continuity of care for Indigenous women creates a sense of personal affirmation, purpose and a validation of cultural identity in Indigenous students. Discussion and conclusions Midwifery philosophy aligns strongly with the Indigenous health philosophy and this provides a learning platform for Indigenous student midwives. Privileging Indigenous culture within midwifery education programs assists students develop a sense of purpose and affirms them in their emerging professional role and within their community. The findings from this study illustrate the demand for, and pertinence of, continuity of care midwifery experiences with Indigenous women as fundamental to increasing the Indigenous midwifery workforce in Australia. Australian universities should provide this experience for Indigenous student midwives.

Database: CINAHL

7. One-to-one care

Author(s): Stacey, Lulu

Source: AIMS Journal; 2015; vol. 27 (no. 3); p. 20-21

Publication Date: 2015

Publication Type(s): Article

Abstract: Lulu Stacey shares her experience of supportive midwifery in a case-loading practice. This personal reflection draws on her experience of caseholding as a student midwife providing a woman with midwifery continuity of care 9 references

Database: BNI

8. Midwifery students' experiences of an innovative clinical placement model embedded within midwifery continuity of care in Australia.

Author(s): Carter, Amanda G.; Wilkes, Elizabeth; Gamble, Jenny; Sidebotham, Mary; Creedy, Debra K.

Source: Midwifery; Aug 2015; vol. 31 (no. 8); p. 765-771

Publication Date: Aug 2015

Publication Type(s): Academic Journal

PubMedID: 25921953

Available at [Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract: Background: midwifery continuity of care experiences can provide high quality clinical learning for students but can be challenging to implement. The Rural and Private Midwifery Education Project (RPMEP) is a strategic government funded initiative to (1) grow the midwifery workforce within private midwifery practice and rural midwifery, by (2) better preparing new graduates to work in private midwifery and rural continuity of care models. Aim: this study evaluated midwifery students' experience of an innovative continuity of care clinical placement model in partnership with private midwifery practice and rural midwifery group practices. Method: a descriptive cohort design was used. All students in the RPMEP were invited to complete an online survey about their experiences of clinical placement within midwifery continuity models of care. Responses were analysed using descriptive statistics. Correlations between total scale scores were examined. Open-ended responses were analysed using content analysis. Internal reliability of the scales was assessed using Cronbach's alpha. Findings: sixteen out of 17 completed surveys were received (94% response rate). Scales included in the survey demonstrated good internal reliability. The majority of students felt inspired by caseload approaches to care, expressed overall satisfaction with the mentoring received and reported a positive learning environment at their placement site. Some students reported stress related to course expectations and demands in the clinical environment (e.g. skill acquisition and hours required for continuity of care). There were significant correlations between scales on perceptions of caseload care and learning culture ($r=0.87$ $p<0.001$) and assessment ($r=0.87$ $p<0.001$). Scores on the clinical learning environment scale were significantly

correlated with perceptions of the caseload model ($\rho=0.86$ $p<0.001$), learning culture ($\rho=0.94$ $p<0.001$) and assessment ($\rho=0.65$ $p<0.01$) scales. Conclusions: embedding students within midwifery continuity of care models was perceived to be highly beneficial to learning, developed partnerships with women, and provided appropriate clinical skills development required for registration, while promoting students' confidence and competence. The flexible academic programme enabled students to access learning at any time and prioritise continuity of care experiences. Strategies are needed to better support students achieve a satisfactory work-life balance.

Database: CINAHL

9. Exploring the introduction, expansion and sustainability of caseload midwifery in Australia

Author(s): Dawson K.; Newton M.; Forster D.A.; McLachlan H.L.

Source: Journal of Paediatrics and Child Health; Apr 2015; vol. 51 ; p. 53

Publication Date: Apr 2015

Publication Type(s): Conference Abstract

Available at [Journal of Paediatrics and Child Health](#) - from Wiley Online Library Science , Technology and Medicine Collection 2017

Abstract:Background: Caseload midwifery has been associated with a reduction in childbirth interventions, an increase in maternal satisfaction and positive workforce benefits such as lower burnout and higher satisfaction for caseload midwives. We aimed to evaluate the capability and capacity of Australia's midwifery workforce to introduce, expand and sustain caseload midwifery. Method: This cross-sectional study included three components: a national survey of (A) maternity managers and (B) midwives in public hospitals; and (C) a survey of student midwives graduating from Victorian universities in 2013. Findings from components A and C will be presented. Results: Response fractions: 63% (149/235) of eligible maternity hospitals; and 83% (129/155) of midwifery students. Approximately one third of hospitals had a caseload model and a further third were considering implementing caseload in the future. Of the hospitals with existing caseload models 50% were planning on expanding the availability of the models. The majority (73%) of midwifery students wanted to work in a caseload model within five years of graduating, although there was some uncertainty about the impact of on call work and work life balance. Conclusions: Caseload midwifery is increasingly being offered as a model of care for women in the public maternity setting in Australia. Although most students aimed to work in a caseload model after a period of consolidation, further research needs to be done to monitor if their intentions are realised and how the workforce is sustained in the future.

Database: EMBASE



10. Exploring midwifery students' views and experiences of caseload midwifery: A cross-sectional survey conducted in Victoria, Australia.

Author(s): Dawson, Kate; Newton, Michelle; Forster, Della; McLachlan, Helen

Source: Midwifery; Feb 2015; vol. 31 (no. 2)

Publication Date: Feb 2015

Publication Type(s): Academic Journal

PubMedID: 25451548

Available at [Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract: Objectives: in Australia, models of maternity care that offer women continuity of care with a known midwife have been promoted. Little is known about the intentions of the future midwifery workforce to work in such models. This study aimed to explore midwifery students' views and experiences of caseload midwifery and their work intentions in relation to the caseload model following graduation. Design: cross-sectional survey. Setting: Victoria, Australia. Participants: 129 midwifery students representing all midwifery course pathways (Post Graduate Diploma, Bachelor of Midwifery, Bachelor of Nursing/Bachelor of Midwifery) in Victoria. Findings: midwifery students from all course pathways considered that continuity of care is important to women and indicated that exposure to continuity models during their course was very positive. Two-thirds of the students (67%) considered that the continuity experiences made them want to work in a caseload model; only 5% reported that their experiences had discouraged them from continuity of care work in the future. Most wanted a period of consolidation to gain experience as a midwife prior to commencing in the caseload model. Perceived barriers to caseload work were being on-call, and challenges in regard to

work/life balance and family commitments. Key conclusions and implications for practice: midwifery students in this study were very positive about caseload midwifery and most would consider working in caseload after a period of consolidation. Continuity of care experiences during students' midwifery education programmes appeared to provide students with insight and understanding of continuity of care for both women and midwives. Further research should explore what factors influence students' future midwifery work, whether or not their plans are fulfilled, and whether or not the caseload midwifery workforce can be sustained.

Database: CINAHL

11. A qualitative study exploring student midwives' experiences of carrying a caseload as part of their midwifery education in England.

Author(s): Rawnsdon, Stella

Source: Midwifery; Dec 2011; vol. 27 (no. 6); p. 786-792

Publication Date: Dec 2011

Publication Type(s): Academic Journal

PubMedID: 20870321

Available at [Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract: Abstract: Objective: to explore student midwives' experiences of caseloading to develop an understanding of how they perceive this educational strategy has impacted on their learning journey to becoming a midwife. Design: a qualitative approach drawing upon the principles of grounded theory. Data were collected by in-depth semi-structured interviews. Setting: a university in the South of England providing undergraduate pre-registration midwifery education across Advanced Diploma and BSc (Hons) programmes. Participants: eight Caucasian female final-year student midwives aged 23–50 years who had completed their caseloading experience. Findings: one core category ('making it good') and four major categories emerged: (1) 'developing and managing caseload', (2) 'learning partnerships', (3) 'feeling like a midwife' and (4) 'afterwards'. The core category was reflected in all



the other categories and was dependent upon them. Key conclusions and implications for practice: students identified caseloading as a highly beneficial learning approach, facilitating application of theory to practice and acquisition of new skills promoting confidence and competence in practice. Students articulated an overwhelming desire and concern to meet and facilitate women's expectations. Perceptions of letting the woman down evoked feelings of inadequacy and failure. Flexible working practices, on-call commitment and carrying a caseload alongside academic and home commitments was, for many, emotionally stressful. Effective preparation of students for the realities of caseloading, the development of realistic caseloads that take account of the student's individual situation, and the provision of supportive frameworks are essential.

Database: CINAHL

12. Problems and practicalities in student caseload holding.

Author(s): Fry, Jane; Rawnsdon, Stella; Lewis, Paul

Source: British Journal of Midwifery; Oct 2011; vol. 19 (no. 10); p. 659-664

Publication Date: Oct 2011

Publication Type(s): Academic Journal

Available at [British Journal of Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract: Nursing and Midwifery Council (NMC) standards require higher educational institutions (HEI) to introduce opportunities in which student midwives are involved in the care of a small group of women throughout their childbearing experience, enabling them to gain experience of continuity of care and carer through caseload holding (NMC, 2009a:16). Bournemouth University (BU) first introduced student caseloading in 1996, and the experience has enabled us to evaluate, refine and develop this approach to learning. In this article, the problems and practicalities encountered over the years while supporting students and mentors through the everyday delivery of caseload holding

will be considered. Using a case study approach, this article focuses on situational experiences in the antenatal, intrapartum and postnatal periods. The lessons learnt and resultant consequence for the development and delivery of caseload holding at BU have been important in refining our approach. It is through such reflections that we hope to assist other HEIs and midwives in practice to develop and deliver similar approaches to learning.

Database: CINAHL

13. Development of a research study exploring women's experiences of being part of a student midwife's caseload: what I want to do and why.

Author(s): Rawnsdon, Stella

Source: MIDIRS Midwifery Digest; Mar 2011; vol. 21 (no. 1); p. 15-18

Publication Date: Mar 2011

Publication Type(s): Academic Journal

Available at [MIDIRS Midwifery Digest](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract:Through my educational role at Bournemouth University (BU), I have developed a particular interest in student midwife caseload, and wanted to share with you my thoughts around developing research themes surrounding women's experiences of being part of a student midwife's caseload. This research forms the basis for my PhD work, which I hope to complete within the next three years. Currently I'm in the process of seeking ethical support for this work and hope to begin data collection later this year. In this article I discuss my rationale for developing this study and reflect on some of the challenges ahead.

Database: CINAHL

14. Caseload midwifery for students in Northern Ireland, part 2.

Author(s): Nolan, A

Source: Practising Midwife; Oct 2010; vol. 13 (no. 9); p. 26-28

Publication Date: Oct 2010

Publication Type(s): Article

Abstract:2nd in 2-part series on the teaching of caseload midwifery at the Queen's University Belfast, Ireland, focusing on research evaluating students' perceptions of the caseload midwifery module and placement. Their views on the strengths and weaknesses of the module are discussed, including the importance of continuity and developing supportive relationships with pregnant women. [(BNI unique abstract)] 18 references

Database: BNI

15. Caseload midwifery for students in Northern Ireland, part 1.

Author(s): Nolan, A

Source: Practising Midwife; Sep 2010; vol. 13 (no. 8); p. 27-29

Publication Date: Sep 2010

Publication Type(s): Article

Abstract:1st of 2 articles on the teaching of caseload midwifery at the Queen's University Belfast, Ireland, focusing on its incorporation into the curriculum. The development of personal relationships between midwifery students and the pregnant women is discussed, and role of the mentor is described. Comparisons are made with the caseload experience at Bournemouth University. [(BNI unique abstract)] 23 references

Database: BNI

16. Caseloading: students solve their own problems using action learning.

Author(s): Lee, K; Porteous, C

Source: British Journal of Midwifery; Sep 2010; vol. 18 (no. 9); p. 603-605

Publication Date: Sep 2010

Publication Type(s): Article

Available at [British Journal of Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract:Overview of the use of caseloading by midwifery students at Manchester University and illustration of how action learning is used to resolve students' concerns related to their clinical placement. The process of problem solving in relation to issues with mentors and record keeping is described. [(BNI unique abstract)] 13 references

Database: BNI

17. Caseload midwifery often results in stressed midwives...Sidone Chikufya (career development June 16)

Author(s): Chenery-Morris S

Source: Nursing Standard; Jun 2010; vol. 24 (no. 43); p. 32-33

Publication Date: Jun 2010

Publication Type(s): Trade Publication

Available at [Nursing Standard](#) - from ProQuest (Health Research Premium) - NHS Version



Available at [Nursing Standard](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Database: CINAHL

18. With women, at the heart of the community.

Author(s): Nuttall, K; Bradley, J

Source: Practising Midwife; Jan 2010; vol. 13 (no. 1); p. 16-18

Publication Date: Jan 2010

Publication Type(s): Article

Abstract:Personal experience of 2 student midwives during their placement at the Albany Midwifery Practice in London. The Albany's organisation, its philosophy of care and its use of caseload management are described. Their experiences of women being offered real choice, continuity of care and empowerment through information are described. [(BNI unique abstract)] 16 references

Database: BNI

19. Reflection on holding a caseload as a student.

Author(s): Simpson, A

Source: Midwifery Matters; Dec 2009 (no. 123); p. 14-17

Publication Date: Dec 2009

Publication Type(s): Article

Abstract:Reflections on the experience of a student midwife on a placement at a caseholding practice. The benefits of women-centred maternity care and the continuity of care provided by caseload midwifery are discussed and illustrated with a case report. The involvement of the father in caring for the woman is discussed. [(BNI unique abstract)] 30 references

Database: BNI

20. Student midwives' views of caseloading: the BUMP study.

Author(s): Rawnsdon S; Brown S; Wilkins C; Leamon J

Source: British Journal of Midwifery; Aug 2009; vol. 17 (no. 8); p. 484-488

Publication Date: Aug 2009

Publication Type(s): Academic Journal

Available at [British Journal of Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Available at [British Journal of Midwifery](#) - from Unpaywall

Abstract:In 2007 the Nursing and Midwifery Council recommended that across the UK all pre-registration, undergraduate student midwives should, as part of their education, have the opportunity to experience continuity of care through caseloading practice. This article reports on a qualitative exploration of student midwives' views of caseloading a known group of women, which formed part of a larger action research project through Bournemouth University's pre-registration, undergraduate midwifery programme. Analysis of the caseloading data revealed four themes: preparation to undertake a caseload; knowing your mentor; tri-partite meetings; and relevance of caseloading to their learning in becoming midwives. Caseloading was identified by the students as being a highly valuable learning experience. Attitudes of the midwife mentor and link tutor were seen as important and impacted on student confidence in preparing for, and learning from, their caseloading experience. Findings of this study highlight the importance of developing a shared understanding and commitment to agreed support mechanisms, which sustains and enriches the experience of the student through their caseloading.

Database: CINAHL

21. Student caseloading: embedding the concept within education.

Author(s): Rawnsdon S; Fry J; Lewis P

Source: British Journal of Midwifery; Oct 2008; vol. 16 (no. 10); p. 636-641

Publication Date: Oct 2008

Publication Type(s): Academic Journal

Available at [British Journal of Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract:This final article in a series of three papers examines how the initiative of student midwife caseloading at Bournemouth University (BU) forms a central strand of our undergraduate preregistration midwifery curriculum. It offers a model for other midwifery education providers to consider and possibly replicate. Following the initial success of our student caseloading scheme, steps were taken to embed it at the strategic and operational levels within our wider educational provision. It now forms an essential and integral part of the theoretical and practice elements of the pre-registration midwifery programme, underpinning the philosophy of approach, facilitation of learning and assessment of competence throughout the curriculum. This strand has been an evolutionary process that has developed from a purely practice-based initiative to a comprehensive educational component throughout all three years of midwifery education. Its development can be traced from the beginning of student caseloading in 1997 to BU's current and contemporary educational provision.

Database: CINAHL

22. Student caseloading: preparing and supporting students.

Author(s): Fry J; Rawnsdon S; Lewis P

Source: British Journal of Midwifery; Sep 2008; vol. 16 (no. 9); p. 568-573

Publication Date: Sep 2008

Publication Type(s): Academic Journal

Available at [British Journal of Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract:In this second of a series of three papers that describe and explore student caseloading at Bournemouth University (BU), we consider the practicalities of the scheme and the organization and management of student caseloading in practice. The theoretical and practice preparation are defined and the process of communication, maintaining links and tri-partite collaboration between key parties are made explicit. A supportive framework underpins the founding principles of developing knowledge, competence in practice, clinical supervision and professional accountability. Students learn what it means to carry a caseload, and are confronted with the practicalities, responsibility and realities of continuity of carer alongside their other personal and academic commitments. This innovative approach has produced student midwives who are grounded in the principles of women-centred care, whose relationships with women are enhanced and who are better able to meet and address the pressures of practice. The third and final article will discuss how this educational strategy has become embedded as a key strand within Bournemouth University's pre-registration midwifery undergraduate curriculum.

Database: CINAHL

23. Student midwife caseloading -- a new approach to midwifery education.

Author(s): Lewis P; Fry J; Rawnsdon S

Source: British Journal of Midwifery; Aug 2008; vol. 16 (no. 8); p. 499-502

Publication Date: Aug 2008

Publication Type(s): Academic Journal

Available at [British Journal of Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract:Student midwife caseloading was pioneered by Bournemouth University (BU) in 1996. Following a successful pilot study and further refinements of the process, it was introduced as a core element of our undergraduate pre-registration midwifery programmes in 1999. This is the first of a series of three articles in which the ideas, initiative and success of establishing this groundbreaking project are considered. The founding of the concept, the process and practicalities of setting up the scheme and the lessons learnt are documented and discussed in this primary article. The importance of effective planning, positive collaboration and effective communication have underpinned and facilitated this seminal change from traditional student placements. The second and third articles will explore how student caseloading works in practice and is sustained to form a fundamental educational strand throughout the BU pre-registration midwifery curriculum; enhancing accountability and autonomy of our students and future practitioners of midwifery.

Database: CINAHL

24. Reflections on managing a personal caseload.

Author(s): Nelson, D

Source: Midwifery Matters; Dec 2005 (no. 107); p. 11-13

Publication Date: Dec 2005

Publication Type(s): Article

Abstract: Reflection by a student midwife on her personal experience of 3 aspects of managing a midwifery caseload: time management, relationships with women and the outcomes of the caseload. [(BNI unique abstract)] 0 references

Database: BNI

25. Student caseloading.

Author(s): Pusey, N

Source: MIDIRS Midwifery Digest; Jun 2004; vol. 14 (no. 2); p. 164-165

Publication Date: Jun 2004

Publication Type(s): Article

Available at [MIDIRS Midwifery Digest](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract: A student midwife's impressions of the value of the Student Caseloading Project as a learning experience in holistic midwifery care. The project involves students taking on caseloads and caring for women throughout pregnancy, labour and the postnatal period. [(BNI unique abstract)] 19 references

Database: BNI

26. Education: caseload midwifery -- a student's perspective.

Author(s): Henty D; Hartley J

Source: Modern Midwife; Nov 1997; vol. 7 (no. 11); p. 27-29

Publication Date: Nov 1997

Publication Type(s): Academic Journal

PubMedID: 9470701

Abstract: Diane Henty and Jo Hartley relate their experience of a placement with the South East London Midwifery Group Practice.

Database: CINAHL



27. Caseload midwifery - a student's perspective.

Author(s): Denty, D; Hartley, J

Source: Modern Midwife; Nov 1997; vol. 7 (no. 11); p. 27-29

Publication Date: Nov 1997

Publication Type(s): Article

Abstract: null 6 references

Database: BNI

28. Preparation for caseload management.

Author(s): Wise, J

Source: Modern Midwife; Jan 1996; vol. 6 (no. 1); p. 15-17

Publication Date: Jan 1996

Publication Type(s): Article

Abstract: Educating for caseload midwifery and decision-making. [(BNI unique abstract)] 5 references

Database: BNI

29. Midwife teacher carrying a caseload: a personal account.

Author(s): Chesney, M

Source: British Journal of Midwifery; Dec 1995; vol. 3 (no. 12); p. 661-664

Publication Date: Dec 1995

Publication Type(s): Article

Available at [British Journal of Midwifery](#) - from Patricia Bowen Library & Knowledge Service West Middlesex University Hospital NHS Trust (lib302631) Local Print Collection [location] : Patricia Bowen Library and Knowledge Service West Middlesex university Hospital.

Abstract: Linking theory and practice in midwifery education. [(BNI unique abstract)] 10 references

Database: BNI



Strategy 632000

#	Database	Search term	Results
1	CINAHL	(student* ADJ2 (midwife* OR midwife*)).ti,ab	1607
2	CINAHL	exp "STUDENTS, MIDWIFERY"/	1546
3	CINAHL	(1 OR 2)	2397
4	CINAHL	(caseload*).ti,ab	2084
5	CINAHL	("case load").ti,ab	243
6	CINAHL	(4 OR 5)	2311
7	CINAHL	(3 AND 6)	29
8	BNI	(student* ADJ2 (midwife* OR midwife*)).ti,ab	1603
9	BNI	"MIDWIFERY EDUCATION"/	2285
10	BNI	(8 OR 9)	2990
11	BNI	(caseload*).ti,ab	829
12	BNI	("case load").ti,ab	83
13	BNI	(11 OR 12)	899
14	BNI	(10 AND 13)	37
15	EMCARE	(student* ADJ2 (midwife* OR midwife*)).ti,ab	890
16	EMCARE	exp "MIDWIFERY STUDENT"/	281
17	EMCARE	(15 OR 16)	0



18	EMCARE	(caseload*).ti,ab	1930
19	EMCARE	("case load").ti,ab	329
20	EMCARE	(18 OR 19)	2242
21	EMCARE	(17 AND 20)	21
22	Medline	(student* ADJ2 (midwife* OR midwife*)).ti,ab	1081
23	Medline	(caseload*).ti,ab	3397
24	Medline	("case load").ti,ab	1044
25	Medline	(23 OR 24)	4377
26	Medline	(22 AND 25)	16
27	EMBASE	exp "MIDWIFERY STUDENT"/	174
28	EMBASE	(student* ADJ2 (midwife* OR midwife*)).ti,ab	1053
29	EMBASE	(27 OR 28)	1085
30	EMBASE	(caseload*).ti,ab	4507
31	EMBASE	("case load").ti,ab	1595
32	EMBASE	(30 OR 31)	6024
33	EMBASE	(29 AND 32)	20