

“To do or not to do? That is the question.”

An investigation into the enablers and barriers North Coast Area Health

Service midwives encounter when integrating the skills and knowledge learnt in short courses and workshops into their clinical practice.

Chalta Lord, Northern NSW LHD  
[chalta.lord@ncahs.health.nsw.gov.au](mailto:chalta.lord@ncahs.health.nsw.gov.au)

**Objective:** To build a theory of the factors influencing the implementation into work practices of knowledge and skills learnt in short courses and workshops by midwives.

**Method:** Nine midwives from six different women’s care units were interviewed. Using grounded theory the interview data was used to build and refine a tentative model that was validated by the last four midwives interviewed.

**Results:** There was a staged progression from training to implementation via a midwife’s attitude influenced by both course presentation and workplace environment. At the course it was essential that the midwife became enthused by the presentation for implementation to take place. This enthusiasm was moderated by both course content, which had to be substantially new and relevant, and course presentation, which needed to be interactive and contain practical components. If enthusiasm was achieved the midwife needed both early and frequent practice opportunities, when back at the workplace, to build up competence. These practise opportunities were moderated by work environment including unit culture, management and peer support and external factors. If both enthusiasm and competence were achieved, the skills learnt in a course were likely to be implemented.

**Conclusion:** Enthusiasm is the key factor for implementation of course content to take place. Without this the knowledge and skills will not be implemented. If enthusiasm is present there also need to be opportunity for competence to be built over the following weeks and months.

**Implications:** Effective course presentation principles should be applied to all training methods including e-learning. Workplaces to be proactive and provide practice opportunities for successful implementation of new skills to take place.

*For the full report on this project visit our website, follow the link to the Rural Research Capacity Building Program and click on ‘view completed projects’*

Chalta has been working as a Research & Evaluation Officer in the Northern NSW Health Promotion Unit for 7 years. This HETI scholarship has enabled Chalta to learn how to do qualitative research and she used this newfound knowledge to study knowledge transfer in midwives using Grounded Theory.

[www.ruralheti.health.nsw.gov](http://www.ruralheti.health.nsw.gov)

