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**GROWING INTO A MIDWIFE: A THEORY OF GRADUATE NURSE-MIDWIFE
STUDENTS' PROCESS OF CLINICAL LEARNING (pp.194)**

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One of the goals of emancipatory education is using curriculum enactment as an attempt to achieve a democratic educational process, according to Dewey (1938/1963), therefore education is not merely preparation for the future, but rather the experience of democratic living. The American College of Nurse Midwives' Code of Ethics reflects the value of this historically significant curriculum aim. The first and third mandates are most relevant for this study as midwifery students are covered by both. Little has been done to understand the curricular issues underlying what transpires in the clinical learning realm between the preceptor and the student.

This grounded theory study describes recent graduates' perceptions of their experience of respect, equity and civility while they were students engaged in clinical practicum during their masters nurse midwifery education and to understand how they and the preceptors dealt with the hidden and null curriculum. Data collection methods included semi-structured interviews with nine recent graduates of master's degree nurse midwifery programs, review of documents, and review of literature. Data analysis followed Glaser and Strauss' methods. Accepted strategies to promote rigor were employed.

The nine participants reported varying degrees of feeling respect from their preceptors and others in their clinical settings. All participants reported feeling that they were treated with civility. Most of the participants felt they were treated equally with others.

This study explained the descriptive theory “Growing into a midwife: A theory of graduate nurse midwife students’ process of clinical learning”. The theory describes the students’ internalized thoughts and feelings they experienced as they become a midwife while simultaneously working to establish relationships with their preceptors and others and coming to understanding the nature of working in the clinical setting. Interpretation of the theory using oppressed group, feminist, and critical theories, and implications for nurse midwifery education, are described and recommendations for further study are identified.