Walking the path

Citation for published version (APA):

Document status and date:
Published: 01/01/2021

DOI:
10.26481/dis.20210615mm

Document Version:
Publisher's PDF, also known as Version of record

Please check the document version of this publication:

• A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
• The final author version and the galley proof are versions of the publication after peer review.
• The final published version features the final layout of the paper including the volume, issue and page numbers.

Link to publication

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the “Taverne” license above, please follow below link for the End User Agreement:
www.umlib.nl/taverne-license

Take down policy
If you believe that this document breaches copyright please contact us at:
repository@maastrichtuniversity.nl
providing details and we will investigate your claim.

Download date: 02 Nov. 2023
Propositions
Effective ethics education requires ethics content to be intentional, identified and highlighted when it occurs, and integrated into the standard clinical learning environment. (this thesis)

In order to fulfill their role as a midwife, students must develop a broad understanding of ethical theory and decision-making as well as a commitment to the particular attitudes and behaviors expected of them as midwives. (this thesis)

Preceptors are the primary source for acquisition of skills and for understanding of expected professional behaviors related to ethics. (this thesis)

The relational nature of the shared decision-making process, with its emphasis not only on the relationship between the midwife and woman but also on the relationship between medical evidence and a person’s values, creates the potential for shared decision-making to mitigate the challenges of medical uncertainty and to alleviate some of the distress that uncertainty engenders. (this thesis)

An understanding of the potential of midwifery care to effect change in perinatal outcomes includes not only an emphasis on the clinical skills but also consideration of the ethical precepts that provide the foundation of clinical decisions. (this thesis, impact statement)

The values of self-determination, empowerment, cultural humility, belief in normal physiology and nonintervention in normal processes, and the therapeutic value of human presence are integral to midwifery practice. For many, midwifery did not teach us these values. We chose midwifery because we came to appreciate their importance and wished to practice a profession that honored what we valued. Susan Angela Krause CNM, MSN

Effective and confident preceptors model lifelong learning and professional growth for students as they share their own histories and create a safe, flexible learning environment. Judy Lazarus, CNM, DNP, ARNP

To be a good human being is to have a kind of openness to the world, an ability to trust uncertain things beyond your own control, that can lead you
to be shattered in very extreme circumstances for which you were not to blame. That says something very important about the human condition of the ethical life: that it is based on a trust in the uncertain and on a willingness to be exposed; it’s based on being more like a plant than like a jewel, something rather fragile, but whose very particular beauty is inseparable from its fragility. Martha Nussbaum

Pregnancy and birthing mothers are elemental forces, in the same sense that gravity, thunderstorms, earthquakes, and hurricanes are elemental forces. In order to understand the laws of their energy flow, you have to love and respect them for their magnificence at the same time that you study them with the accuracy of a true scientist. Ina May Gaskin