



Evaluation of Simulation-Based Training for the Clinical Performance of Midwifery Students: A Systematic Review

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ABSTRACT

Introduction: Simulation training can effectively improve the clinical performance of midwifery students by increasing the level of knowledge and self-efficacy in providing medical care services to women. Despite the emphasis on new educational methods in empowering midwifery students, due to the conflicting results of the conducted studies, this study was conducted to review simulation-based training for the clinical practice of midwifery students.

Search Strategy: In this systematic review study, ISI, Scopus, PubMed, Cochrane Library, PsycInfo, SID, Magiran, and IranMedex databases were used to obtain all clinical and semi-experimental trial articles in Farsi or English until October 2022 and using Keywords “Education”, “Simulation”, “Midwifery”, “Students”, and “Clinical practice”, and its Persian equivalent were searched by the researcher. In the initial search, 773 articles were identified. After checking the titles, abstracts, and inclusion and exclusion criteria, 29 articles were finally included in the study.

Results: Simulation training in the four main areas of pregnancy care and services (positive attitude towards pregnant women and understanding pregnancy problems in women)—during delivery (correct episiotomy and management of labor dystocia), after delivery (management and control of bleeding), and the care and resuscitation of newborns—was conducted to enhance the knowledge and clinical skills for midwifery students.

Conclusion and Discussion: The success of the training was observed by simulating the three areas of care during pregnancy, during delivery, and care and resuscitation of newborns. However, for the postpartum field, some studies failed to change the knowledge and clinical skills of midwifery students, which requires more attention from midwifery education officials in this clinical field.

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