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PERCEPTIONS OF MIDWIFERY EDUCATORS ON SIMULATION  
AS A TEACHING METHOD AT A MIDWIFERY TRAINING INSTITUTION  
IN MASVINGO PROVINCE:ZIMBABWE.

A DISSERTATION SUBMITTED TO THE NATIONAL UNIVERSITY OF  
SCIENCE AND TECHNOLOGY IN PARTIAL FULFILMENT OF THE  
MASTER OF SCIENCE DEGREE IN MIDWIFERY EDUCATION

BY

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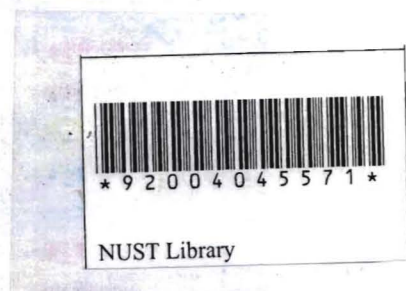
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## ABSTRACT

Simulation as a teaching method has been used in professional nursing and midwifery education to address the need to safely develop effective clinical skills prior to undertaking clinical practice. However, it has been observed that simulation equipment is available, but not being used at Masvingo Provincial Hospital, a midwifery training institution, despite the growing popularity of this teaching method. The aim of the study was to explore the perceptions of midwifery educators on simulation use as a teaching method. The objectives were to explore the midwifery educators' perceptions on simulation as a teaching method and to determine and establish if there were any benefits and or challenges.

A qualitative phenomenological approach, which is descriptive, exploratory and contextual in nature, was used. The data collection method was the open-ended semi-structured interviews which were audio-taped and transcribed verbatim. The permission was obtained from the Medical Research Council of Zimbabwe and the participating midwifery institution. The researcher used purposive and convenience sampling in this study and six midwifery educators were selected for the study. Data was analysed using Colaizzi's (1978) seven step method of data analysis. Trustworthiness was ensured by means of the four constructs, confirmability, credibility, dependability and transferability throughout the study.

The findings of the study revealed that simulation is not commonly used in midwifery education, most probably because of lack of training, lack of time, resources, support and supervision from the faculty and the administration. The findings also showed that simulation is a good teaching method for students and for patients in that it affords the students the opportunity to practice repeatedly on simulators before the actual procedure on real patients, protecting the patient from harm. In midwifery education, the research findings are envisioned to improve teaching methods selection, midwifery competencies and enhance quality midwifery care. It is hoped that the findings will identify gaps in the delivery of theoretical and practical student instruction. There is need to develop national standards that can inform midwifery training schools on the provision of simulation as a teaching method.

Key concepts: Simulation, teaching method, simulation equipment, midwifery educators, simulator and midwifery practice.