

## Implementing Simulation-Based Education as a Transformative Learning Strategy in Nursing and Midwifery Curricula in Resource-Constrained Countries: The Case of Malawi

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**Abstract :** Purpose: This study aimed to investigate the integration of Simulation-Based Education (SBE) into nursing and midwifery curricula in resource-constrained countries using Malawi as a case study. The purpose of this study is to assess the extent to which SBE is mentioned in curricula and explore the associated content, assessment criteria, and guidelines. Methodology: The research methodology involved a desk study of nursing and midwifery curricula in Malawi. A comprehensive review was conducted to identify references to SBE by examining documents such as official curriculum guides, syllabi, and educational policies. The focus is on understanding the prevalence of SBE without delving into the specific content or assessment details. Findings: The findings revealed that SBE is indeed mentioned in the nursing and midwifery curricula in Malawi; however, there is a notable absence of detailed content and assessment criteria. While acknowledgement of SBE is a positive step, the lack of specific guidelines poses a challenge to its effective implementation and assessment within the educational framework. Conclusion: The study concludes that although the recognition of SBE in Malawian nursing and midwifery curricula signifies a potential openness to innovative learning strategies, the absence of detailed content and assessment criteria raises concerns about the practical application of SBE. Addressing this gap is crucial for harnessing the full transformative potential of SBE in resource-constrained environments. Areas for Further Research: Future research endeavours should focus on a more in-depth exploration of the content and assessment criteria related to SBE in nursing and midwifery curricula. Investigating faculty perspectives and students' experiences with SBE could provide valuable insights into the challenges and opportunities associated with its implementation. Study Limitations and Implications: The study's limitations include reliance on desk-based analysis, which limits the depth of understanding regarding SBE implementation. Despite this constraint, the implications of the findings underscore the need for curriculum developers, educators, and policymakers to collaboratively address the gaps in SBE integration and ensure a comprehensive and effective learning experience for nursing and midwifery students in resource-constrained countries.

**Keywords :** simulation based education, transformative learning, nursing and midwifery, curricula, Malawi

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