

Classroom Simulated-Based Training for Postpartum Hemorrhage Management: Enhancing Clinical Skills and Preparedness within Nursing Students

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BACKGROUND

Postpartum hemorrhage (PPH) is a leading cause of maternal mortality, yet many nursing students graduate without hands-on experience managing it. Traditional education lacks the realism needed for high-pressure situations, making simulation-based training essential for developing critical skills in a controlled setting.

PURPOSE

To enhance undergraduate nursing students' preparedness, confidence, and clinical competence in PPH management through a classroom-based simulation intervention.



METHODOLOGY

- Collaboration was used between didactic faculty, simulation faculty, and a simulation operations specialist (SOS).
- A high-fidelity birthing simulator was used to replicate a **45-minute PPH emergency** in the classroom setting.
- **90+ students** participated in total. Students were asked to rearrange seating into an informal configuration that facilitated visualization of the simulator. The simulator was also projected onto one of two screens.
- **6-8 student volunteers** performed critical roles, such as fundal massage, medication administration, and scenario documentation.
- The **student audience** guided volunteer actions by providing interactive feedback on assessment considerations and intervention prioritization through a **web-based polling** platform.
- Post-simulation, an open discussion reinforced key interventions, alternative responses, and patient education.



LIMITATIONS

- The classroom setting lacks clinical realism.
- High-fidelity simulators cannot fully replicate real patient responses.
- Large class size limits hands-on participation.

RESULTS

- Students applauded the session and expressed appreciation.
- Evaluations showed improved knowledge retention, decision-making, teamwork, and confidence in PPH management.

CONCLUSIONS

Even when used in the classroom setting, simulation-based strategies can effectively bridge the gap between theory and practice, improving clinical skills, teamwork, confidence, and patient care outcomes. This approach can be applied across nursing curricula to prepare students for various healthcare emergencies.

