



## Exploration of resilience in midwifery students

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### ABSTRAK

**Latar Belakang:** *Ketahanan dianggap sebagai karakteristik penting dan telah mendapat perhatian dalam praktik dan pendidikan kebidanan. Secara khusus, mahasiswa kebidanan menghadapi tantangan selama pendidikan mereka baik dalam komponen akademik maupun klinis dari program ini. Komponen klinis dari pendidikan kebidanan juga sama menuntutnya. Siswa bekerja di lingkungan layanan kesehatan nyata, memberikan perawatan kepada ibu hamil dan bayi. Mereka menghadapi tuntutan emosional dan fisik dari jam kerja yang panjang, kebutuhan akan keterampilan komunikasi yang baik, dan paparan terhadap situasi klinis yang kompleks. Ketahanan memungkinkan mereka untuk tetap tenang dalam situasi stres tinggi dan belajar dari keberhasilan dan kegagalan.*

**Tujuan:** *memberikan gambaran lengkap mengenai penelitian terkini mengenai resiliensi mahasiswa kebidanan*

**Metode:** *Metodologi penelitian ini adalah tinjauan pelingkupan menggunakan checklist prisma-ScR, alat penilaian kritis Joanna Briggs Institute (JBI), dan kerangka kerja PEOs. Ini menggunakan empat database - Google Scholar, PubMed, Scopus, dan ProQuest - dan kriteria inklusinya adalah artikel asli berbahasa Inggris yang dapat diakses dalam teks lengkap antara tahun 2019 dan 2023.*

**Hasil:** *Dari 168 publikasi, kami menemukan 10 publikasi yang relevan dengan tujuan penelitian. Penelitian kualitatif, studi cross-sectional, dan studi metode campuran merupakan bagian dari penelitian ini. Hasil pemetaan mencakup empat tema yaitu: Peduli, Mendukung, Bangkit kembali, Keterampilan Reflektif Kritis, Keterampilan Wajib, Kejenuhan.*

**Kesimpulan:** *Empati, resiliensi, identitas profesional, persepsi kepedulian dari teman sebaya, pengakuan terhadap kepedulian sebagai prasyarat profesi bidan merupakan faktor yang berhubungan kuat dengan kemampuan kepedulian humanistik. Faktor-faktor ini harus dimasukkan ke dalam agenda pendidikan kebidanan bagi agen perubahan. Memfasilitasi peningkatan empati, ketahanan, dan identitas profesional memerlukan pelatihan strategis, penguatan, dan pendekatan pendidikan transformatif dari para pendidik.*

**KATA KUNCI:** *ketahanan; kebidanan; siswa*

### ABSTRACT

**Background:** *Resilience is considered a vital characteristic and has gained attention in midwifery practice and education. In particular, midwifery students face challenges during their education in both the academic and clinical components of the program. The clinical component of midwifery education is equally demanding. Students work in actual healthcare settings, providing care to expectant mothers and infants. They face the emotional and physical demands of long hours, the need for excellent communication skills, and exposure to complex clinical situations. Resilience enables them to stay composed in high-stress*

situations and learn from both successes and failures.

**Objectives:** to offer a complete picture of the recent research on the resilience of midwifery students

**Methods:** This study's methodology is a scoping review using the prism-ScR checklist, the Joanna Briggs Institute (JBI) critical appraisal tool, and a PEOs framework. It makes use of four databases - Google Scholar, PubMed, Scopus, and ProQuest - and its inclusion criteria are original English articles that can be accessed in full text between 2019 and 2023.

**Results:** Out of 168 publications, we found 10 that are pertinent to the research goals. Qualitative research, cross-sectional studies, and mixed methods studies make up the research. The mapping result includes four themes: Caring, Support, Bounce back, Critical Reflective Skills, A Mandatory skill set, and Burnout.

**Conclusions:** Empathy, resilience, professional identity, perceived concern from peers, and recognition of caring as a prerequisite for the midwifery profession were factors strongly associated with humanistic caring ability. These factors should be incorporated into the midwifery education agenda for agents of change. Facilitating the improvement of empathy, resilience, and professional identity will require strategic training, reinforcement, and transformative educational approaches from educators.

**KEYWORDS :** *resilience; midwifery; students*

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## INTRODUCTION

In the realm of higher education, the quality and preparedness of midwifery students to face academic and professional challenges are crucial (1). Midwifery students are confronted with various pressures and demands during their educational journey, including a high academic workload, complex clinical responsibilities, and preparation to handle critical medical situations. Midwifery students are exposed to the full spectrum of human emotions, from the joy of a successful birth to the sadness of complications. They must develop emotional resilience to handle these situations with empathy and professionalism. Midwifery students are often required to work long and irregular hours, including nights and weekends, that can disrupt personal lives and routines, requiring adaptability and time management skills. The physical demands of the job can be

significant. Midwives often need to stand for extended periods, assist with the physical aspects of childbirth, and be ready to respond quickly to emergencies. Physical resilience is essential. Effective communication and interpersonal skills are paramount in midwifery. Students must be resilient in the face of difficult conversations, whether it is with patients or other healthcare professionals(2).

Resilience is a crucial trait for midwifery students as they navigate the challenges and demands of their education and future careers. Midwifery is a field that requires individuals to be mentally, emotionally, and physically robust to provide safe and effective care to expectant mothers and their newborns. In facing these challenges, resilience, or the ability to bounce back from adversity, becomes a critical factor

contributing to the success and well-being of midwifery students. Moreover, holiday time has been found to improve well-being in the general population. Moreover, this is important for student resilience as well as good mental health. Students should be afforded space in their year to rest and rejuvenate. Resilience in the context of cultural differences is essential. Midwifery students need to adapt to and respect the diverse beliefs and practices of the women and families they serve (3).

Resilience can reduce midwifery students susceptibility to traumatic experiences and enhance their professional performance in challenging contexts. Midwifery students are exposed to various clinical challenges, such as dealing with complex medical conditions, handling emergencies, and making critical decisions in high-pressure environments(4,5). Moreover, resilience plays a moderating role in the relationship between emotional intelligence and clinical communication ability (6).

Resilience is a protective resource when facing stress and challenges. Resilience in midwifery includes the ability to prioritize self-care. Balancing the needs of patients with personal well-being is a continuous challenge. Healthcare is an evolving field, and midwifery students must adapt to new research, guidelines, and technologies. Resilience involves embracing a growth mindset and being open to ongoing learning. Resilience is often built on a foundation of strong support networks. Midwifery students can benefit from mentors, peers, and personal connections to help them navigate the challenges they encounter(7). Resilience can help midwifery students to

adapt to stressful conditions proactively, develop effective coping strategies, regulate emotional demands, and improve the quality of interaction with clients, which consequently enhances their caring ability and drives self-growth(5). One study found that as students' psychological resilience increases, their burnout levels decrease. The research also determined that female students' psychological resilience is lower than male students. Midwifery education is rigorous and demanding.

Students often juggle coursework, clinical placements, and exams while learning to provide care during pregnancy, childbirth, and postpartum, which requires the ability to manage a heavy workload and high-stress situations. To gain a comprehensive understanding and delve deeper into this issue, research on the resilience of midwifery students has piqued the interest of researchers from various disciplines. In an effort to present a comprehensive overview of the research conducted on the resilience of midwifery students, we conducted a scoping review as an approach to summarize recent and relevant literature on this topic.

A scoping review is a research method that aims to provide a comprehensive summary of studies conducted in a specific field. In the context of this research, the scoping review aims to identify the breadth of literature on the resilience of midwifery students, including the aspects that have been investigated and the areas of research that remain under-explored. With a better understanding of the scope of research that has been conducted, we can identify research gaps or areas that are still under-explored in the field of resilience among midwifery

students, which can serve as a basis for further research to fill knowledge gaps and enhance our understanding of the factors that influence the resilience of midwifery students.

Resilience is considered a vital characteristic to thrive in the complex work environments of the 21st century, including health care(8). The term resilience has been used in reference to midwifery practice, as midwives work within a relationship-based approach to provide care that has been recognized as emotionally demanding (9). The emotional well-being of individual midwives and the overall morale of the profession is impacted by consistent pressures, including an increase in birth rates, complex pregnancies, and a shortage of midwives (10). Midwifery students also encounter a variety of challenges during their education in both the academic and clinical placement components of the program. Although some students would appear resilient, others struggle and even withdraw from the program(11). Retaining midwifery students and graduates is essential to address the workforce shortage and to ensure quality maternity services. Embedding resilience development in education programs may contribute to graduate success (12). In addition to building competence, confidence, and resilience, their responses indicate strong self-identification as members of a pioneering cohort of graduate midwives in Uganda (13)

Resilience interventions are one type of workplace support intervention. "Resilience" describes an individual's capacity to maintain emotional equilibrium in response to difficult experiences (14). Resilience interventions proactively develop the psychological skills

that contribute to resilience, and several previous studies indicate these may confer a range of benefits on healthcare professionals, including lower

levels of depression and burnout and increased well-being (15). A study mentions that resilience is an essential factor in the experiences of student nurses during a pandemic, that the student nurses who participated in the extended placement during the pandemic experienced growth under pressure, and gratitude and support from colleagues, family members, and others. Many of the students felt more prepared to be qualified nurses as a direct result of their experiences. They described insightful learning about themselves and their ability to cope in such a stressful environment, including increased atonement with their mental health, getting to know and push their limits, and growing in confidence as they accepted far more responsibility than would usually be expected of a student nurse (16).

This scoping review aims to provide a comprehensive overview of the research conducted on the resilience of midwifery students. With a better understanding of this research area, we can strengthen support and educational approaches focused on enhancing the resilience of midwifery students, enabling them to be prepared to face challenges and achieve academic success while developing successful careers in the field of midwifery and public health. A study found that meaningful life, optimism, hope, resilience, and well-being are positively associated with career adaptability(17). Through this scoping review, we aim to offer a complete picture of the recent research on the resilience of midwifery students. We will

explore various sources of literature, including scholarly journals, articles, and research reports relevant to this topic. The data collected from this scoping review is expected to provide a deeper understanding of recent studies on the resilience of midwifery students. This research is expected to make a valuable contribution to the world of midwifery education in understanding the significance of resilience and the strategies that can enhance the student's ability to cope with challenges and pressures. The findings of this scoping review will also serve as guidance for higher education institutions in developing more effective educational programs and support for midwifery students.

## MATERIALS AND METHODS

The method used in this review is a scoping review using prism-Sc R, which is an ideal approach to determine the scope or scope of a collection of literature on a particular theme to provide a broad overview of the researcher(18). PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) is used in order to guarantee the search process and adequate reporting(19). A scoping review aims to map the literature and explore information about research activities related to specific topics. Besides that, scoping reviews can be used to synthesize research evidence(20,21). Systematic reviews, literature, scoping reviews, meta-analysis, as well as editor letters and commentaries, are excluded from this review. This review also only included an English language study and the study with an abstract. Finally, articles describing the (theoretically derived) concept of the intervention but not reporting on its

implementation or describing the current situation or the results of a needs assessment were not considered.

Articles were identified by database searching (Google Scholar, Pub Med, Scopus, and Pro Quest). Title, abstract, and keywords were searched with the following search terms: ("midwifery student resilience", "student resilience factors", "midwifery education"). This review used the modifications to the original framework of a scoping review to guide this research(22), which include six steps:

**Step 1:** Identify questions of the research by clarifying and connecting the purpose and research question in the scoping review. The researchers developed the focus review and search strategy through the PEOs framework (Population, Exposure, Outcome, study design) to arrange and solve the focus review.

### Table 1

**P (Population):** midwifery student

**E (Exposure):** midwifery education

**O (Outcome):** resilience

Study design: All articles related to midwifery student resilience (quantitative, qualitative, mixed method). Based on the framework above, the research question was: How are midwifery students resilient?

**Step 2:** Identify the relevant articles of studies by balancing feasibility with breadth and comprehensiveness. The researchers identified the articles using several databases: Google Scholar, Pub Med, Scopus, and Pro Quest. The relevant article will be included based on inclusion criteria and exclusion criteria such as:

*Inclusion criteria:*

- Article from 2019-2023
- Article in the English Language
- Original articles
- Full-text articles
- Article which explains about midwifery student resilience

*Exclusion criteria*

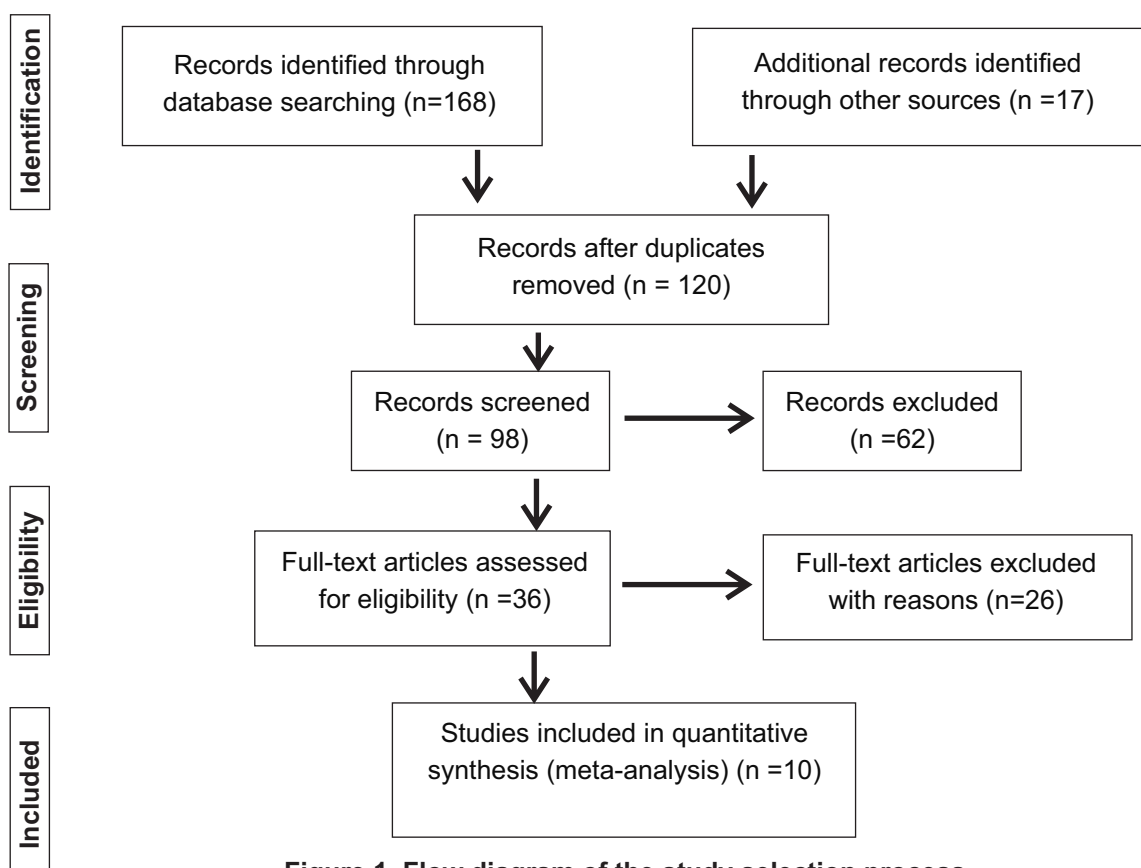
- opinion papers, systematic reviews, meta-analyses, editor letters, and commentaries.
- Article about mental health issues among postpartum mothers but not during the COVID-19 pandemic

**Step 3:** Article of studies selection using an iterative team approach to study selection and data extraction. To examine which article is suitable for this study, the researchers use a PRISMA flowchart in this study.

**Step 4:** Data charting, which incorporates the numerical summary and qualitative thematic analysis. After the evidence has been selected, the evidence is extracted. At this stage, all articles that have been selected are entered into a table, which includes the article title, author's name, year, country, purpose, type of research, participants/sample size, and results.

**Step 5:** compile, condense, and present the findings, together with any implications for practice, policy, or research. After data charting, researchers collated and summarized the results by adjusting the policy, practice, and research.

**Step 6:** consultation with the expert. Researchers have consulted mental health experts regarding postpartum to get the results of the analysis in accordance with the scope that has been studied.



**Figure 1. Flow diagram of the study selection process**

## RESULTS AND DISCUSSION

analysis of articles that focus on resilience in midwifery students.

### RESULTS

The following table presents a summary of the

**Table 1. Data charting**

Article title	Author's name	Year	Country	Purpose	Type of research	Participants	Results
Humanistic Caring Ability of midwifery students in China and its associated factors: A multi-center cross-sectional study	Yarui Wang, Xi Zhang, Qinqin Xie, Hua Zhou, Li Cheng,	2021	China	To assess the humanistic caring ability of midwifery students in China and investigate its associated factors.	cross-sectional	303	The midwifery students' total mean CAI score was $184.63 \pm 19.88$ . In the multiple linear regression analysis, empathy ( $\beta = 0.394, p < 0.001$ ), resilience ( $\beta=0.233, p<0.001$ ) and professional identity ( $\beta=0.161, p=0.002$ ) were positively associated with the humanistic caring ability of midwifery students. The humanistic caring ability was also influenced by educational level, perceived concern from peers, and recognition of caring ability as a prerequisite for the midwifery profession
Investigating the psychological resilience, self-confidence, and problem-solving skills of midwife candidates	Sukran Ertekin Pinar, Gulay Yildirim, Neslihan Sayin	2018	Turkey	to investigate psychological resilience, self-confidence and problem-solving skills of midwife candidates	cross-sectional	270	There was a negative moderate-level significant relationship between the Problem Solving Inventory scores and the Psychological Resilience Scale for Adults scores ( $r= -0.619; p=0.000$ ), and between Self-Confidence Scale scores ( $r = -0.524; p = 0.000$ ). There was a positively moderate-level significant relationship between the Psychological Resilience Scale for Adults scores and the Self-Confidence Scale scores ( $r = 0.583; p = 0.000$ ). There was a statistically significant difference ( $p < 0.05$ ) between the problem-solving Inventory and the Psychological Resilience Scale for Adults scores according to getting support in a difficult situation.

Bounce back- bounce forward: Midwifery students experience resilience	Nicole Clohessy , Lois McKellar , Julie Fleet	2019	Australia	to gain insight into how midwifery students conceptualize resilience, and explore how education might support the development of resilience	qualitative	6	Resilience contextualized to midwifery was triggered by exposure to adversity; resilience was identified as the ability to bounce back and move forward and was seen to be necessary for midwifery students. The concept of resilience appears to play an essential role in student success. Evidence suggests resilience can be developed, and education providers have a role in fostering student's resilience.
Midwifery students' reactions to ethical dilemmas encountered in outpatient clinics	Serap Ejder Apay, Ayşe Gürol, Elif Yağmur Gür, Sarah Church	2020	Turkey	to explore midwifery students' reactions to a number of ethical dilemmas relating to women's experiences of reproductive decision- making.	qualitative	57	Five themes were identified from the analysis of the focus group data related to all five scenarios These themes were 'the right to information,' 'choice and protection,' 'parental rights and welfare of the women,' 'make a decision', and 'women rights and sexual abuse.'
Can we prepare healthcare professionals and students for involvement in stressful healthcare events? A mixed- methods evaluation of resilience training intervention	Judith Johnson 1,2,3 , Ruth Simms- Ellis, Gillian Janes, Thomas Mills, Luke Budworth , Lauren Atkinson and Reema Harrison	2020	UK	evaluated a tailored resilience coaching intervention comprising a workshop and one-to-one coaching session addressing the intrinsic challenges of healthcare work in health professionals and students	Mixed method	66	Confidence was significantly higher post-intervention: T2. $\beta =$ 2.43, 95% CI 2.08–2.79, $d=1.55$ $p < .001$ ), T3 (unadj. $\beta=2.81$ , 95% CI 2.42–3.21, $d=1.71$ , $p <$ .001) and T4 (unadj. $\beta = 2.75$ , 95% CI 2.31–3.19, $d = 1.52$ , $p <$ .001). Knowledge increased significantly post-intervention (T2 $\beta = 1.14$ , 95% CI 0.82–1.46, $d =$ 0.86, $p < .001$ ). Compared with baseline, resilience was also higher post-intervention (T3. $\beta =$ 2.77, 95% CI 1.82–3.73, $d =$ 0.90, $p < .001$ and T4 unadj. $\beta =$ 2.54, 95% CI 1.45–3.62, $d =$ 0.65, $p < .001$ ). The qualitative findings identified four themes. The first addressed the 'tension between mandatory and voluntary delivery,' suggesting that resilience is a mandatory skillset, but it may not be effective to make the training a mandatory requirement.



The second, the 'importance of experience and reference points for learning' suggested the intervention was more appropriate for qualified staff than students. The third suggested that participants valued the 'peer learning and engagement' they gained in the interactive group workshop. The fourth, 'opportunities to tailor learning,' suggested the coaching the session was an opportunity to personalize the workshop material

The Resilience and Academic Burnout Among Filipino Tertiary Students Amidst the New Normal of Education	Jhoselle Tus, Niña Ercie Paras, Nicole Anne Espiritu, Rhoynet Cruz, Rochelle Bartolome, Joy Almarie Aglamma, Jomarie Espinosa, Aileen Mohamit ano	2021	Philippines	examines the relationship between resilience and academic burnout	cross-sectional	605	resilience and academic burnout are significantly related
The Relationship between Resilience and Academic Burnout among Nursing and Midwifery Students in Kermanshah, Iran	Maryam Janatolmakan, Yousef Torabi, Shahab Rezaeian, Bahare Andayeshgar, Amirabbas Dabiry, and Alireza Khatony	2021	Iran	to investigate the association between resilience and academic burnout among nursing and midwifery students	cross-sectional	240	The mean scores of academic burnout for nursing and midwifery students were $41.4 \pm 14.8$ and $41.2 \pm 12.3$ , respectively, but the difference was not statistically significant ( $p = 0.368$ ). The mean scores of resilience for nursing and midwifery students were $58.1 \pm 13.3$ and $52.9 \pm 13.9$ , respectively, which showed a statistically significant difference ( $p = 0.004$ ).

							Resilience was significantly inversely correlated with academic burnout in nursing and midwifery students ( $r = -0.04, p < 0.001$ ; $r = -0.39, p < 0.001$ ). Increased resilience in students decreased academic burnout ( $p < 0.001$ ).
A cross-sectional study of midwifery students' experiences of COVID-19: Uncertainty and expendability	Lesley Kuliukas, Yvonne Hauck, Linda Sweet, Vidanka Vasilevs ki, Caroline Homer, Karen Wynter, Alyce Wilson, Rebecca Szabo c, Zoe Bradfield a	2020	Australia	to explore Australian midwifery students' experiences of providing maternity care during the COVID-19 pandemic	survey	147	students found communication from hospitals and universities to be confusing and inconsistent, and they relied on mass media and each other to remain updated. Moving to online learning and being isolated from peers made learning difficult. During clinical placements, students felt expendable in terms of their value and contribution, reflected in essential equipment such as personal protective equipment only sometimes being available to them. Witnessing perceived compromised midwifery care increased students' emotional burden, while personal household responsibilities and financial concerns were problematic. One silver lining witnessed was women's appreciation of an improved 'babymoon,' with fewer visitors, allowing uninterrupted time to establish breastfeeding and connection with their baby
Resilience, stress, and burnout in student midwives	Jane L. Eaves, Nicola Payne	2019	UK	To explore the relationship between perceived stress, resilience, and burnout and the intention to leave midwifery within Midwifery students	cross-sectional	150	All variables were significantly correlated, but in multiple regression analyses, only stress predicted disengagement, and stress and year of study predicted emotional exhaustion. High stress and reduced resilience predicted intentions to quit midwifery. Resilience did not act as a moderator.

Thus, the findings suggest that resilience did not protect students from high levels of stress leading to burnout or wanting to quit, although resilience did help to reduce intentions to quit.

The mediating effect of resilience between social support and compassion fatigue among intern nursing and midwifery students during COVID-19 : a cross-sectional study	Jia-Ning Li, Xiu-Min Jiang, Qing-Yiang Zheng, Fen Lin, Xiao-Qian Chen, Yu-Qing Pan, yu Zhu, Ru-Lin Liu and Ling Huang	2023	China	to examine the mediating effect of resilience between social support and compassion fatigue among intern nursing and midwifery students during COVID-19.	cross-sectional	307	Intern nursing and midwifery students had moderate compassion fatigue. Social support positively affected resilience ( $\beta = 0.514$ , $p < 0.01$ ). Social support negatively affected compassion fatigue ( $\beta = -0.310$ , $p < 0.01$ ), while resilience negatively affected compassion fatigue ( $\beta = -0.283$ , $p < 0.01$ ). Resilience played a mediating role between social support and compassion fatigue.
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## DISCUSSION

In total, ten papers were included. Outcome analysis revealed the level of resilience as moderate; stress levels were high, and the incidence of negative psychological health accounts for a proportion of midwifery students. The interaction between resilience stress and well-being was high. Resilience and low stress were found to predict well-being better. All the studies cited recommendations to inform educational policy and practice in relation to resilience, well-being, and stress among undergraduate midwifery students. The analysis indicates that midwifery students exhibit a moderate level of resilience. While midwifery students possess some capacity to bounce back from challenges, there is room for improvement in

building their resilience. The study found that stress levels among midwifery students were high, a concerning finding, as high stress can have negative implications for both the student's well-being and their ability to provide adequate care to expectant mothers.

The incidence of adverse psychological health among midwifery students was observed, suggesting that the stress and demands of their education and future profession may be taking a toll on their mental health. Addressing this issue is crucial to ensure the overall well-being of these students. The research highlights a strong interaction between resilience, stress, and well-being, underscoring the importance of understanding how these factors are interconnected. Improving resilience may be a critical factor in enhancing the overall well-

being of midwifery students. The study suggests that resilience and low-stress levels are significant predictors of well-being among midwifery students. This finding underscores the importance of interventions and strategies aimed at boosting resilience and reducing stress in this population. It is noteworthy that all the studies cited recommendations to inform educational policy and practice, which underscores the need for institutions offering midwifery education to take concrete actions to support the well-being and resilience of their students. It might include revising the curriculum, offering stress management programs, and providing mentorship and counseling resources.

### *Caring*

The study measured resilience using the 10-item Connor–Davidson Resilience Scale (CD-RISC). The CD-RISC is a self-report questionnaire that measures resilience, which is the ability to adapt to stress and adversity. The 10-item CD-RISC is rated on a 5-point Likert scale (0 = not true at all, 4 = true nearly all the time), and the total scale score ranges from 0 to 40. A higher individual score indicates a higher level of resilience. The study found that there was a moderate positive correlation between humanistic caring ability and resilience. It means that midwifery students who scored higher on resilience were more likely to have higher scores on humanistic caring ability. The study found that midwifery students who almost always perceived concern from peers and those who strongly recognize caring as a prerequisite ability for the midwifery profession had higher humanistic care ability.

There were significant differences in humanistic caring ability among midwifery students with different levels of education. Midwifery students with higher vocational education had a lower level of humanistic caring ability compared to undergraduate students. However, there was no significant difference in humanistic caring ability between undergraduate students and those with secondary vocational education (5).

### *Support*

Midwifery students with high resilience levels demonstrate better communication ability, which may contribute to the development and improvement of problem-solving skills. The authors measured midwives' psychological resilience using the Psychological Resilience Scale for Adults (PRSA). According to the study, the authors found that psychological resilience levels of first-year midwife candidates, self-confidence levels and problem-solving skills of third-year midwife candidates, self-confidence and psychological resilience of those aged between 17-21, self-confidence levels and problem-solving skills of those living in the city centers and psychological resilience of those who perceive their monthly income as sufficient are high. Additionally, midwife candidates who get support from their families, relatives, and friends were found to have high levels of psychological resilience and problem-solving skills. (23). Moreover, the insignificant effect of the remaining stressors on academic performance could be attributed to students' resilience and ability to manage stress while on campus and strive to perform better against all odds(24,25)

A study measured with The Social

Support Rating Scale, the 10-item Connor-Davidson Resilience Scale, and the Chinese version of the Compassion Fatigue Short Scale found that Social support can directly affect the compassion fatigue of intern nursing and midwifery students during COVID-19 and indirectly through resilience. Stronger resilience can reduce compassion fatigue. Resilience was suggested as an essential weapon in the arsenal against compassion fatigue. Resilience helps assuage unpleasant feelings and prevent individuals from developing psychological problems. Accordingly, resilience-based interventions should be developed to reduce compassion fatigue. Additionally, mindfulness training, stress management skills, and communication skills were among the strategies examined to promote resilience. (26)

#### *Bounce back*

Midwifery students conceptualize resilience as the ability to bounce back and move forward in the face of adversity. Resilience was identified as an essential trait for midwifery students, and evidence suggests that it can be developed. The study identified four key themes related to resilience: exposure to adversity triggers resilience, resilience is essential for midwifery students, resilience can be developed, and education providers have a role in fostering resilience. The study suggests that strategies to develop resilience in midwifery students include providing emotional support, promoting self-care, and offering opportunities for reflection and debriefing (27). Eventually, students witnessing adverse maternal emotions may be affected, and

promoting positive mental health is essential for students to reduce negative emotional consequences. Resilience building has been previously identified as a way for midwifery students to navigate their way through intensive midwifery courses. Exposure to adversity can trigger the growth of resilience and ability to move forward and plays a vital role in student success. Educational strategies, such as the integration and accessibility of peer group support in both the clinical and academic environment, can strengthen resilience in individuals(28).

#### *Critical Reflective Skills*

A study found that there is a need for midwifery students to develop critical reflective skills to explore their social-value judgments and to develop moral resilience. The study suggests that ethics education should focus on human rights to enable students to limit the possible development of ethical confusion and moral distress and to develop moral resilience. Moreover, "moral resilience" is mentioned in reference to a study on healthcare ethics education, which explores the concept of moral resilience as a means to help healthcare providers, including midwives, cope with ethical challenges in their work (29).

#### *A Mandatory Skillset*

A study found that some felt that resilience should be a mandatory skill set for health professionals and require basic training. In contrast, others raised concerns regarding the implications of mandatory training. Participants' confidence and resilience levels increased after the workshop and were maintained following the coaching

phone call. The qualitative interview comments indicated that this may be explained by the complementary of these approaches, where participants appreciated the opportunity to engage with their peers in the workshop. Participants felt psychological resilience is a crucial skill for any healthcare professional who supports their practice, and as such, making it mandatory would be appropriate. Conversely, participants were concerned that the group structure of the workshop and the sensitive and personal nature of the topic material, including participants who may not be interested or ready for such training, could create a hostile atmosphere, harming the experience of others(30).

### *Burnout*

A study found data acquired through the use of the Connor–Davidson Resilience Scale (CD-RISC) and the Maslach Burnout Inventory–Student Survey (MBI-SS). The findings revealed that medical students had an average level of academic burnout. The level of resilience among medical students ranged from moderate to high, and nursing students had a more significant percentage of resilience than midwifery students. Reduced academic burnout, in turn, has been shown to have a variety of beneficial educational consequences, including increased academic attainment. The findings revealed a statistically significant and inverse relationship between resilience and academic burnout in Medicine students, such that those with greater levels of resilience had lower levels of burnout and academic failure than individuals with lower levels of resilience (31). Another study found that the level of

resilience in nursing and midwifery students was moderate to high, and nursing students had a higher rate of resilience than midwifery students. Resilience is individual differences in coping with and responding to challenging situations. Decreased academic burnout, in turn, can have several positive educational outcomes, including academic achievement. Individuals with higher resilience had lower levels of burnout and academic failure. (32)

Another study collected data from the Perceived Stress Scale, the Oldenburg Burnout Inventory, and the Resilience Scale-14 to examine their self-reported stress levels, burnout (emotional exhaustion and disengagement), and level of resilience. Resilience can act as a moderator or protective factor between stress and adverse outcomes such as burnout. It was not evident from the results of this study, although there was a negative correlation between stress and resilience, suggesting that the two are inversely linked. Nevertheless, high stress levels and reduced resilience were both predictors of intentions to quit, so both reducing stress and building resilience are essential for ensuring midwifery students transition into the profession. Increased resilience may also help them remain in the profession (33).

### **CONCLUSION AND RECOMMENDATION**

Empathy, resilience, professional identity, perceived concern from peers, and recognition of caring as a prerequisite for the midwifery profession were factors strongly associated with humanistic caring ability. These factors should be incorporated into the midwifery education agenda for agents of change. Facilitating the improvement of

empathy, resilience, and professional identity will require strategic training, reinforcement, and transformative educational approaches from educators.

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