INTRODUCTION AND BACKGROUND
Intranatal teaching for male students has been a great challenge. Nurse educators strive continuously to promote competencies in male students, including exposing them to real life like scenarios through high fidelity simulations to be fair in terms of the clinical exposures received by female students.

Barriers identified in Arab World: Literature Reviewed
- Cultural and religious barrier.
- Lack of support from maternity clinical placements for boys.
- Challenges faced by male medical and nursing students worldwide but more specific to Arab world due to rigid cultural practices.
- Gender bias and stereotyping existing in nursing educational programs.

RESEARCH QUESTION
Do male nursing students feel competent in management of client in labour room, through high fidelity simulation?

METHODOLOGY
Sampling technique: Convenient sampling technique.
Samples: Male students registered for Maternity Nursing Clinical courses across three semesters.
Simulation Experience: Students exposed in two phases to high fidelity simulation.
  - First Phase: Guided teaching by the instructor;
  - Second phase: Independent practice by students in management of client in Labor room.
Data collection and analysis: Focused group discussion guided by semi-structured questionnaire for a duration of 25-30 minutes for each group. Thematic analysis done manually.

CONCLUSION
It is thus evident that simulation encounters help students to develop appropriate clinical skills, along with culturally sensitive encounters and communication skills which emphasizes personal strength while improving student’s confidence, clinical communication and cultural competence.

REFERENCES:
Eileen D. Cull, S. S. (2018). Effectiveness of Integrated Simulation and Clinical Experiences compared to Traditional Clinical Experiences for Nursing Students: Nursing Education Perspectives, 72-77.

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