

MT. SAN ANTONIO COLLEGE

**NURSING EDUCATION IN
THE MIDDLE EAST**

**By
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INTRODUCTION

As an educator in the profession of nursing for the past nine years, I became acutely aware of the need to be more informed about basic nursing programs in other countries. Every year, I have students who are greatly interested in learning about nursing and nursing education programs in other countries around the world, and how these compare to those available in the United States. Also, there have been a number of inquiries into opportunities for employment in the field of nursing in other countries, and the level at which nursing is practiced. Thus, I was very pleased when I was granted permission to visit nursing schools in four countries in the middle east for my sabbatical leave of absence. Specifically, these countries included Syria, Lebanon, Jordan and Egypt. My purpose was to observe the different approaches utilized in the education of nurses. ^{Because of} Due to the civil war in Lebanon, I was unable to visit the three schools of nursing that I had planned on visiting there. In the report that follows, I will discuss the different types of schools according to the countries in which they were located.

I. Syria

The first school I visited was "The School of Nursing, University of Aleppo." This school, an integral part of the school of medicine at the University of Aleppo had as its primary purpose the preparation of general nurses prepared to function in any area of nursing and specialized nurses. Overall, classes are taught in the Arabic language. However, instructors who were foreign, taught in the English language.

The chairperson for the school of nursing is the Dean of the School of Medicine. Teaching is carried on by physicians who teach in the medical school, as well as by the nursing instructors. The physicians cover the medical aspects of diseases, while the nursing instructors cover the nursing care aspects of different illnesses. Nursing instructors supervise the students in the clinical laboratory. The clinical laboratory consists of two large hospitals.

Basically, the program is a diploma program which started in 1973. It is three calendar years in length. Requirements for admission include:

1. Syrian citizenship.
2. Being between 15 to 25 years of age.
3. Single, without children and not planning on marriage for the next three years while in the program since this is prohibited.
4. Having completed 9th grade.
5. A clean bill of health.
6. A letter of recommendation from the previous school stating that the student is of good character.

Written examinations during the course of study determine whether a student is passing or failing. These consist of two essay-type examinations given each year, in which the student is expected to attain a minimum of 50% grade for passing. Also, students are given a comprehensive type examination at the end of the second year, in which they have to receive a 50% grade to pass.

At the end of three years, the student receives a diploma from the school which entitles her to practice nursing in Syria.

The University pays each student 50 S.L./month (\$12.00) during her first year of school, 60 S.L./month (\$15.00) during her second year of school and 75 S.L./month (\$18.00) during her third year of school.

The school provides the student with their room and board, clothing and books.

Each student is off one day/week. The rest of the week is spent in classes and clinical practice.

The present program has seventy-five students per class, which is a very small number compared to the need for nurses in Aleppo.

Upon graduation from the diploma program, the student can go on to specialize in one of the following fields:

1. Natural childbirth (midwifery).
2. Anesthesia.
3. Pediatric Nursing.
4. Operating Room Nursing.
5. Ear, Nose & Throat.

The length of the specialization program is twelve months for each of the specialities.

Only 10% of each graduating class can go on for specialization. Also students are not permitted in any of the specialty programs if they have been out of school more than two years and/or if they got married and have children.

II. University of Damascus Nursing School.

This school began during the year 1926-27 as a diploma program which was three calendar years in length. Today, it has six-hundred-forty-five students in its basic program. It has grown considerably since the program started.

Requirements for admission include:

1. Between 15 and 30 years of age.
2. The applicant has to be single.
3. A high school diploma or 9th grade education.
4. The student has to live in the hospital and will receive free food, clothing and board. Also, each student will be paid the following:
 - a) 50 SL in the 1st year (\$12.00).
 - b) 60 SL in the 2nd year (\$15.00).
 - c) 75 SL in the 3rd year (\$19.00).

Upon graduation, the student will receive:

- 1.) The title nurse and 2.) a diploma in nursing.

After graduation, the student may go on to specialize in

one of the following fields:

1. midwifery.
2. anesthesia.
3. operating room.

The length of the specialization period is twelve months and in this time period, the student receives an allowance of 75 SL (\$18.00) per month.

In the basic program, the students receive one essay type

exam at the end of the first year of study, a second exam at the end of the second year of study, and then, a comprehensive exam is given at the end of the third year of study. This exam includes an essay type written exam as well as an oral exam over the student's knowledge in the clinical area.

Students are graded on a percentile basis. A student that earns a minimum grade of 50% is considered to be passing. This applies for each exam given.

III. Egypt: Ain-Shams University School of Nursing

This school is considered to be a secondary school of nursing. It is a three year diploma program. Requirements for entry include:

- a) Ninth grade education.
- b) knowledge of the English language.
- c) being single

Upon graduation, the student has to work in government hospitals for a minimum length of two years as repayment for her education. After this is completed, he/she will be eligible to enter into a specialization program where he/she may specialize in one of the following fields: (if his/her average is between 50-70%)

1. midwifery.
2. surgical nursing.
3. medical nursing.
4. ear, nose and throat nursing.
5. physiotherapy.
6. public health nursing.
7. pediatric nursing.

The program for each of the specialty areas is one year in length.

Upon finishing one of the specialty areas, the student can go on to specialize further in the area called "methods of teaching" which is one year in length.

Upon completion of this program, the graduates are then eligible to teach in the school of nursing.

As for the clinical experience, students get one day of clinical experiences per week during their three years of study (10 hours long).

The passing grade is 50%.

While in the program students receive an allowance of:

- (1) 2 G/month (\$10.00 approximately) in the first year.
- (2) 3 G/month (\$15.00 approximately) in the second year.
- (3) 4 G/month (\$20.00 approximately) in the third year.

Upon graduation, the student receives a diploma which entitles him/her to practice in the country as a registered nurse.

The starting salary is 17 G/month (approximately \$85.00). However, the nurses usually live in the hospital in which they are working and get free room, board, food and clothing.

IV. High Institute of Nursing at the University of Cairo.

This program was begun in 1965 with the cooperation of the World Health Organization. No tuition is charged to the students in this program, but a small fee is required to offset the cost of books and uniforms.

The curriculum for this four-year program resembles very closely that offered in many colleges and universities in the United States. All courses are taught in English. However, the textbooks are written in Arabic, and this creates a problem that can only be alleviated when the schools have procured a sufficient number of English textbooks to go around.

Instructors are responsible for making out patient assignments for students and the students are required to prepare written nursing care plans for their patients.

Nursing students participate in all of the social activities on campus, but according to Moslem custom, the sexes do not mix socially. I believe, however, that this situation will be altered in the next few years, because the status of women throughout the Middle East is changing considerably, and more freedom is being granted to young women to plan and live their own lives.

Requirements for admission include:

1. Female
2. Knowledge of the english language
3. High school diploma ot its equivalent
4. Must have, and pass, a complete physical examination
5. All applicants must pass a personal interview by a committee of the High Institute of Nursing Faculty including the Director.
6. All applicants must prove that they will be free from any outside work commitments during the period of this study.

The period of study is four years for the undergraduate program. This consists of two - fifteen week semesters per year. The university week consists of six days.

Following the conferring of the Baccalaureate Degree in Nursing, all graduates must complete a special program of one year of Nursing Internship under the complete supervision and direction of the Faculty of Nursing. At the end of this time, if the intern receives a certificate with a minimum grade of "satisfactory" she will be allowed to practice nursing in Egypt.

Policies regarding examinations and evaluations of performance:

Students will be examined in the subject at the end of the term in which the subject is taught and finished students who fail in examinations written at the end of the first and second term, are allowed to re-write the examinations in September of that year.

Students who again fail in any subject must take the year's study in failed subjects again. The student may then take the examination at the end of the term in which the subject is taught and finished. If the student again fails, she may take the re-write exam-

ination in September of the same year. If the student again fails in the subject (that is for the fourth time), she will be dismissed from the High Institute of Nursing.

In nursing, students must get a passing grade on all practical work. If the student fails in her practical work for the course, she will not be allowed to write the final examination at the end of that course, but must re-take the complete nursing course.

If the student passes the practical part of the nursing course, she may take the written examination at the end of the course. If she fails the written examination, she may re-take this written examination in September. The practical grade for the practical part of the nursing course given at the end of the nursing course, will be added to the written examination grade for the total grade for the nursing course.

The practical course includes all the clinical work plus other practical work including graded assignments and other practical educational experiences assigned the student for that particular nursing course.

Students who are not allowed to sit for the written nursing examination in June, are also not allowed to sit for the examination in September, and must repeat the entire nursing course.

The passing grade for all subjects is 60% except for the social sciences which is 50%.

The distribution of grades in nursing subjects are: 70% for practical work including all written and oral tests administered throughout the course, plus 30% for the written examination.

The following are copies of the clinical laboratory

"Evaluation Form" and the "Interne Evaluation Form".

of the country.

Female students are provided with room and board during their schooling plus an allowance in the amount of 15 Dinars (\$49.50) in the first year, 17 Dinars (\$56.10) in the second year, and 20 Dinars (\$66.00) in the third year. Male students are not provided with room and board and do not receive an allowance.

Teaching is carried on by the Nursing Faculty and specialized physicians. Physicians teach the pathological aspects of diseases and the Nursing Faculty teach the nursing care relating to the diseases being covered.

Upon graduation, the student receives a diploma which entitles the graduate to work as a registered nurse in Jordan.

In theory, students are graded by the administration of two tests which are worth 25% each, and a final exam worth 50% of the grade.

Evaluation in the clinical laboratory is done by the clinical instructor and the charge nurse according to the following evaluation sheet, which is used throughout the program.

EVALUATION FORM

High Institute of Nursing
Cairo University

NAME _____ YEAR _____

HOSPITAL _____

CLINICAL AREA _____

NUMBER OF WEEKS _____

NUMBER DAYS _____ EVENINGS _____ NIGHTS _____

DATE OF CLINICAL EXPERIENCE _____

SUPERVISOR CLINICAL AREA _____

1 2 3 4 5 100/100

KNOWLEDGE AND APPLICATION

ABILITY AND WORK PERFORMANCE

PLANNING AND ORGANIZATION

REPORTING AND RECORDING

JUDGEMENT AND UNDERSTANDING

ADJUSTMENT

COOPERATION DEPENDABILITY

ATTITUDE

PERSONAL HYGIENE, GROOMING

PUNCTUALITY, ABSENTEEISM

KEY

- 1- UNSATISFACTORY performance deficient enough to justify release from School unless considerable improvement is made.
- 2- FAIR: performance is below the requirements for the program and must improve to be satisfactory.
- 3- GOOD; performance meets the requirements for the program but improvement desirable
- 4- VERY GOOD: performance is beyond the ordinary requirements for good performance at this level
- 5- EXCEPTIONAL: performance is excellent approaching the best possible for this level.

EVALUATION FORM

High Institute of Nursing
Cairo University

COMMENTS:

Signature of the student nurse

Demonstrator

International Instructor

Director

Cairo University
High Institute of Nursing

INTERNE EVALUATION FORM

Name of Nursing Interne : _____

Clinical Area _____ Time Period of Evaluation: _____

Date on which Evaluation completed: _____

		% Rate	Outstand- ing 70-100 %	Average 60-75 %	Unaccept- able 0-59 %
1. Knowledge	General	2 %			
	Professional	10 %			
Application of theoretical knowledge.		25 %			
2. Attitudes toward	patients	8 %			
	staff & others	7 %			
3. Administrative ability in	Forecasting & Planning	3 %			
	Organizing & Co-ordinating	3 %			
	Directing & Controlling	3 %			
	Evaluating & Judging	3 %			
4. Observation of and upholding standards.	Initiative	3 %			
	Reliability	3 %			
	Self-confidence	3 %			
	Adaptability	3 %			
	Grooming and Hygiene	3 %			
Punctuality & attendance		6 %			
6. Communication by	Reporting	3 %			
	Recording	3 %			
	Teaching, conferences, etc.	6 %			

7. A grading of A, B, C, or D will be given on each project, case study etc. presented by Internes, and these marks will be entered on the Interne's Record Sheet and form Part of the total evaluation.

V. Technical Health Institute - Embaba.

The Ministry of Health started this program in Embaba along with another in Alexandria three years ago. However, it is still on an experimental basis. It is hoped that this program, which is two years in length will be an alternative to the secondary technical nursing schools which are three years in length, and of which there are one-hundred-thirty-three programs in Egypt at this time.

Requirements for admission included being a high school graduate, of the femal sex (single or married), between the ages of 18 to 22 years and in good physical and mental health.

Students are expected to provide their own room and board.

The program is a condensed version of the three year diploma program, and upon graduation, the student is granted a diploma.

The passing grade for both the theory and the clinical practice is 60%.

Upon graduation, the student is required to work a minimum of three months as a staff nurse, then she works as a head-nurse, and later as a supervisor.

If the student receives an average of 75% upon graduation, she is entitled to enter the High Institute of Nursing either in Cairo or Elexandria where she is started in the second year of that program. In three years, she can obtain a B.S.N. degree if she is successful.

VI. Jordan:

The Jordanian College of Nursing began in 1953 as a three year diploma school of nursing, and at that time students with a 9th grade education were accepted into the program. In 1966, the school was converted to a college of nursing, although the program is still a three-year-diploma program. However, only students with a high school degree qualified for entry into the program. Another change that was instituted was allowing both males and females to enter the program, where before only females were allowed entry.

Requirements for entry include:

1. The student, male or female, must be a Jordanian citizen.
2. The student must be between the ages of 17 and 25.
3. The student must have a high school diploma.
4. The student must have a letter of recommendation stating he/she is of good character and gets along well with other people.

When a student is accepted into the program, if she is a female, she agrees to work for a period of three years following graduation in government hospitals and health facilities. If the student is male, he has to work one year only following graduation. They can be assigned to work wherever the Ministry of Health feels they are needed. They may be sent to serve in an urban or rural part

Evaluation and Guidance
For
Clinical Areas

Name: _____ Clinical Area: _____

Date: From _____ To _____ Final Average: _____

1: Appearance and Personal Cleanliness;

- A. Exceptionally neat, well-groomed and clean.
- B. Most of the time neat, well-groomed and clean.
- C. Sometimes neat, well-groomed and clean.
- D. Most of the time careless about appearance and cleanliness.
- E. Always untidy.

2: Ability to work with others as a member of a team.

- A. Works exceptionally well with others.
- B. Works very well with others.
- C. Works well with others.
- D. Most of the time does not work well with others.
- E. Does not work well with others.

3: Adaptability:

- A. Performs in new and difficult situations with consistency reliability and a propriate independence.
- B. Most of the time performs well in new and difficult situations.
- C. Sometimes performs well in new and difficult situations.
- D. Most of the time does not perform adequately in new and difficult situations.
- E. At a loss in new and difficult situations.

4: Attitude toward Authority:

- A. Consistently accepts constructive criticism.
- B. Most of the time accepts constructive criticism.
- C. Sometimes accepts constructive criticism.
- D. Most of the time does not accept constructive criticism.
- E. Consistently resents criticism, does not profit by it.

5: Attitude toward Nursing:

- A. Shows exception appreciation and liking for nursing, has pleasure in working and learning.
- B. Most of the time shows appreciation for nursing, shows pleasure satisfaction with working and learning.
- C. Nursing in acceptable, gains moderate satisfaction from working and learning.
- D. Some of the time nursing is acceptable.
- E. Most of the time nursing is not acceptable.

6) Judgement:

- A. Shows good judgement in solving problems of nursing care and reaches intelligent decisions.
- B. Most of the time shows good judgement in solving problems of nursing care decisions good.
- C. Sometimes uses moderately good judgement in solving problems of nursing care, decisions average.
- D. Most of the time does not show good judgement.
- E. Acts without thinking and reasoning.

7. Dependability and Responsibility:

- A. Extremely reliable, dependable and responsible.
- B. Most of the time reliable, dependable and responsible.
- C. Reliable, dependable and responsible.
- D. Sometimes reliable, dependable and responsible.
- E. Unreliable, undependable.

8. Reporting and Recording:

- A. Gives exceptionally reliable and useful information.
- B. Most of the time gives reliable and useful information.
- C. Gives reliable and useful information.
- D. Sometimes gives reliable and useful information.
- E. Information unreliable and useless.

9) Punctuality:

- A. Punctual in all activities.
- B. Most of the time is punctual in all activities.
- C. Sometimes is punctual in most activities.
- D. Sometimes is punctual in some activities.
- E. Habitually late.

10: Interest in Patients:

- A. Great interest in patients as individuals, patients express great satisfaction.
- B. Interested in patients as individuals, most of the time patients express satisfaction.
- C. Interested in patients as individuals, patients express satisfaction.
- D. Sometimes interested in patients.
- E. Usually neglects patients as individuals.

11. Planning Ability:

- A. Excellent organization.
- B. Very good organization.
- C. Good Organization.
- D. Fair Organization.
- E. Poor Organization.

12: Nursing Skills

- A. Performs procedures properly with exceptional ease competence and confidence.
- B. Performs procedures properly with ease and competence.
- C. Performs procedures properly.
- D. Sometimes performs procedures properly.
- E. Rarely performs procedures properly.

13: Demonstrate an Understanding of past and present learning in the application of underlying principles.

- A. Excellent.
- B. Very good.
- C. Good.
- D. Fair.
- E. Poor.

14: Personal and Professional Growth:

- A. Tremendous improvement.
- B. Much improvement.
- C. Improvement.
- D. Little improvement.
- E. No evident improvement.

Instructor's Comments:-----

Date: ----- Signature:-----

Hospital Staff Comments:-----

Date: ----- Signature:-----

Student's Comments:-----

I have read this evaluation and it has been discussed with me.

Date:----- Signature:-----

The student has to receive a minimum grade of 60% in theory and the clinical evaluation. If a student fails in the laboratory, he/she automatically fails in the class. Each student that fails, is allowed to repeat the class once. If he/she fails again, whether in theory or the laboratory or both, he/she will be dismissed from the college.

Students are allowed to marry after graduation, but not before.

The graduate of this program can specialize in what is referred to as "post-graduate" study. However, this is not available in Jordan at this time, so the student must go elsewhere for this.

VII. Princess Muna College of Nursing.

The college was established by the Royal Medical Service in 1962. The aim being to provide the expanding military personnel with well-qualified nursing staff.

The college trains registered nurses in its three year diploma program as well as practical nurses in its practical nurse program.

Admission requirements for the three year diploma program are the same as those of the Jordanian College of Nursing.

The program of student is basically similar to that of the Jordanian College of Nursing with the one difference being that students have to receive a minimum grade of 65% to pass in the theory and the laboratory instead of 60%.

Another difference is that upon graduation, the student is obligated to work one to four years in military hospitals and health agencies, depending on the need at the time.

VIII. The University of Jordan Faculty of Nursing.

Jordan has a most urgent need for nurses. To help supply this need, the University of Jordan established the Faculty of Nursing which admitted students in October, 1973.

The program is four years in length leading to a Baccalaureate Degree in the Science of Nursing. Students spend four years in learning theory and in selected clinical practice and then one year of supervised internship in urban and rural hospitals and Community Health Centers.

Requirements for entry are the same as those for the "Princess Muna School of Nursing", except that students may be married but must be female.

The educational system for the Faculty of Medicine and Nursing is organ/system based, clinically orientated with special emphasis on Community Nursing. In the first year of nursing each organ/system of the human body is taught successively from the point of view of the component disciplines of the departments of Basic Medical Science, Pathology and Community Medicine. After completion of the study of each organ/system, students (medical and nursing) visit the Teaching Hospital where patients suffering from disorders of that organ/system are demonstrated. Medical students then present the technical background of the disorders to fellow students and the

science and clinical staff. The nursing students then contribute the nursing care needed for patients suffering from such disorders. The Faculty of Medicine offers a single organ based course in the Basic Medical Sciences and Pathology. This course passes from the general to the detailed, thus by selection of lectures and practical classes, a student of any of the medical disciplines may gather sufficient data for his needs. In this way, the course for nursing students in the Basic Medical Sciences is derived. Nursing students receive instruction from full Professors and in the earlier stages of the unit, nursing students share classes with medical students and other medical associates.

In the second year, nursing students enter the Teaching Hospital to start their major clinical studies, under the instruction of senior clinical staff members of the Faculty of Nursing. Here, nursing students study "Nursing Application of Theory". The staff of the Faculty of Nursing also collaborate here in the training of medical students in some areas and also provide a course in elementary patient care for these students.

In addition to the above, nursing students in the second year, along with medical students, attend all classes in Community Medicine including field studies which form a major part of the course. The field studies are devoted to familiarising students with urban and

rural communities especially in the less-developed areas, the identification of problems, collection and processing of data and the formulation of practical solutions to the problems. These field studies are supervised by a mobile teaching/research team under the direction of the department of Community Medicine.

In the third year, nursing students study Surgery and Surgical Nursing, Medicine and Medical Nursing, Pediatrics theory and practice, Obstetrics theory and practice and the Humanities.

In the fourth year, nursing students study the Ear, Nose and Throat Theory and Nursing Practice plus the Humanities.

The fifth year is one of supervised internship in urban and rural hospitals and Community Health Centers.

As for the administrative aspect of the nursing school, the Dean of the Faculty of Medicine is Chairman of the Faculty of Nursing and it is believed that this unit administration will ensure close co-ordination between the two Faculties.

The Teaching Hospital is an autonomous unit administered jointly by the University and Ministry of Health, and represents control by the 'producers' and 'consumers' of medical manpower. The Nursing Director of the Hospital holds a part-time appointment in the Faculty of Nursing thus ensuring close co-ordination of the

Faculty and Hospital activities in regards to the clinical training of nursing students.

The student is required to obtain a minimum grade of 60% in each course to pass.

Several exams are given during the course of each semester, however, the final exam counts 50% of the final grade.

IX. My overall impression in regards to nursing education in the Middle East is that a reasonably good foundation has been laid for the sound development of nursing programs. I would like to point out that significant progress has been made in nursing and nursing education in the Middle East during the past twenty years, as is evidenced by the kinds of nursing education programs I have discussed in this report. Moreover, the wider acceptance of nursing as a career, and the increasing recognition of its important role in the health services of these nations, are affecting its progress. Nursing also reflects the continuing emancipation of woman and the recognition that they must play an active role in the public life of developing societies.

On the other hand, despite the progress achieved, several problems remain unsolved. The magnitude of the need for more and better prepared nurses to staff the various countries' rapidly increasing number of curative and preventive health facilities, as well as the very urgent need for qualified supervisors and administrators, cannot be minimized.

The greatest problem facing the Ministry of Health in each of the countries I visited was obviously the lack of personnel. This was referred to constantly in all of the health facilities and educational insitutions I visited. The fatigue and strain evidenced

by most of the nursing educators and nurses I interviewed reinforced the statistical reports of the nurse shortage and emphasized the need for an immediate plan of action to offset this critical situation.

CONCLUSION

The sabbatical leave has helped me:

1. To have a broader view of nursing.
2. To transmit a broader base of knowledge about the nursing profession to nursing students at Mt. San Antonio College.
3. To have a broader base of knowledge as a person, citizen, teacher and nurse.
4. To communicate with my colleagues and academic communities (if the opportunity arises) my knowledge and experience gained.
5. To improve my knowledge in the subject matter of nursing and effectiveness of my teaching.
6. To find more creative solutions to problems.
7. To better communicate and transmit nursing techniques and knowledge to less advantaged groups in my community.

ITINERARY

My itinerary also included visits to the following cities:

In Aleppo, Syria, I visited:

1. The Citadel.
2. Several old mosques.
3. Covered bazaars.
4. Oldest Turkish Bath.
5. First mental asylum.
6. The old city wall and all its gates.
7. The museum

In Damascus, Syria, I visited:

1. The Ommayad mosque.
2. The Azin Palace.
3. The old early Christian Churches.
4. The original gates of the city.
5. The museum.
6. Covered bazaars.
7. The street called "straight".

In Jordan, I visited:

1. Petra (City of Rock)
2. Jarash (Roman City)
3. The museum
4. The folklore museum
5. Roman amphitheatre.

In Egypt, I visited:

1. The pyramids.
2. The Sphinx
3. The museum
4. Old mosques
5. Tutankhemen's treasures
6. The Nile
7. The Papyrus Institute.

Thank you so much for this opportunity.

Noura Ross