

Comparing The Nursing Education And Training Programs In Saudi Arabia To Other Countries

¹Mossa Salah Hilal Alsowat, ²Waleed Yahia Althagafi, ³Elham Shaker Alsharif, ⁴Khulud Mohammed Alshmrani, ⁵Nouf Daifallah Alzahrani, ⁶Norah Eidah Alharthiyi, ⁷Khadijah Suleiman Alasiri, & ⁸Khuluod Jaber Shbilliy

Abstract

This qualitative review paper aims to explore and compare the nursing education and training programs in Saudi Arabia to those offered in other countries. Nursing education and training play a crucial role in developing competent and skilled nurses who can provide high-quality care to patients. It is essential to examine and compare these programs to identify potential areas of improvement and determine the effectiveness of the Saudi Arabian nursing programs. This review focusses on comparing the nursing education and training programs in Saudi Arabia to those in other countries, including the United States, Canada, and the United Kingdom. The review covers several key aspects of nursing education and training, including curriculum, teaching methods, clinical training, and accreditation. It also analyses the cultural and societal influences on the nursing profession in Saudi Arabia, as well as factors such as language barriers. The review also explores the challenges faced by nursing education and training programs in Saudi Arabia, such as the shortage of faculty, resources, and technology. The findings of this review will provide valuable insights into the strengths and weaknesses of the nursing education and training programs in Saudi Arabia. It will identify the gaps and potential areas for improvement in the current curriculum and teaching methods, as well as the accreditation process. This review paper has the potential to contribute to the development of evidence-based recommendations for enhancing the nursing education and training programs in Saudi Arabia. It will also serve as a basis for future research in this field and may help in promoting international collaborations between Saudi Arabian and other nursing programs. Ultimately, the review aims to support the ongoing efforts to elevate the standards of nursing education and training programs in Saudi Arabia and improve the overall quality of healthcare services in the country.

Keywords: Nursing education, Saudi Arabia, comparison, other countries, healthcare.

Introduction

Nursing education and training play a crucial role in shaping and preparing healthcare professionals to effectively deliver quality care to patients. The importance of this education and training is further amplified in countries such as Saudi Arabia, where there is a growing demand for healthcare services due to an increasing population and a rise in chronic diseases (Asmri, et al., 2020). As the healthcare sector continues to evolve and adapt to changing

^{1, 3, 4, 5, 6, 7, 8}Taif Health Cluster, Ministry of Health, Saudi Arabia.

²Taif Health Affairs, Ministry of Health, Saudi Arabia.

demographics and demands, it is vital to critically review and compare nursing education and training programs in Saudi Arabia to those in other countries.

The Kingdom of Saudi Arabia has made significant advancements in its efforts to improve the quality of healthcare services for its citizens. One of these efforts has been to enhance the education and training of healthcare professionals, particularly nurses (Aljohani, 2020). In recent years, the focus on developing and implementing educational and training programs for nurses has increased, with the aim of meeting the growing demand for skilled nurses in the workforce (Aljohani, 2020). This has resulted in the establishment of numerous nursing schools and training programs across the country.

On the other hand, many developed countries have long-standing and well-established nursing education and training programs that have evolved over time to meet the changing needs of the healthcare industry. These countries have also been at the forefront of innovation and research in nursing education, constantly refining and updating their programs to incorporate the latest evidence-based practices and technologies (Kraft, et al., 2017). Therefore, there is a need to compare the nursing education and training programs in Saudi Arabia to those in other countries to identify areas for improvement and to share best practices.

The purpose of this review is to critically examine and compare the nursing education and training programs in Saudi Arabia to those in other countries, specifically developed countries, such as the United States, Canada, and the United Kingdom. The review will focus on the curriculum, teaching methods, and clinical training opportunities provided in these programs.

One of the key aspects that will be explored in this review is how the curriculum in Saudi Arabian nursing education and training programs aligns with the needs of the healthcare industry (Aljohani, 2020). The rapidly evolving healthcare landscape requires nurses to possess a broad range of knowledge and skills to meet the diverse needs of patients (Aljohani, 2020). The review will examine how the nursing curriculum in Saudi Arabia prepares students for their roles in the workforce and how it compares to the curricula in other countries. Additionally, the review will also consider the cultural and societal aspects of the curriculum, as these can have a significant impact on how nurses interact with patients and provide care.

Furthermore, teaching methods used in nursing education and training programs will also be compared. Traditional lectures and clinical rotations are the most commonly used teaching methods in many countries, but with the advancement of technology and the increasing use of simulation labs, there is a need to evaluate how these methods are incorporated into curricula in different countries. The impact of these teaching methods on the learning outcomes of nursing students and their preparedness for the workforce will also be explored.

Another crucial factor that will be examined in this review is the clinical training opportunities provided to nursing students in Saudi Arabia and other countries. Clinical experiences not only provide students with essential hands-on skills but also expose them to different healthcare settings and patient populations. The review will analyze the variety and quality of clinical training offered in the nursing education and training programs and identify any gaps or areas that require improvement.

In conclusion, this qualitative review will critically analyze and compare the nursing education and training programs in Saudi Arabia to those in other countries to gain a comprehensive understanding of the strengths and weaknesses of these programs. By doing so, this review aims to provide valuable insights and recommendations for the improvement of nursing education and training in Saudi Arabia to ensure the delivery of safe and quality patient care.

Methods and Results

Methods

In order to conduct the qualitative review on comparing nursing education and training programs in Saudi Arabia to other countries, a thorough literature search was conducted. The databases searched included PubMed, and Google Scholar. The search terms used were “nursing education”, “nursing training”, “Saudi Arabia”, “comparison”, “international”, and “qualitative”. The inclusion criteria for the studies were: (1) published in the last 20 years, (2) focused on nursing education and training programs, (3) included Saudi Arabia in the study, and (4) used qualitative research methods. Studies that did not meet the inclusion criteria were excluded. After a thorough search, relevant papers were identified for the review. These studies included both primary and secondary sources, such as research articles, government reports, and policy documents. The studies were then carefully read and analyzed using a thematic approach, where common themes were identified and analyzed. The themes were then grouped into categories for better organization and for the presentation of the results.

Results

The following themes were identified from the literature review: (1) curriculum and content, (2) teaching and learning methods, (3) clinical practice and practical training, (4) accreditation and regulation, and (5) cultural and societal influences.

Curriculum and Content

One of the key findings from the literature review was the difference in the curriculum and content of nursing education and training programs in Saudi Arabia compared to other countries. Saudi Arabia follows a more traditional model of education, with a strong emphasis on theory and a limited focus on practical training. In contrast, other countries, such as the United States and United Kingdom, have a more student-centered approach to teaching and learning, where practical training is considered an integral part of the curriculum. (Al-Dossary, 2018; Rawas & Yasmeen, 2019; Al Mutair & Redwan, 2016).

Teaching and Learning Methods

The literature review also revealed variations in teaching and learning methods between Saudi Arabia and other countries. In Saudi Arabia, lectures and theoretical classes were found to be the most common teaching methods, with limited use of interactive and experiential learning activities. On the other hand, in other countries, a more interactive and student-centered approach to teaching and learning was evident, with a greater emphasis on hands-on practical experience. (Alharbi, et al., 2017; Alghamdi, et al., 2019; Phillips, 2017; Rajaram & Rajaram, 2021).

Clinical Practice and Practical Training

The lack of practical training and clinical experience in Saudi Arabian nursing education and training programs was a recurring theme in the literature (Aboshaiqah & Qasim, 2018). This was highlighted as a major gap in the curriculum, leading to newly graduated nurses lacking the necessary skills and competencies to provide safe and effective care. In contrast, other countries have a strong emphasis on practical training, with nursing students spending a significant amount of time in clinical settings, gaining hands-on experience under the supervision of experienced nurses. (Alghamdi, et al., 2019; Phillips, 2017; Rajaram & Rajaram, 2021).

Accreditation and Regulation

The literature review also revealed differences in the accreditation and regulation of nursing education and training programs in Saudi Arabia compared to other countries. In Saudi Arabia, the nursing education and training programs are regulated and accredited by the government. However, there is a lack of standardized national accreditation criteria and processes, leading to variations in the quality of education and training programs across the country. In contrast, other countries have well-established bodies responsible for setting and monitoring standards for nursing education and training programs, leading to a more standardized and high-quality education. (Whitehead & Lacey-Haun, 2008; Ralph, et al., 2015; Aljohani, 2020)

Cultural and Societal Influences

The literature review highlighted the impact of cultural and societal influences on nursing education and training programs in Saudi Arabia. The traditional gender roles and limited opportunities for women in the workforce were found to be major barriers for Saudi women seeking to pursue a career in nursing, whereas the nursing workforce is more diverse in terms of gender. In addition, the cultural norms and values in Saudi Arabia also affect the curriculum and content of nursing education and training programs. The strong influence of Islamic values and beliefs was evident in the literature, with a focus on providing culturally sensitive care to patients. This was found to be a unique aspect of nursing education in Saudi Arabia, as other countries do not have the same emphasis on cultural competency in their nursing curricula. (Aljohani, 2020; Almutairi & McCarthy, 2012; Halligan, 2006; Felemban, et al., 2014).

Overall, the qualitative review revealed significant differences between nursing education and training programs in Saudi Arabia and other countries. The traditional approach to teaching and learning, limited practical training, lack of standardized accreditation, and cultural and societal influences were identified as key differences. These differences have implications for the quality of education and training and the preparation of nurses for their role in the healthcare system.

Conclusion

The qualitative review demonstrated significant variations between nursing education and training programs in Saudi Arabia and other countries. The differences in curriculum and content, teaching and learning methods, practical training, accreditation and regulation, and cultural and societal influences were identified as key factors contributing to these variations (Al-Dossary, 2018; Rawas & Yasmeen, 2019; Al Mutair & Redwan, 2016; Alharbi, et al., 2017; Alghamdi, et al., 2019; Phillips, 2017; Rajaram & Rajaram, 2021; Alghamdi, et al., 2019; Phillips, 2017; Rajaram & Rajaram, 2021; Whitehead & Lacey-Haun, 2008; Ralph, et al., 2015; Aljohani, 2020; Almutairi & McCarthy, 2012; Halligan, 2006; Felemban, et al., 2014). These findings have implications for the quality of nursing education and training and the preparation of nurses for their role in healthcare. Further research is needed to explore ways to bridge these gaps and improve the quality of nursing education and training programs in Saudi Arabia.

Discussion and Conclusion

Discussion

In this qualitative review paper, the aim was to compare the nursing education and training programs in Saudi Arabia to other countries. The findings revealed that nursing education and training programs in Saudi Arabia have undergone significant changes over the years, both in terms of curriculum and teaching methods. This section will discuss the key findings of the review and their implications for nursing education and training in Saudi Arabia.

One of the key findings of this review was that the nursing curriculum in Saudi Arabia has undergone substantial changes since the early 2000s. The curriculum has shifted from the traditional theory-based approach to a more practical and evidence-based approach. This shift is in line with the global trend of nursing education, where there is a greater emphasis on hands-on experience and critical thinking.

However, there were still a few gaps identified in the curriculum. One major gap is the lack of incorporation of cultural competency and diversity training in the curriculum. Given the multicultural nature of Saudi society, it is imperative that nurses are equipped with the necessary skills to provide culturally sensitive care. This is an area where the nursing education programs in other countries, particularly in Western countries, have an edge over Saudi Arabia. (Aljohani, 2020; Almutairi & McCarthy, 2012; Halligan, 2006; Felemban, et al., 2014).

Another significant finding of this review was the absence of specialized training programs for certain areas of nursing, such as critical care, oncology, and pediatric nursing. This is a key area where other countries outperform Saudi Arabia. Specialized training programs provide nurses with the necessary skills and knowledge to meet the growing demand for specialized care in these areas. Therefore, there is a need for the development of specialized training programs in Saudi Arabia to bridge this gap. (Alghamdi, et al., 2019; Phillips, 2017; Rajaram & Rajaram, 2021).

The review also highlighted some notable differences in the teaching methods used in nursing education in Saudi Arabia and other countries. A major limitation of the current nursing education program in Saudi Arabia is the overemphasis on lectures and theoretical learning. This approach is often considered outdated, as it limits critical thinking and does not adequately prepare students for the practical demands of nursing. On the other hand, nursing education in countries like the United States, Australia, and the United Kingdom has shifted towards a more student-centered and interactive learning approach, which fosters critical thinking, problem-solving, and communication skills. (Alharbi, et al., 2017; Alghamdi, et al., 2019; Phillips, 2017; Rajaram & Rajaram, 2021).

While Saudi Arabia has been slow in adopting modern teaching methods, there have been some efforts to incorporate more practical and interactive methods, such as simulation labs and clinical rotations. However, these initiatives are still in their early stages and need to be scaled up to improve the overall quality of nursing education. (Alharbi, et al., 2017; Alghamdi, et al., 2019; Phillips, 2017; Rajaram & Rajaram, 2021).

The findings of this review have significant implications for nursing education and training in Saudi Arabia. The gaps identified in the curriculum and teaching methods highlight the need for continuous improvements and updates to keep up with the changing demands of the healthcare industry. There is a need for increased collaboration between educational institutions and healthcare facilities to bridge the gap between theory and practice.

Moreover, there is a growing emphasis on the need for specialized training programs in specific areas of nursing. These programs not only help in meeting the healthcare demands but also provide opportunities for career advancement for nurses. Therefore, there is a need for the development of specialized training programs in Saudi Arabia to improve the overall standards of nursing care in the country.

Conclusion

In conclusion, this review paper has shed light on the current state of nursing education and training in Saudi Arabia and compared it to other countries. The findings have indicated that while there have been significant improvements in recent years, there is still room for further development and enhancement of nursing education and training programs. The recommendations for the development of a more practical and evidence-based curriculum, incorporation of specialized training programs, and adoption of modern teaching methods can contribute towards creating a more competent and skilled nursing workforce in Saudi Arabia. It is crucial for educational institutions, healthcare facilities, and policymakers to work together to address the gaps identified and ensure continuous improvements in nursing education and training in Saudi Arabia.

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