Happy Nursing! Nursing Happy!
DO YOU KNOW OMAN?
OMAN IS THE LOST Paradise
OMAN has Eastern-most Arabic Country

4M million multi-racial/ethnic mostly Muslim (85%)

DO YOU KNOW OMAN?
OMANurses

Directorate General of Training and Education
NURSING OPPORTUNITIES

(Source: Minority Nurse, 2013)
1.26 male(s)/female

MMR: 32

Social and Cultural Influence  
Gender bias in training  
Psychological pressure

(McRae & Maureen, 2003; Honghong et al, 2011)
Classroom Student Gender Ratio

omen
shares the same curriculum
NURS3018/NURS3019
MATERNITY NURSING THEORY/CLINICAL
NECSU
Nursing Education and Clinical Simulation Unit
Standardized Patients

Task Trainers

HF, LF and Hybrid Simulation
Men have limitations in maternal/OB clinical experiences due to:

- Religion
- Cultural
- Administrative
Learn, YES! Serve, YES?:
Arab Muslim Male Student Nurses' Experiences in Learning Maternity through Simulation

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Disclaimer

No conflict of interest

Presentation not to demean any cultural or religious affiliations

Deliverer of synthesized experiences
Objectives

Gain further understanding on the experiences of Arab Male Muslim Nurses in learning maternity in nursing through simulation.

Develop (1) transcultural competencies in educating culturally-diverse learners in nursing and (2) educational competencies in teaching maternity through simulation.

Acquire cultural awareness and increased interest in using simulation as a learning strategy in nursing.
Outline of the presentation

Methodology
The bigger picture of the study, background, and ways on how ethical and trustworthiness issues are addressed.

Framework
The synthesized model summarizing the experiences of the Male Arab Nurses in Maternal Health through simulation

Future Directions
The significant impact of the experiences and the directions taken by the college for further development
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15 Arab male student nurses who recently finished the maternity course and exposed to simulation

With ethical approval, the research utilized data triangulation, focus group discussion and one-on-one interview and follow-ups through technological means. Trustworthiness issues were addressed through various means.

Qualitative (case study) and data synthesized using Stage Model of Qualitative Content Analysis (Berg, 2004)
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Framework
Arab Male Nurses Reinforced Education on Women’s Health (ARREWH)
- Faculty Development Programs
- Enhancement and Update of Sim Tech
- Accreditation of Sim Lab
- Willingness to serve during emergency
- Religious over professional obligation
- Service to wife and relatives
- Change-of-heart in different setting
- Exposure to simulation
- Theoretical rather than practical
- Unfair assessment of learning
Educational (e.g. tailor-made simulation scenarios, update of simulators, standardized patients)
Personal (e.g. willingness to learn, general and holistic nurse, feedback and confidence)
Socio-cultural (e.g. serving women during emergency, empowered women in the country)

Educational (e.g. inconsistent use of simulation, technical difficulties and challenges)
Personal (e.g. hesitations, lack of practical experience, shyness to perform,
Socio-cultural (e.g. limited access to maternal clients, fear of rejection, rejection, sexualization)
Outline of the presentation

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The bigger picture of the study, background, and ways on how ethical and trustworthiness issues are addressed.

Framework Model
The synthesized model summarizing the experiences of the Male Arab Nurses in Maternal Health through simulation

Future Directions
The significant impact of the experiences and the directions taken by the college for further development
- Cultural accommodation
- Reassessment of opportunities for male nurses
- Clarification of roles in the Muslim Nursing

- Curricular review
- Exit examination review
- Faculty teaching assignments
- Assessment of learning
- Clinical placements

- Continuous development
- Continuing education for self-enlightenment
- Career-planning and tracking
ARab Male Nurses Reinforced Education on Women’s Health (ARREWH)
Key Points

The use of simulation, as an adjunct learning strategy, has proven its effectiveness and efficiency in learning nursing, particularly maternity.

Nursing educators must gain transcultural nursing education competencies (i.e. cultural awareness, appreciation and accommodation) as to facilitate academic success and transfer of learning even in a very restricting environment.

Further investigations are needed to make sure that equity in learning is achieved especially among Arab Muslim male nursing students.
DO YOU KNOW OMAN

I hope you have known our OMANursing Students better. Shukran (Thank you)!
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