The Lived Experience of Jordanian Nursing Students in Jordan
Brenda Moore PhD, RN-BC, CNE

BACKGROUND
Approximately 40% of the students in U.S. nursing programs are culturally diverse. Yet, >80% of nursing faculty are Caucasian. Subsequently, faculty may not be prepared to support and mentor students with unfamiliar cultural priorities.
Goal: Recognize the challenges experienced by ME nursing students to inform U.S. faculty practice.

RESEARCH QUESTIONS
1. What is it like to be a Middle Eastern nursing student?
2. What are the challenges and barriers of being a nursing student?

METHODS
Qualitative-Phenomenology
Semi structured focus groups
Written narratives

PRELIMINARY RESULTS
FIVE THEMES
1. Academic dissatisfaction
2. Time
3. Nursing negativity
4. Cultural expectations and limitations
5. Fear, desire and utopia

SUB-CATEGORIES
1. Expensive and limited text book resources and inexperienced clinical faculty.
2. Lack of time to be successful, long clinical/lecture days; poor time management by students and program leadership.
3. Struggle between ideal practice by students and reality of Jordanian nursing; lack of “standards of practice”; disrespect and disregard from physicians.
4. Cultural conflict between desire for more nurses, yet lack of family support for young adults to pursue nursing; limited training in opposite gender care; cultural priority to meet the needs of husband, children and home.
5. Desire for the perceived utopia of U.S. nursing practice; fear of prejudice, harassment and rejection by patients and co-workers due to Muslim religion.

IMPLICATIONS
I. Expectation of proficient opposite gender care
II. Rigorous programs require significant time investment
III. Historical precedence for nursing among Muslim women.
IV. Working the night shift is a likely expectation
V. Nursing in the U.S.is a highly respected professional career

PARTICIPANT DEMOGRAPHICS