

Comparative Study of Medical-Surgical Nursing's Postgraduate curriculum in Iran and Ege University

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ABSTRACT

Introduction: Master of nursing curriculum in order to meet the needs of the community and increase the power of accountability in management positions and leadership is evolving. This study aimed to compare curricula of nursing medical-surgical master program in Ege University and Iran.

Methods: This descriptive-comparative study was carried out in 2016. In order to compare components of nursing medical-surgical master program curriculum in Iran and Ege University, data were collected by searching through the internet and compared using Bereday's four-stage model: description, interpretation, juxtaposition and comparison.

Results: Values and beliefs in Iranian curriculum is based on Islamic teachings and vision and mission curriculum has been determined. But these are not found in the Ege University. In addition to passing the entrance exam, Items such as skills and proficiency in English, the success rate in the undergraduate level and score an interview in the final acceptance is effective. At the Ege University, Nursing medical-surgical master program are two specialized and separate training programs which is just a training program in Iran.

Conclusion: Based on the results of this study suggest, Items such as skills and proficiency in English, the success rate in the undergraduate level and score an interview included at the Master's student admission. Also because of the extent of Medical-Surgical Nursing boundaries, this curriculum revised and if it possible is divided into distinct two highly specialized trends.

KEY WORDS: Master in Nursing, Comparative Study, Curriculum, Bereday's Model, Ege University's Curriculum

1. INTRODUCTION

Today, we observe an unprecedented urgent need for nursing and professional nursing services in international scale. As various studies have shown, the U.S is now faced with a severe shortage of expert nursing forces. This shortage has resulted in a serious gap between supply and demand (Bartels, 2005).

The first M.S program of nursing in Iran dates back to 1988. The number of such programs in the medical sciences universities of metropolitans had increased to 14 in 2004 (Nasrabadi, 2004). The M.S program of nursing in Iran is composed of 42 clinical or theoretical obligatory and optional credits presented in a two- to three-year period (Farsi, 2010, Rasolabadi, 2015). The concentration of educational centers is mainly focused on learner-based learning and roundtable discussion and promotion of managerial and leadership skills. The M.S program of nursing is mainly focused on educational credits rather than practical courses (Khomeiran and Deans, 2007). The M.S specialized fields of nursing are as follows: psycho-nursing, internal-surgical nursing, community health nursing, kids nursing, military nursing, neonatal' special care nursing, rehabilitating nursing, emergency nursing, special care nursing, and geriatric nursing (Gerard and Walker, 2003). In spite of various specialized trends, the graduates of these fields have no specific position in Clinique. However, we expect our student trainings to enables us to put into practice the theoretical knowledge we have gained in our classes (Moballeghi, 2013). The gap between what is taught in classes and the services provided are a major problem of nursing (Safari, 2009). Although nursing and nursing education face similar challenges and consequences, educational conditions and situations in each geographic region influence the unfolding problems and challenges (Elahi, 2012). As a result and due to geographical proximity and cultural similarities and regional competition, it was decided to choose one of the universities of Turkey for a comparative research.

The first M.S program of nursing in Turkey was established in 1968 (Cinar and Altun, 2010). Students applying for M.S program of nursing in Turkey need to have a bachelor's degree in nursing, pass the M.S entrance test, pass the English proficiency test and pass the general nursing knowledge test held by each one of the nursing colleges. The M.S program of nursing in Turkey includes 8 main trends: principles and skills of nursing, internal nursing, surgical nursing, obstetrics and gynecology health nursing, kids nursing, mental health nursing, community health nursing and nursing management. The educational program consists of educational and research parts presented within 4 educational semesters where the students is required to pass at least 21 credits within 2 semesters (Bahcecik and Alpar, 2009, Rahimi, 2014). Due to the complete information provided on the website of Ege University about its M.S curriculum of nursing and as it is the first university established in the historical city of Ezmir in 1955 (it is also one of the best and the fourth oldest university of Turkey), the latter university was selected

for a comparative research and it was attempted to criticize this program based upon credible criteria and compare it with Ege university in order to achieve a practical solution for the M.S program of nursing in Iran.

2. METHODOLOGY

This is a descriptive-comparative study resulting from a class project conducted in the PHD level of nursing in 2016. One of the functions and advantages of comparative studies is investigation of different countries' curricula through scientific interaction and localization of the results of these studies so that necessary steps can be taken to revise and enhance the current curricula or define a new one (Noohi, 2015). This function can be really important and effective in enhancing and improving the M.S curriculum of nursing. In this research, the required information was gathered through internet and by reviewing the educational curriculum, philosophy and purpose of M.S program of nursing in Iran and Ege University of Turkey. The information was then translated to Farsi and used for the research. Beredy pattern was used in this research. This is an absolute and abstract method of comparative researches composed of description, interpretation, proximity and comparison (fazlalizadeh, 2012). According to Beredy, the researcher needs to describe the historical phenomena of the research based upon evidence and information collected from various resources or through direct observation of others' reports and documents. The description step entails note taking and collection of enough information to study the issue in the next phase. The interpretation phase entails checking information described by researcher in the first phase. In proximity phase, the information studied in previous phases will be categorized and put next to one another and pave the way for the next phase of research, i.e. comparing the similarities and differences of the phenomenon under study. In this phase, the researcher can achieve his research hypothesis. In the final phase, the details achieved based upon differences and similarities are compared against one another and the research hypothesis is finally approved or rejected (Fazlalizadeh, 2012, Jafari, 2009, Rafati, 2015). The M.S curricula of nursing in Iran and the one presented on the Website of Ege University were studied in detail based on this pattern. The information was then presented in the form of tables for each element of the curriculum. Having organized the information, the differences and similarities were specified and proper solutions and recommendations were set forth.

3. RESULTS

The results of this study and each element of curriculum including definition and history of program, values, believes, mission and prospect, the general goals of the field, the expected abilities, the professional roles and duties of graduates, the conditions and methods of admission, the particulars and structure of program, the executive strategies of curriculum and the M.S program of nursing in Iran and Ege University of Turkey are presented in the following tables.

University	Table.1. definition and history of program
Ege	This university was established in 1955. It was the first university established in Ezmir. It has 11 colleges, 4 high schools, 8 high schools of job training, 1 music training center, 7 institutes and 23 research centers. Nursing college was among the first colleges established in 1955. It is also the first training center and the third nursing college in Turkish history. This university established the B.S program of nursing in 1955 and the M.S. program of internal and surgical nursing in 1982 (Ege-University, 2016).
Iran	The first M.S program of nursing in Iran was established in 1988. The M.S program of internal nursing was approved in the 50 th session of the high council for medical sciences planning on 26 th of February, 2013. It was assigned to universities in 5 chapters (dme, 2016).

University	Table.2. A comparison of values and believes, prospect and mission in both universities
Ege	No such a thing was observed (Ege-University, 2016).
Iran	Values and believes: human values with emphasis on Islamic teachings and preaches have been emphasized in developing this program. Prospect: within the next 10 years, this program will reach the top countries of region in terms of educational standards, research products, and provision of nursing services to people. Mission: this programs seeks to train skilled, able bodied, responsible, ethical and holistic nurses who utilize critical thinking and rely on evidence-based nursing sciences to assist patients in society, therapeutic, health and rehabilitation centers (dme, 2016).

University	Table.3. the general goals of this field in both universities
Ege	The general goal of the M.S program of nursing is to train and prepare graduates who possess practical and theoretical superiority in providing care, education and rehabilitating patients undergoing operation before, during and after operation.

	The general goal of M.S program of internal nursing is to train and educate graduates capable of assessing and interpreting scientific researches and studies in managing chronic healthcare problems of patients (Ege-University, 2016).
Iran	The general goal of M.S program of internal-surgical nursing is to train people in order to achieve creativity, genius, proficiency, self-belief, self-sufficiency and knowledge attainment (dme, 2016).

University	Table.4. the strategic goals of this field in both universities
Ege	No such a thing was observed
Iran	No such a thing was observed

University	Table.5. the expected abilities, the professional roles and duties of graduates
Ege	Nurses with an M.S degree of internal nursing or surgical nursing are required to work as clinical nurses and nursing managers in public, universities and private hospitals. They can also teach as instructors in the internal or surgical departments in nursing universities (Ege-University, 2016).
Iran	The expected capabilities, roles, and professional duties of the graduates are detailed and described in caregiving, educational, research, consultative, preventive, birth and managerial fields (dme, 2016).

University	Table.6. conditions and methods of admission
Ege	Applicants with a B.S degree will be invited for interview if they obtain the minimum admission points (55 out of 100) in the Scientometrics test held by students' selection and placement center and pass English proficiency test. It is also necessary to score at least 50 out of 100 in interview. Finally, those people who have gained at least 60 will be admitted for M.S program of nursing (Ege-University, 2016).
Iran	Possessing a bachelor's degree in nursing from domestic or foreign universities approved by Ministry of Healthcare and Medical Education and passing the entrance exam as per the provisions specified by the virtue of the amendments of this ministry (Dme, 2016)

University	Table.7. the particulars and structure of program
Ege	<p>The course includes at least 7 obligatory and optional courses with seminar and thesis that the students are required to pass. The whole course consists of at least 21 credits presented in 4 semesters and seminar and thesis have no credits. These two courses are graded (if passed). The maximum length allowed to finish a thesis is 4 educational semesters. The arrangement of courses in the M.S program of surgical nursing is presented here.</p> <p>First semester: 3 theoretical credits about nursing cares before and after operation 1, with one optional course for the second educational semester, 3 theoretical credits about nursing care before and after operation 2 and one optional course with seminar, for the third and fourth educational semester, thesis and gaining specialty in the field are provided.</p> <p>The arrangement of courses in the M.S program of internal nursing is presented here:</p> <p>First semester: 2 theoretical credits about health status examination 1, 3 theoretical credits about chronic health problems management in adults in clinical units 2, 2 theoretical and 4 practical credits about special internal nursing cares with one optional course. Second semester: 2 theoretical credits about health status examination 2, 3 theoretical credits about chronic health problems management in adults in clinical units 2 and one optional course with seminar, for the third and fourth educational semester, thesis and gaining specialty in the field are provided (Ege-University, 2016).</p>
Iran	<p>The M.S program on internal surgical nursing lasts 4 semesters and students are required to pass 32 credits. There are 28 specialized credits and 4 credits belong to the thesis.</p> <p>9.5 credits are defined for the first semester. There are 8 theoretical-practical credits and 1.5 internship courses. The students are required to spend 11 shifts in clinical units (2 nights, 5 mornings and 4 afternoons) during this semester. All the students are also required to take part in communication skills and patients' safety workshop during this semester.</p> <p>9 credits are defined for the second semester. There are 6.5 theoretical-practical credits and 2.5 internship courses. The students are required to spend 17 shifts in clinical units (4 nights, 7 mornings and 6 afternoons) during this semester. All the students are also required to take part in infection control in patients and hospitals workshop during this semester.</p> <p>As many as 7.5 credits are defined for the third semester. There are 4.5 theoretical-practical credits and 3 internship courses. The students are required to spend 21 shifts in clinical units (4 nights, 10</p>

	mornings and 7 afternoons) during this semester. All the students are also required to take part in service quality improvement and clinical government workshops during this semester. 10 credits are defined for the fourth semester. There are 6 internship credits and 4 thesis credits. The students are required to spend 25 shifts in clinical units (16 nights, 20 mornings and 16 afternoons) during this semester. All the students are also required to take part in evidence-based services workshop during this semester (dme, 2016).
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University	Table 8: strategies of curriculum
Ege	No such a thing was observed (Ege-University, 2016).
Iran	The courses are presented with a student-based approach using conferences inside units, between units, hospitals, in an interdisciplinary, interuniversity and conference manner, discussion in workshops, journal club, morning shift reports, working and educational rounds, outpatient education, operation room education and nursing practical actions room, using distance education techniques based on equipment's and simulation, participating in lower levels of education, self-learning and using other educational methods and skills as required by the goals and demands of education (dme, 2016).

DISCUSSION

The present research seeks to conduct a comparative study of the M.S program of internal-surgical nursing in Iran and Ege University of Turkey. Further analysis and study of the curriculum of both universities showed that values and believes, prospective and mission did not exist in Ege University or were not uploaded to its website. Most universities and educational programs lack a specific philosophy, mission and prospect (Adib hajbaghery, 2002). As the nursing education philosophy has specified its curriculum, it influences student admission, preparation of colleges and educational environments, professional goals, behavior with patients and society, private life and occupational growth of each student and the whole environment. Thus, the formal and written specification of mission, philosophy and values can practically guide us in education, research and making decision about the curriculum and executive methods (Adib hajbaghery, 2002, kermanshahi, 2011).

The arrangement of units and formation of curricula is also different from what is observed in Iran as the internal and surgical trends are separated from one another. Further analysis of the courses presented in Iran point to the fact that the curricula in the M.S program of internal-surgical nursing is an outcome of the curricula of both programs in Ege University. On the other hand, we arrived at the conclusion that internal-surgical nursing in Iran focuses more on Clinique compared to M.S program of surgical or internal nursing in Turkey. The former has more credits of apprenticeship and internship and various working hours in morning, afternoon and evening are defined for students every semester. This fact plays a major role in filling the gap between theory and Clinique. The existence of education workshops which the students are obliged to pass each semester is another point of strength in Iranian curriculum.

An important point of strength in Turkish M.S program of nursing is drawing the educational-professional boundaries between the two trends of M.S program of internal nursing and surgical nursing. These two majors are completely separated from one another. 21st century is an era of constant changes in performances of medical sciences fields (M. Hasanpour, 2006). Quick changes in healthcare environments causes change in academic environments for training professional people (PEPLAU, 2003). As a result, training specialized clinical nurses must be one of the long-term goals of Ministry of Healthcare and Medical Education in the field of nursing. Existence of specialized clinical nurses helps build up a common language between doctors and nurses in the field of expert activities and reduces the costs and discontent among patients. It is, therefore, recommended to separate the M.S program of internal-surgical nursing in Iran into two separate fields and to prepare two completely different curricula for them considering the current nursing conditions and need for specialized nursing services.

Nothing was found about the educational strategies of Ege University, but the educational strategies of M.S program of internal surgery nursing in Iran is thoroughly defined in Iran. The strong point of this program is its emphasis on active and learner-based learning with a clinical approach.

4. CONCLUSION

The M.S program of internal-surgical nursing is a new program developed based on the demands of society. To come up with a specialized and able handed labor force, this program is suggested to be divided into two separate programs, i.e. M.S programs of internal nursing and surgical nursing. Measures such as English proficiency, observing the average of undergraduate program, and defining an admission interview can be defined as the criteria for admission to M.S program of nursing.

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