
Effectiveness of internship program as perceived by intern nurses and its relation to their professional role at technical nursing institutes

Hanan El Shahat Abdel Wahab Ghazy¹; Rasha Ibrahim El-sayed²; Walied Mohamed Ibrahim Khoreba³; Noura Al Gharib El Diasty⁴

B.Sc. Nursing, Mansoura University¹; Assistant Professor of Nursing Administration²; Assistant Professor of Vascular Surgery³; Lecturer of Nursing Administration⁴; Faculty of Nursing, Port Said University¹; Faculty of Medicine for Boys, Al-Azhar University, New Damietta²; Faculty of Nursing, Port Said University³

ABSTRACT

Background: Nursing internship program is a system of instruction and experience coordinated within an academic setting and leading to the acquisition of the knowledge, skills, and attributes essential to the practice of professional nursing. **Aim:** examine the relationship between the effectiveness of the internship program (established via intern nurse's points of view) and intern nurse's professional role at the technical institutes of nursing. **Subjects and Method: Design:** A descriptive research design was carried out. **Setting:** The study was carried out at technical nursing institutes at Damietta and associated hospitals at Damietta governorate. **Subjects:** All nurses 147 nurse interns from the aforementioned setting who enrolled in the internship program. **Tools:** Tool I: A structured questionnaire including Part 1: intern nurse personal data. Part 2: intern nurse's evaluation of the internship program, Tool II: Six-dimensions scale of nursing performance. **Results:** 90.5% of the nurse interns were female, the mean score of internship environment was 72.0, the internship site supervisor 80.3, while internship learning experience was 78.3, a highly statistically significant relation was revealed between the internship program effectiveness and the professional role. **Conclusion:** the internship program was efficient in improving nursing intern nurses' professional role of the intern nurses at technical institutes of nursing, the professional role of the intern nurses was good, and there was a relation between the internship program effectiveness and the intern nurses' professional role. **Recommendations:** more emphasis should be given to the feedback on the intern nurses' performance, leadership, mathematical skills required for the profession.

Keywords: Intern nurse, Internship Program, Nursing, Performance, Professional Role.

INTRODUCTION

Internship is a student-focused learning experience related to ascertain academic study field. This experience constitutes the basis of knowledge application, skill development and professional socialization, where a student moves from dependent supervised practice to independent collaborative practice. In other words, internship provides students with practical experience in real-life situations which involve actual patients and incorporate some attitudes, values, and beliefs of professional practice (Safan & Ebrahim, 2018).

An internship program aims at providing students with those nursing information, skills and experience that are necessary to qualify them as highly competent nursing specialists. After completing their internship program, intern nurses can develop a number of skills, including practicing the scientific skills they have gained during their study in the nursing program, enhancing their nursing professional skills through practical application, participating in nursing care plans that sharpen their critical thinking skills, being trained to show independence in making medical decisions in their fields of specialization, dealing with such decisions in a professional and competent way, adhering to the ethics of the nursing profession, etc (AL-mahmoud, , Dorgham,&Abd el-megeed, 2013)

In addition, intern nurses receive job-related training in good teamwork of health professionals, thus enhancing their professional skills in accordance with their job description. They also get training in being accustomed to asking those with more experience for advice, communicating with their colleagues and other members of the health team, as well as with patients and their families, learning about numerous new aspects of their fields of specialization in nursing, developing their skills of reading and research, preparing themselves for the speciality programs of graduate studies in their fields of medical specialization, and involving themselves in a kind of effective participation in community and society service through spreading health awareness among its members(Stephen , Hernandez, Marisa , Francis& Donna, 2020).

Internship provides students many opportunities to apply what they have learnt in classrooms into real-world situations (Fisher, 2017), so it plays a critical role in cultivating students' professional success. In general, internships have related learning outcomes and required academic assignments. An internship program is viewed as an effective approach to equip university students with preliminary job knowledge and experience. In brief, internships become a means of empowerment and independence

(Sides & Mrvica, 2017).

Effectiveness of the internship program depends on program planning, structuring, and management. It should be a period of supervision for the program to be a fulfilling and purposeful experience for the nurse interns, mentors, supervisors, employers so that it can, in the long term, contribute to the advancement of the nursing profession with its ultimate goal of improving patient health outcomes (Maertz, Stoeberl, & Marks, 2014).

Nursing is a profession that has its own defining characteristics. A profession, generally speaking, is characterized by the use of standardized knowledge that has three components: (1) action that is taken based on underlying basic knowledge or discipline, (2) practical knowledge to solve every day's problems, and (3) the knowledge based on skills and attitudes to serve the clients. The characteristics of the nursing profession include a strong commitment, a long-term and regular education, a special body of knowledge, skills, ethics, and values, an autonomous power for standard service and the existence of professional associations (Galeshi, & Taimoory, 2019).

The word 'professional' is related to a profession or an occupation and it implies being skilled and experienced. Some synonyms for the word 'professional', as dictionaries of thesaurus list, include 'qualified', 'trained', and 'skilled' Being a professional means being a person claiming to have expertise in a specific skill or knowledge. Professionals are the people who have to adapt to a particular job and have basic and higher education, high intellectual level in performance, sense of responsibility, expertise-based scientific knowledge, interest to develop learning, and self-direction (Masters, 2021).

The internship program aims to determine and enhance the nursing professionals' role and responsibilities in contemporary health care practice that is based upon legal and ethical principles, regulatory guidelines, and professional standards. Moreover, nursing leadership at the bedside makes use of the skills of critical thinking, clinical reasoning and decision-making. It also utilizes the basic concepts of time management, prioritization of patient care, information literacy, information technology, and teamwork and collaboration (Stack, 2017).

The present study explores and measures the nursing professional role by using a six-dimension (6-D) scale composed of six subscales that measure nursing

performance within the dimensions of leadership (L), critical care (CC), teaching/collaboration (TC), planning/evaluation (PE), interpersonal relations/communication (IPR), and professional development (PD). The 6-D scale and subscale values are expressed on a scale from 0 to 4 with higher ranks denoting better performance (Schwirian, 1979).

The present study assesses the effectiveness of the internship program on the professional role of nurse interns through assessing the effectiveness of the internship program of the technical nursing institutes, determining the level of the professional role of the nurse intern students and finding out the relationship between perceived effectiveness of the internship program and intern nurse's professional role at the technical nursing institutes.

Significance of the study

Student curricula at the technical nursing institutes are designated to include the development of clinical skills, scientific knowledge, decision-making skills, and humanistic skills which are vital to the effective delivery of patient care. Besides, nearly 50% of the nursing education is spent in the clinical field with a view to achieving measurable changes in students' competencies (Silva, 2013).

Moreover, technical nursing institutes' students are provided with an internship programs. Recent surveys have shown that as many as 77% of students completed their internship before graduating. Despite the rise in the prevalence of internships in the educational system, very little research has been conducted on this topic (Coco & Vault, 2018). Damron (2017) recommended rethinking the skills that can be effectively taught in the classroom versus those skills developed during on-the-job training. The functional nature of the nursing profession has led to efforts by the researchers for changing and improving clinical training (Mahmoud & Omar, 2018).

This study is intended to help to fill in some of the existing gaps of knowledge concerning the effectiveness of the internship program on the nurse intern's professional role.

AIMS OF THE STUDY

The present study aims to assess the effectiveness of the internship program as perceived by intern nurses and its relation to their professional role at technical nursing institutes.

The objectives of the study can be summarized as follows:

- To assess the effectiveness of the internship program as perceived by technical institutes intern nurses.
- To determine the level of the professional role of the intern nurses.
- To find out the relationship between the perceived effectiveness of the internship program and the intern nurse's professional role at technical nursing institutes.

Research questions

To fulfil the aim of the study, three research questions are formulated:

- Is the internship program effective from the perspective perceived by technical institutes' intern nurses?
- What is the level of the professional role of the intern nurses?
- Is there a relationship between the perceived effectiveness of the internship program and the intern nurse's professional role at technical nursing institutes?

SUBJECTS AND METHOD**Research design**

A correlational descriptive research design was utilized in this study.

Study Setting

The study was conducted at the technical nursing institutes and associated hospitals at Damietta governorate; namely: Al-Azhar technical nursing institute, Health insurance technical nursing institute, and Damietta technical nursing institute, which are located in Damietta governorate, Egypt.

Study Subjects

The target population consisted of all nurse interns from the aforementioned setting who enrolled in the internship program during the period from September 2018 to May 2019 (n=147).

Tool of data collection:

Two tools of data collection were utilized in the study.

Tool I: A structured questionnaire to assess the effectiveness of the internship program. This tool included two parts:

Part 1: Assessment of the personal and occupational characteristics of the intern nurses included in terms of age, gender, education level, marital status, clinical area of experience, departments of training and trust in nursing care provided based on the number of patients.

Part 2: A questionnaire to assess internship effectiveness through evaluating internship environment, site supervisor, and learning experience. This tool was developed by (Michael, 2007)

Scoring system:

Responses were measured using a 5-point ranged form where 5 = excellent, 4 = good, 3 = fair, 2 = unsatisfactory, and 1= very unsatisfactory. The score of the items of each subscale was summed up and the total was divided by the numbers of the items to give a mean score for the subscale. These scores were also converted into percent scores and means and standard deviations. Effectiveness is considered Excellent if the score is equal to or more than (85 %≤), Good if it is between (75 %< 85%), Fair if between 60% -75%, and unsatisfactory if between (50 %<60%), very unsatisfactory if less than (50%<) (Cf. Soliman 2015; Mapp, Davis & Krowchuk, 2013).

Tool II: A six-dimensional scale of nursing performance to assess the intern nurse's professional role.

The professional role level was measured by the six-dimension scale of nursing performance (SDNP). It was originally developed by Schwirian (1978). It consists of a reliable and validated questionnaire that could be easily used in the Arabic language. The tool was translated into Arabic and retranslated into English by some English experts. It consisted of 52 items grouped into six main dimensions as follows:

1. Leadership (five items)
2. Critical care (seven items)
3. Teaching/collaboration (eleven items)
4. Planning/evaluation (seven items)
5. Interpersonal relations /communication (twelve items)
6. Professional development (ten items).

Scoring system:

There were two columns, column (A) and column (B). Column (A) consists of 42 items and it is designated to assess the frequency of job performance. Meanwhile, column (B) consists of 52 items and is used to assess the quality of job performance.

The frequency of job performance was rated as 1=not expected in this job, 2 =never or seldom, 3=occasionally and 4 =frequently. Meanwhile, the quality of performing the nursing activities was rated as 1=poor, 2= fair, 3= good and 4=excellent.

However, the items in professional development were assessed for quality only. The total scores were calculated according to the average of the items per sub-scale. Professional role is considered excellent if the score is equal to or more than (85%≤), good if between (75%<85%), fair if between (60% -75%), and poor if less than (60%) (Soliman 2015; Mapp, Davis& Krowchuk, 2013; Hassan, Jeffree, Ghazi & Al abed, 2018).

Pilot Study:

After the experts had reviewed and approved the questionnaire, a pilot study was carried out on 15 intern nurses before the actual collection of data and they were excluded from the entire sample of research work. The pilot study aimed to assess the clarity and applicability of the research tools and to define the challenges and problems that could occur during the collection of data. It also helped to estimate the time needed for filling in the questionnaire. Modifications, clarifications, omissions, and rearrangement of certain questions are conducted depending on the outcomes of the pilot analysis.

Fieldwork description:

The field study was conducted at the end of the program from September 2018 to May 2019. The researcher visited Al-Azhar university hospital, general Damietta hospital and speciality Damietta hospital two days weekly to collect the data through interviewing the study sample. The questionnaire sheet was given to intern nurses individually in the workplace. The interview time ranged from twenty to forty minutes.

ADMINISTRATIVE DESIGN:

An official letter explaining the aim of the study was issued by the Dean of the Faculty of Nursing, Port Said University to be submitted to the training and school sector and Al-Azhar University at Damietta to obtain their permission to conduct the study. The director of each setting was contacted and informed and their permissions were obtained. Besides, agreement to participate in the current study were taken from intern nurses themselves after explaining the aim of the study for every one of them.

ETHICAL CONSIDERATIONS:

The ethical research consideration during this study included the following:

- The study protocol was approved by the scientific ethical research committee at the Faculty of Nursing, Port Said University.
- The studied intern nurses were informed that their participation is voluntary and they have the right of withdrawing from the study at any time.
- The aim of the study was explained to each participant to be familiar with the importance of his/her participation.
- A brief explanation of the study aim was given to assure the participants that the information obtained will be confidential and used only for the study.

STATISTICAL DESIGN:

Data were presented using descriptive statistics in the form of numbers and percentages for qualitative variables. Means and standard deviation and range are used for quantitative variables. The correlation between internship effectiveness and professional role variables scores was analyzed by the correlation coefficient (r) test. The relation between the level of the total score of internship effectiveness and professional role among the studied intern nurses and the relationship between the total score of the two variables and their characteristics was analyzed by Chi-square test. Statistical significance was considered at a p-value <0.05.

RESULTS:

Table (1): The study involved 147 intern nurses whose age ranged between 19 and 21 years, Mean \pm SD 19.6 ± 0.7 as shown in Table 1. The great majority were females (90.5%), 55.8% of the studied intern nurses were from rural areas and (70.7%) of them were single. Furthermore, (38.8%) of the intern nurses were referred to the Al-Azhar institute of nursing and (34.7%) of them were referred to the insurance institute of nursing. Besides, about (38.8%) of the intern nurses had trained at Al-Azhar hospital, and (25.9%) of them had trained at the insurance hospital.

Table (2): It clarifies the intern nurses' evaluation of internship program effectiveness. The table shows that the total mean score of intern nurses' evaluation of internship program effectiveness was good (77.2 ± 11.9). It also reveals that the highest mean scores were for site supervisor (80.3 ± 14.3), while the lowest score was the internship environment (72.0 ± 14.7).

Concerning the intern nurses' evaluation of the internship environment, they

responded that the safety of the training environment was good (52.4%). Meanwhile, (17.7%) of the intern nurses reported that resources needed to perform nursing activities were not available.

Regarding the intern nurses' evaluation of the internship site supervisor, it can be noticed that (52.4%) of the intern nurses reported that the internship site supervisor was excellent in providing a clear description. On the other hand, only (7.5%) of the intern nurses reported that the site supervisor gave poor support.

Concerning the intern nurses' evaluation of internship learning experience, (64.6%) of the intern nurses reported that it was excellent preparation for work-life. Meanwhile, (12.9%) of the intern nurses reported that the opportunity for improving capabilities was poor.

Table (3): It shows distribution of the percentage scores of the frequency of six-dimension scale of intern nurses' performance. It also revealed that the interpersonal relationship/communication skills dimension had the highest percentage score of frequency (60%), followed by planning/evaluation skills (54.5%). Conversely, critical care was infrequently done and it has the lowest score (14.9%).

Table (4): It represents the percentage scores of the quality of the six-dimensional of intern nurses' performance. It shows that the highest mean scores for the six-dimensional of intern nurses' performance were for the dimension of professional development (Mean \pm SD: 85.3 \pm 12.1), while the lowest mean scores were for the dimension of Leadership (Mean \pm SD: 75.4 \pm 12.8). Overall, the general mean scores of the intern nurses' performance (mean \pm SD: 80.2 \pm 10.1) revealed that the intern nurses had a good performance.

Table (5): It illustrates the co-relation between the intern nurses' performance and their evaluation of internship effectiveness. Results of the table show that there was a statistically significant relationship between the internship program effectiveness as perceived by intern nurses and their professional role except for critical care and planning/evaluation ($p = 0.274$, and $p = 0.230$ respectively). Furthermore, there was a negative significant correlation between critical care and the internship environment ($r = -0.009$). Besides, there was a negative significant correlation between the learning experience and planning/evaluation ($r = -0.003$).

Table (1): personal characteristics of intern nurses nurse interns (n = 147):

Socio-demographic characteristics of the intern nurses		(n = 147)	
Characteristics		No.	%
Age (years)	19 years	76	51.7
	20 years	54	36.7
	21 years or more	17	11.6
	Min-Max, Mean \pm SD	19.0-22.0	19.6 \pm 0.7
Gender	Male	14	9.5
	Female	133	90.5
Residence	Urban	65	44.2
	Rural	82	55.8
Marital status	Single	104	70.7
	Married	39	26.5
Technical institute of nursing of the study	Al-Azhar technical institute of nursing	57	38.8
	Damietta technical institute of nursing	39	26.5
	Insurance technical institute of nursing	51	34.7
Hospitals of training	Al-Azhar university hospital	57	38.8
	Damietta general hospital	32	21.8
	Damietta speciality hospital	20	13.6
	Damietta insurance hospital	38	25.9

Table (2): Intern nurses' evaluation of internship effectiveness (environment, supervisor, and learning experience) (n=147):

Intern nurses' evaluation of internship environment	Excellent		Good		Fair		Poor		
	No	%	No	%	No	%	No	%	
Training environment is safe	47	32.0	77	52.4	15	10.2	8	5.4	
Instructions were given before the training	47	32.0	64	43.5	26	17.7	10	6.8	
Resources are available	19	12.9	50	34.0	52	35.4	26	17.7	
Colleagues are cooperative	37	25.2	75	51.0	31	21.1	4	2.7	
Score (%): Min-Max, Mean \pm SD		25.0 - 100.0 72.0 \pm 14.7							
Intern nurses' evaluation of internship supervisor									
Provides clear description	77	52.4	55	37.4	10	6.8	5	3.4	
Gives feedback about progress	49	33.3	63	42.9	26	17.7	9	6.1	
Exerts efforts to provide good quality training	76	51.7	43	29.3	24	16.3	4	2.7	
Assigns responsibilities that suit learners capabilities	71	48.3	52	35.4	15	10.2	9	6.1	
Supervisor is supportive	56	38.1	58	39.5	22	15.0	11	7.5	
Score (%): Min-Max, Mean \pm SD		25.0 - 100.0 80.3 \pm 14.3							
Intern nurses' evaluation of internship learning experience									
Links academic study with practical field	65	44.2	51	34.7	21	14.3	10	6.8	
Opportunity for improving communication skills	70	47.6	52	35.4	20	13.6	5	3.4	
Opportunity for improving creativity	49	33.3	46	31.3	35	23.8	17	11.6	
Opportunity for improving capabilities	40	27.2	59	40.1	29	19.7	19	12.9	
It is a preparation for work life	95	64.6	39	26.5	11	7.5	2	1.4	
Score (%): Min-Max, Mean \pm SD		25.0 - 100.0 78.3 \pm 15.7							
*Total score (%)		25.0 -100.0 77.2 \pm 11.9							
		37	25.2	57	38.8	44	29.9	9	06.1

Table (3): Distribution of the percentage scores of the frequency of six-dimension scale of intern nurses' performance:

Six-dimensions of nursing performance frequency	Unexpected %	Infrequent %	Sometimes %	Frequent %
Leadership	3.5	13	40	43.5
Critical care	2.7	14.9	41	41.4
Collaboration/teaching	3	14.4	41	41.6
Planning/evaluation	1.3	6.2	38	54.5
IPR/communication skills	1	5.5	33.5	60

Table (4): quality of six-dimension scale of intern nurses 'performance(n=147).

Six- dimension scale of performance	(n=147)									
	Min - Max	Mean \pm SD	Poor		Fair		Good		Excellent	
			No.	%	No.	%	No.	%	No.	%
Leadership	35.0-100.0	75.4 \pm 12.8	14	9.5	44	29.9	40	27.2	49	33.4
Critical care	46.4-100.0	76.3 \pm 12.7	13	8.8	43	29.3	47	32	44	29.9
Collaboration/teaching	40.9-100.0	76.3 \pm 13.9	22	15	33	22.4	57	38.8	35	23.8
Planning/evaluation	35.7-100.0	82.8 \pm 13.0	10	6.8	19	12.9	41	27.9	77	52.4
IPR/communication skills	45.8-100.0	84.2 \pm 11.8	8	5.4	15	10.2	35	23.8	89	60.6
Professional development	55.0-100.0	85.3 \pm 12.1	7	4.8	10	6.8	39	26.5	91	61.9
Total score	54.8-100.0	80.2\pm10.1	7	4.8	33	22.4	52	35.4	55	37.4
Poor (<60%)	Fair (60%-<75%)		good (75%-<85%)				Excellent (85%\leq)			

Table (5): Co-relation between the intern nurses' performance and their evaluation of internship effectiveness (n=147).

Six- dimension scale of nursing performance	Intern nurses Evaluation of Internship							
	Internship environment		Supervisor		Learning experience		Total score	
	R	P	r	P	r	P	R	P
Leadership	0.143	0.085	0.233	0.005 *	0.12 0	0.14 9	0.20 6	0.012*
Critical care	-0.009	0.912	0.184	0.026 *	0.03 3	0.69 3	0.09 1	0.274
Collaboration/ teaching	0.217	0.008*	0.209	0.011 *	0.08 6	0.29 9	0.20 6	0.012*
Planning/evaluati on	0.052	0.532	0.194	0.019 *	- 0.00 3	0.97 1	0.10 0	0.230
IPR/communicati on skills	0.305	<0.000 1*	0.282	0.001 *	0.10 4	0.20 8	0.27 7	0.001*
Professional development	0.242	0.003*	0.266	0.001 *	0.12 8	0.12 2	0.25 9	0.002*
Total score	0.227	0.002	0.292	0.000 1*	0.10 3	0.21 6	0.25 3	0.002*
r: Pearson correlation coefficient				*significant at P≤0.05				

DISCUSSION:

The internship is the process of training the graduate intern nurses under the direction and supervision of their respective educational institution and training site, through which the intern nurse learns to provide direct patient care, gains hands-on experience, and enhances assessment skills. Successful internship programs should be those during which teaching and learning are provided to assist the intern nurse make the transition from novice to advanced beginner who can demonstrate acceptable performance and cope in real situations (Alhajjar & Abdullah, 2019).

According to the findings of the present study, the majority of the participants was 19-year-old, single, females, and came from rural regions. This finding is attributed to the fact that all the technical nursing schools were for females except one

class only for males and this is due to governmental regulation.

The present study findings indicated that the total score of the internship program effectiveness was good as perceived by the intern nurses. Moreover, the intern nurses reported that the internship environment, internship site supervisor, and internship learning experience were good. This finding is in agreement with that of Tindowen, Bangi & Parallag (2019) that provided a pre-service evaluation of the intern nurses' internship program and concluded that a good internship program is useful to experience the importance of practice and to develop both hard and soft skills needed in the nursing profession.

The present study findings demonstrated that more than half of the intern nurses reported that the internship environment was safe. This refers to the firm application of hospital policy of infection control measures and effective incident reports. These findings are in agreement with a study conducted by Ibrahim, Cynthia and Elizer (2014), and Mohammed and Ahmed (2020) in Saudi Arabia who found that the highest weighted mean value for internship training as perceived by the study sample was for environmental safety and they concluded that the majority of the study sample expressed having a positive view for improvement and excellent educational area and considered their training area as an excellent media for their internship.

Moreover, the present study finding revealed that the colleagues were cooperative. The participants considered their supervisors as a role model since those supervisors offered their help at any time, explained any procedure steps before performing and gave instructions about training. They were as a teacher model. These findings disagreed with Sarah and Zehr (2020) who found that colleges in the internship period did not cooperate and interns have a limited engagement with the hospital.

At the other extreme, the present study findings revealed that 17% of the intern nurses reported that the resources were not available in the internship environment because the hospital did not have the resources required for performing the nursing procedures. This put limits on the application of nursing activities through providing intern nurses with the resources that help them apply what they learned during the internship program. This finding is in agreement with Robinson (2018) and Mauhay (2016) who revealed that facilities and resources needed for the intern nurses training were low and suggested providing facilities and materials needed for a holistic experience.

In light of the study findings, the intern nurses reported that the internship site supervisors were excellent in providing interns with a transparent description and feedback on their progress. This refers to the fact that the intern nurses were supported well by work supervisors in the hospital and that different supervising instructors always ensured that feedbacking must be done regularly. This may be due to the high level of knowledge and high education level of internship site supervisors.

This finding is in agreement with Tindowen, Bangi & Parallag (2019), Brown (2016), Wai, Jane & Lung (2020) and Sarah and Korte (2019) who stressed that intern nurses were provided with hands-on opportunities to know their strengths and weaknesses in the teaching and learning process in which supervisors gave them assistance, constructive criticisms, feedbacking, etc. and served as a role model in the chosen field.

Regarding the learning experience, the intern nurses perceived that the internship program was very good for work-life preparation. This is due to the fact that the internship program gives the intern nurses the chance to perform nursing activities under supervision without legal accountability.

As far as the quality of the intern nurses' performance is concerned, there was an interesting finding a notable rise in the professional development dimension, while there was a deficient performance for the leadership dimension. This can be attributed to the fact that leadership had not received the appropriate training and was not well understood theoretically. This may be as a result of a governmental education system that depends on traditional teaching methods that make students mere passive participants. So, the interns used to be dependent in a way that negatively affects the intern nurse leadership skills.

In examining the co-relation between the intern nurses' professional role and their evaluation of internship effectiveness, the present study findings revealed a statistically significant relationship between the internship program effectiveness and their professional role as perceived by intern nurses except for critical care and planning/evaluation. This could be accounted for by referring to the fact that critical care and planning/evaluation are more advanced skills that nursing supervisors do not always give intern nurses the chance to perform such skills. Furthermore, this finding revealed that there was a lack of training in the critical care area in the hospital and that increased internship effectiveness is associated with a higher level of the professional role.

In a similar vein, the present study findings revealed a negative significant correlation between critical care and internship environment. This may be due to lack of sterile supplies needed for performing nursing care activities and lack of adequate help, assistance, instructions, and advice given by supervisors and tutors because of work overload and shortage of nursing staff.

Similarly, there was a negative significant correlation between the learning experience and planning /evaluation. This reflects a lack of training of the students on the application of the nursing care plan during education courses.

CONCLUSION:

Based on the findings of the present study, it can be concluded that the above-mentioned findings have proved and reinforced the research aims and objectives and have answered the research questions.

The internship program is effective since internship period improves intern nurses' professional role. This has been observed in improved intern nurses' clinical nursing performance after completing the training program. The professional role of the intern nurses is good and there is a significant relationship between the internship program and the intern nurses' professional role

RECOMMENDATIONS:

Based on its findings, the present study comes up with the following recommendations.

1. Providing continuous nursing education to upgrade the knowledge concerning nursing care plan, critical care, and leadership skills to increase the opportunity for improving intern nurses' capabilities.
2. Close supervision and monitoring is necessary to ensure proper application of the nursing skills.
3. Supplies and equipment necessary for care patients should be provided to intern nurses by the health institution to enable them to perform what they learned.
4. Shortage of nurses and increasing nursing work overload should be solved for the proper application of nursing skills.

5. More emphasis should be given to the feedback on the intern nurses' performance and the intern nurses' opinion about their progress should be considered to determine the strengths and weakness of the program.
6. Future research is suggested to assess the effectiveness of the internship program on the intern nurses.

REFERENCES

AL-mahmoud, S.A., Dorgham,S.R.,Abd El-megeed,M.I(2013).Relationship between nurse interns' satisfaction regarding internship program and clinical competence.*Medical Journal of Cairo University*,81(2).

Coco, M. S.A.M. (2020). Internships, a try before you buy arrangement. *Advanced Management Journal*, 65(2), 41-43.

Coke, L. A. (2019). Effects of Nurse Extern Programs on Intern Nurses Performance. *Masters Theses*. 142.<http://scholarworks.gvsu.edu/theses/142>.

Damron, K. K. (2017). A Qualitative Study of the Association between Internship Activities and Development of Soft Skills for Accounting Interns. *Retrieved from ProQuest LLC*, Available online at www.sciencedirect.com. 116.

Galeshi, R., & Taimoory, H. R. (2019). Online Education: Influencing Teachers' Perception of Professionalism. *International Journal of Online Pedagogy and Course Design (IJOPCD)*, 9(4), 1-17.

Govender, S., Brysiewicz P. & Bhengu, B. (2015), 'Perceptions of newly qualified nurses performing compulsory community service in KwaZulu-Natal', *Curations* 38(1), <http://dx.doi.org/10.4102/curations.v38i1>. Grand Valley State University ScholarWorks@GVSU *Grand Valley State University*.

Hassan. M.R., Ahmad.N., Mahat. N.A., Jeffree. M.S., Ghazi.H. F and Al-abed. A.A.A.(2018). Factors associated with job performance among nurses in a tertiary hospital. *Malaysian Journal of Public Health Medicine* .1(18), 46-54

Ibrahim, A., Dimabayao, Cynthia G., & Elizer R.C. (2014). Competencies of Nursing Interns at King Fahd Central Hospital. *Journal of Nursing and Health Science*,3(2). PP 34-44. www.iosrjournals.org. GIZAN, Kingdom of Saudi Arabia.

Internship Center Messiah College Grantham, PA 17027. Technology Council of Central Pennsylvania. (mtrue@messiah.edu) www.tccp.org. Second Edition

Jackson, J.D. (2020). *Evaluation of the Role of Self-Efficacy as a Retention Strategy in the Implementation of a Nurse Residency Program*. Abilene Christian University. Digital Commons @ ACU, Electronic Theses and Dissertations. P205.jdj05n@acu.edu

True, M., & Director, I. C. (2008). Starting and maintaining a quality internship program. Retrieved from the Messiah College Web site: <https://www-rohan.sdsu.edu/~gsph/fieldpractice/sites/starting-maintaining-quality-internship-program.pdf>.

[Mohammed](#), B.M.A., [Ahmed](#), W.A.M.,(2020). Evaluation of nurse interns' satisfaction and hospital as an educational environment in a nursing internship training program, Saudi Arabia. *Saudi journal for health science*,1(9). DOI: 10.4103/sjhs.sjhs_151_19.

Nicolette, A. U., Oducado, R.M.F. (2020). Perceived Competence and Transition Experience of New Graduate Filipino Nurses. *Journal of Keperawatan Indonesia*, 23 (1), P48–63 © JKI 2020 DOI: 10.7454/jki. v23i1.1071. E-mail: rmoducado@wvsu.edu.ph

Maertz, P. J., Stoeberl, C., & Marks, J. A.P. (2014). Building successful internships: lessons from the research for interns, schools, and employers. *Career Development International*, 19(1), 123-142.

Masters, K.(2021).Role development in professional nursing practice, fifth edition.

Ramadan, E. N, Abdel-Sattar, S.A. L., Abozeid, A.M., El Sayed, H.A.E. (2020). The Effect of Emotional Intelligence Program on Nursing Intern nurses' Clinical Performance during Community Health Nursing Practical Training. *American Journal of Nursing Research*, 8(3), 361-371 Available online at <http://pubs.sciepub.com/ajnr/8/3/6> Published by Science and Education Publishing DOI:10.12691/ajnr-8-3-6

Safan,S.M.,& Ebrahim,R.M.R,(2018). Problems and Obstacles Facing Nursing Interns and Its Relation to Their Performance At Clinical Setting: A

Comparative Study. *American Journal of Nursing Science*, Vol. 7, No. 6, 2018, pp. 304-313. DOI: 10.11648/j.ajns.20180706.24

Schwirian, P. (1978). Evaluating the performance of nurses: A Multi-Dimensional Approach. *Nursing Research*, 27 (11),347-351.

Silva, P., Lopes, B., Costa, M., Melo, A., Dias, P., Brito, E., & Seabra, D. (2018). The million-dollar question: can internships boost employment? *Studies in Higher Education*, 43(1), 2-21. DOI: 10.1080/03075079.2016.1144181

Stack, K.& Fede, J. (2017). Internships as a Pedagogical Approach to Soft-Skill Development. *National Association of Colleges and Employers Journal*, 24 (11), 117- 125.

Stephen, M., Dittmann G., Townsend S., Andrew J. E., Carol S. D., & David S. Y. (2017). Social Class and Models of Competence: How Gateway Institutions Disadvantage Working-Class Americans and How to Intervene. *Handbook of Competence and Motivation Theory and Application*, (2nd ed.). New York: Guilford Press in A. J. Elliot,20 (3), 193-202.

Stephen H.A., Hernandez, Marisa A. Francis, & Donna Winn, (2020).Employment and Retention of Nurses Who Completed an Internship and Residency Program.*Continuing Education in Nursing*, 51(11):504–508.Published Online:February 26, 2021<https://doi.org/10.3928/00220124-20201014-06>

Williams, T., Daniel, K., Pryce, Clark, T. & Wilfong, H. (2020) The Benefits of Criminal Justice Internships at a Historically Black University: An Analysis of Site Supervisors' Evaluations of Interns' Professional Development, *Journal of Criminal Justice Education*, 31:1, 124-140, DOI: [10.1080/10511253.2019.1671468](https://doi.org/10.1080/10511253.2019.1671468)

Zehr, S.M. and Korte, R. (2020), Intern nurses internship experiences: learning about the workplace. *Journal of education & training*, 62(3), pp. 311-324. <https://doi.org/10.1108/ET-11-2018-0236>

فاعلية برنامج الامتياز على الدور المهني لمرضى الامتياز بالمعاهد الفنية للتمريض**الخلاصة**

يعتبر برنامج الامتياز في المعاهد الفنية للتمريض نظام تعليمي ضمن إطار أكاديمي يهدف إلى اكساب الطلاب المعرفة والمهارات والسمات الأساسية لممارسة مهنة التمريض وهو الفترة الأكثر أهمية في حياة الخريجين المهنية. وقد أجريت هذه الدراسة بهدف تقييم فاعلية برنامج الامتياز على الدور المهني لمرضى الامتياز في المعاهد الفنية للتمريض. وقد تم استخدام منهج وصفي لإجراء الدراسة بثلاث معاهد فنية للتمريض بمحافظة دمياط على 147 طالب امتياز. وقد استخدمت في هذه الدراسة استمارتين: الأولى استمارة استبيان لتقييم فاعلية برنامج الامتياز أما الاستمارة الثانية فهي مقياس سداسي الأبعاد لقياس أداء طلاب الامتياز. وقد أظهرت نتائج الدراسة أن 89.8% من طلاب الامتياز كانوا شغوفين بمهنة التمريض، وأن 93.2% منهم كانوا واثقين جداً من قدرتهم على الاعتماد على أنفسهم في رعاية المرضى. وقد أظهرت نتائج الدراسة أن تقييم الطالب لبيئة التدريب كان جيداً، وأن تقييم المشرف كان ممتازاً، وأن هناك فروقا ذات دلالة إحصائية بين تقييم فاعلية الامتياز ومقياس الأبعاد الستة لأداء الطلاب. وقد توصلت الدراسة إلى أن برنامج الامتياز فعال ويساعد ممرضى الامتياز على اكتساب المهارات اللازمة لممارسة المهنة، وأن الدور المهني لدى ممرضى الامتياز جيد وأنه توجد علاقة بين فاعلية برنامج الامتياز والدور المهني لمرضى الامتياز. وتوصي الدراسة بالتركيز بشكل أكبر على التغذية الراجعة على أداء الطلاب ورأي الطالب حولها وضرورة النظر في تقديمهم لتحديد نقاط القوة والضعف في البرنامج، والتركيز على تنفيذ خطة الرعاية التمريضية أثناء الدراسة وعقد ورش عمل ودورات تدريبية عن مهارة القيادة والعمليات الحسابية المرتبطة بمجال التمريض.

الكلمات المرشدة: الامتياز، التمريض، الدور المهني، الفعالي