

## Effectiveness of an Educational Program Regarding Nursing Process on Acquiring Advanced Skills among Internship Nursing Students

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### Abstract

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**Background:** Nursing process is a deliberate problem solving approach for meeting client's health care needs has been important to nursing practice for a long time. **Aim:** To evaluate the effect of applying an educational Program regarding nursing process on Acquiring Advanced skills among internship nurse's students. **Subject and methods :** Quasi-experimental research design carried out on 69 purposive sample of internship student nurses in 2017-2018 internship year collected by using two validated reliable adopted tool from Qanowe , 2004 , the first tool contains sociodemographic data sheet related to internship students age , gender , department , hospitals , the second tool related to student's assessment skills sheet it contains 12 parts divided into 4 main parts related to personal & professional qualifications followed by 6 parted related to nursing process and 2 parts related to personal skills and abilities with totally 83 items. **Results** reflected that there are a statistically level of knowledge among the internship nursing students regarding steps of nursing processes after the educational program implementation compared with unsatisfactory level before educational program implementation. Also, there is an improvement of internship nursing students for nursing processes post of educational program implementation whereas the mean of total knowledge scores level before the program compared to after program implementation with a highly statistically significant difference. There was a strong positive correlation found among internship student nurses between leadership and management skills, learning and education , communication , security and safety, other skills and different steps of nursing processes with a highly statistically significant difference at post -implementation of educational program compared to pre- program implementation . **Conclusion & recommendations:** Based on study results the implementation of an educational program for internship nursing students on nursing process and its application benefits showed a remarkable increase and improvement of the internship students nurse 's satisfactory level of professionalism and personal qualifications and acquiring the ultimate positive and noticeable improvement in the nurse's advanced acquired skills towards Profession and personal attitude , learning , management and leadership , communication , security and safety , and other professional skills as computer using , critical thinking , problem solving .There are an obvious needs for routinely refreshment program on nursing processes offered on simple media to internship nursing students to minimize work hazards. Efforts should be carried out to design and implement interventions that suit the hospital rules and policies regarding application of nursing processes.

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**Keywords:** Effectiveness, educational Program, nursing Process, Acquiring Advanced Skills, internship students.

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## Introduction

Nursing interns are baccalaureate nursing students who start the role transition from senior student to professional nurse through an internship training program. One of the mechanisms considered and implemented to support new graduate nurses in the work place is internship program which is accessible by most hospitals in various format. Transition from student to skilled nurse is a stressful experience due to the increase in the newly graduated nurse responsibility and accountability. Transition is a period of learning, adjustment and socialization, when the nurse applies, consolidates and increases their existing knowledge, gaining competence (knowledge, skills and attitude) that is applicable to the nursing practice of the clinical situation or patient population in which they are expected to perform. (*Aldeeb et al, 2016*)

Based on *National Association of Colleges and Employers, 2011* internship is defined as a form of empirical learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the occasion to expand valuable applied experience and make associates in professional fields they are allowing for profession paths; and give employers the opportunity to guide and evaluate attitude. (*Hora et al, 2017*)

Internship is a trial, which is done in order to attain work experience. It could also be training within a determined trial period, which is done in order to find out whether a specialist fulfills definite requirements for a particular job. Internship is a form of professional development and it includes studying process for the employee while working. Duration of the internship is determined depending on the purpose and business need. Nowadays it's also possible to do such professional trainings overseas. (*Gavrilina , 2013*)

Today's clinical nursing environment is more difficult than ever before. As a rapidly advancing profession, nursing demands higher cognitive skills from nurses. Critical creative thinking and clinical decision is viewed as essential skills for every health professional .In recent years, clinical judgments in nursing has become synonymous with the nursing process model of practice viewed as a problem solving action. The nursing process has dominated nursing education since the 1960's as theorists tried to link their theories with the clinical judgments process and to bond nursing theory with clinical performance. (*Van Graan et al, 2016*)

The nursing process is one of the most misunderstood nursing theories and yet one of the most useful as well as practical. Many students struggle with this theory. It takes for students and new nurses to get the hung of this process, and many fight it every step of the way , until one daylightcorm begins to burn brightly. (*Salwenje, 2017*)

Nursing process is a conscious problem solving approach for meeting client's health care needs.(*Ahmadi et al, 2011*) . The nursing process has been important to nursing practice for a long time. The nursing process has been used as a problem-solving activity to think about a plan of care as the foundation for professional practice in everyday nursing practice. The nursing process may describe a nursing care plan that provides students with a learning experience that helps them practice critical thinking and decision making skills. The nursing process is seen as a decision making approach that promotes critical thinking in nursing. This process consists of five phases namely: assessment, diagnosis, planning, implementation and evaluation. (*Yildirim&Özkahraman , 2011*)

The internship is a critical stage, while the nursing students are new and they are as obvious materials. It is actual chance that enables students be relevant to their insight and present reality. When nurse interns had the abilities to appraise themselves and management, they are named as professionals" who achieve the confidence and value of the society. Nursing is a profession existing as a community service from the earliest history that has originated from the wish of making humans healthy and comfortable, taking care of ill people and evoking the feeling that the patient is safe. The nursing profession demands individual to be self-directed, responsible, accountable, and behave in a professional style which is decisive nurses ethics, skills, and attitudes that directly influence subsequent patient's care and management (*Mohamed et al, 2017*)

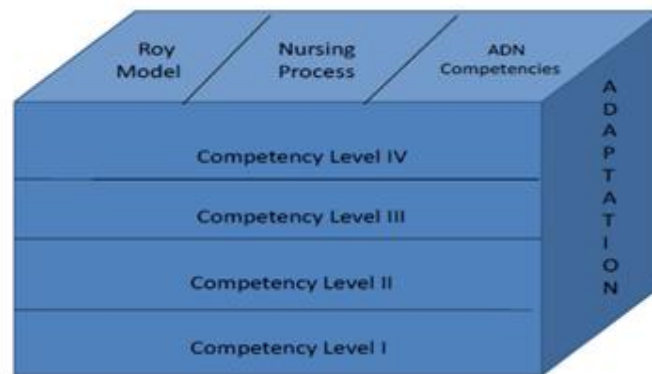
Likewise, Clinical experience and contact with real patients are necessary elements of nursing education. Trainees in nursing are estimated to be prepared adequately for the hard-working environment, increasing patient difficulty, and higher-level competencies.(*Althiga et al, 2017*).

Hence, using students entering the clinical area can be characterized as novices because their knowledge is limited, they tend to be rather inflexible, and they are inexperienced in actual clinical situations. Successful internship programs should be those in which teaching and learning are provided to assist the new graduate nurse create the transition from trainee to advanced beginner who can demonstrate satisfactory performance level and deal with real situations (*AL-Mahmoud, 2013*). Therefore, the aim of the present study was to evaluate the effect of applying an educational Programme regarding nursing processes on Acquiring Advanced skills among internship nursing students

### Conceptual Framework

A conceptual framework deal with applying of conceptual and theoretical frameworks to organize the educational curriculum of nursing programs is necessary to defend and maintain the focus and clarity of nursing's diverse involvement to health care. Conceptual frameworks of nursing provide a way to look at nursing in relationship to external factors, thereby assigning meaning to the practice. The Nursing Process, relating the five-part problem solving process, Assessment, Analysis (Nursing Diagnosis), Planning, Implementation and Evaluation. The Nursing Process concept is stretched to include a sixth step of the Nursing Process as defined by the Roy Adaptation Model. The Nursing Process is also incorporated into every nursing course, focusing on client behaviors and responses and nursing measures and care rather than the medical diagnoses and treatments. (*Wilson et al, 2015*)

### Organizational Conceptual Framework



### Significance of study:

For many years, the nursing process has provided framework for the delivery of nursing care, and proved to be a benchmark of measuring quality nursing care. It enables nursing to complete scientific methodology and autonomy as a profession. Nursing Process as a process of critical thinking, it requires gathering data, analyzing and interpreting data, making judgments, setting goals, establishing priorities, selecting right interventions, implementing these interventions and evaluating the outcomes to verify if the plan has been useful. (*Ngao, 2015*) Nursing interns are baccalaureate student nurses who begin the role transition from senior student to professional nurse though an internship training program. One of the mechanisms designed and implemented to support new graduate nurses in the work place is internship program which is accessible by most hospitals in various arrangement. (*Aldeeb et al, 2016*)

### Operational definitions:

**Effectiveness:** Refers to expand in knowledge as determined by major difference in pre, post-test & follow-up knowledge scores

**Educational Programmer:** Refers to scientifically organized teaching approach on application manner of nursing processes

**Nursing Process:** Nursing process-provision of individualized nursing care to the patient

**Advanced skills:** Are includes the equips nurse's students with the knowledge and abilities they will need to survive and thrive in today's changing health care environment.

### Research Hypothesis:

**H 1:** There will be an improvement in internship nursing student's level of knowledge regarding applying nursing processes post implementation of educational program compared to Pre-implementation phase

**H 2:** There will be an improvement in internship nursing student's advanced acquired skills post implementation of educational program regarding nursing processes compared to Pre-implementation phase

**H3:** There will be an improvement in internship nursing student's advanced personal qualifications post implementation of educational program regarding nursing processes compared to Pre-implementation phase

### Subjects and Methods

A Quasi-experimental research design was utilized. This study was carried out in the college of Nursing, Port- said university. Data collected by using validated reliable adopted tool from **Qanowe, 2004** on 69 purposive sample of all available internship student nurses in the academic internship year 2017-2018. **The first part** contains sociodemographic data sheet related to internship students age, gender, department, hospitals, **the second part** related to student's assessment skills sheet , it divided into 4 main parts related to qualifications and advanced skills ; **the third part** related to nursing process steps and **the fourth part** contains two parts related to personal skills & abilities distributed as follows: **Personal and professional qualifications** includes 14 items to assess nurse's qualifications and behavior towards attendance and work get off , etc..... **learning skills and nursing education** includes 8 items as Identifies the procedures and expected results based on knowledge and patient needs , Identify the patient's educational needs. Performs practical duties and delivers the worksheet required on time ,etc.....**Communication and therapeutic communication skills** includes 10 items as practice the therapeutic and non-therapeutic methods used in dealing with the patient , record the patient's data in his / her file without ambiguity , give a report to colleagues about patient data ,etc.....**Security and safety skills** includes 6 items as offer security, safety and physical comfort to myself, the patient and others,hazards, etc..... **initial assessment and data collection** includes 5 items as learn about the patient's history , physical examination was performed , interview with the patient, family and others , study the patient's health file , organize, analyze, and analyze data obtained. **Nursing diagnosis** includes 5 items as determine the nursing diagnosis of the patient, identify the distinguishing features of the nursing diagnosis , determine the pathogenesis of nursing diagnosis , etc....**Planning** includes 9 items as prioritize nursing diagnoses , formulate goals short, etc.....**Implementation** includes 3 items as implement the provisions of the approved nursing care plan , coordinate the implementation of the plan for the patient , his family and the work team , and write patient responses to nursing procedures in the correct patient file. **Evaluation** includes 5 items as collect the necessary data to assess the patient's health status, compare current patient responses with expected outcomes, share the patient, family, and other team members in the assessment process ,etc..... The final 2 parts related to **personal skills and abilities as Management and leadership skills** includes 13 skills as put the plan considering all factors affecting status with pay attention to priorities , the decision was prudent and cautious , coordinate patient care activities and give feedback , follow the performance, direction, encouragement and give the required instructions effectively , etc..... **Other abilities and skills** includes 8 skills related to computer use , analysis and criticism , searching for information , critical thinking skill , problem solving skills , reporting skills and written communication , verbal communication , writing skills and designing a business plan

Creating interest of program by motivating and reinforcing participatory discussion and conduct program according to the available facilities in the nursing college meeting room with internship student's which this meeting conducted monthly which considered adequate to conduct the program according to the following three phases : **1. Pre-educational program implementation phase:** This includes all structured interview questionnaire for assess internship student's performance towards application of nursing processes and ability skills **2. Implementation phase:** This phase includes the implementation of educational program using simple clarified media as data show to refresh the students' knowledge and practice towards application of nursing processes. **3. Post educational program implementation phase:** This phase includes evaluation of effectiveness of educational program after 2 months through using the same structure interview sheet which used in pre and post-test phase regarding applicability of nursing processes.

### Scoring system:

The scoring systems for Tool II including assessment of nurse's performance skills towards application of nursing process ,it is ranking as likert scale from 1 to 5degrees as rarely,sometimes,often,usually and always respectively based on (Qanowe , 2004) . Which finally calculated as satisfactory level of ( $\geq 75\%$ ) and unsatisfactory level of nurse's practice ( $\leq 75\%$ ) based on (Elgharib et al, 2012).

### Ethical Considerations

Ethical approval was obtained from the dean of Faculty of nursing college in port said university was taken for data collection .Verbal informed consent was sign from all internship nursing student's join in the study. Names of respondents were not being use in the report. The confidentiality of the information gather was assured. Their right of refusal to participate in the study was respect.

### Procedure

After collection of references and develop a tool based on literature review the tool was validated and reliable based on Qanowe, 2004 .Pilot study was carried out after the development of the tools on 10% of internship nursing students to test applicability of the tools then necessary modifications were done according to the finding results of the pilot study . Otherwise, these internship students were then excluded from the sample of research work to assure the stability of answers. Data collected through distributing the questionnaire to internship nursing students from December 2017 until March 2018 according to availability of internship student nurse's schedule for monthly meeting in the college, purpose of the study was explained prior to get the questionnaire sheet, and needed time to answer ranged from 25 - 35 minutes. Data were revised, coded, entered, analyzed and tabulated using SPSS version 20. Both descriptive statistics (frequency, percentage,) and inferential statistics (chi-square test, Pearson test, t-test were used according to type of variables. Statistical significance was considered at P-value  $\leq 0.05$ .

### Results

Table (1) shows that more than one quarter of internship student's nurse (26.6%) were take their internship training in El Kahrbaa hospital, and (31.0%) were trained in Intensive care unit (I.C.U) while (2.2%) trained in Coronary Care unit (C.C.U) and Medical surgical Units

**Table (1): Distribution of the internship nursing students according to hospitals and training departments**

Demographics Characteristics of Sample (N=69)	Frequency	Percentage (%)
<b>Hospitals</b>		
International Medical Center	6	8.5
Al Suliman hospital	13	18.3
Attaa speciality hospital	10	14.1
El Kahrbaa hospital	19	26.6
Dekerness hospital	4	5.6
IMC	3	4.3
Afamina Hospital	10	14.1
KaferSaad hospital	6	8.5
<b>Total</b>	<b>69</b>	<b>100</b>
<b>Departments</b>		
ICU	22	31.0
OR	4	5.6
MEDICAL- SURGICAL	2	2.8
CCU	2	2.8
MEDICAL	15	21.2
ER	12	16.9
DIALYSIS	5	7.0
SURGERY	2	2.8
CARDIAC CATHETERLIZATION	3	4.3
INPATIENT	4	5.6
<b>Total</b>	<b>69</b>	<b>100</b>

**Table (2)** reveals that there is a highly satisfactory knowledge of internship nursing student's regarding personal and professional qualifications nursing learning and education, communication, safety and security, leadership and management and other skills after implementation of educational program compared with pre program implementation. Also, the table shows that statistically significant difference between all skills except personal, professional, safety and security skills.

**Table (2): Comparison of internship nursing student's experience regarding personal and professional qualifications pre and post educational program implementation**

Items	Period	Satisfactory		Unsatisfactory		z	P-value
		NO	%	NO	%		
Personal and professional	Pre-program implementation	3	4.3	66	95	3.067 <sup>a</sup>	.080
	Post-program implementation	69	100	0	0.0		
Nursing learning and education skills	Pre-program implementation	7	10.1	62	89.9	7.374 <sup>a</sup>	.007 *
	Post-program implementation	69	100	0.0	0.0		
Communication skills	Pre-program implementation	7	10.1	62	89.9	3.067 <sup>a</sup>	.080
	Post-program implementation	69	100	0	0.0		
Safety and security skills	Pre-program implementation	6	8.7	63	91.3	6.273 <sup>a</sup>	0.12
	Post-program implementation	69	100	0	0.0		
Leadership and management skills	Pre-program implementation	13	18.8	56	81	14.352 <sup>a</sup>	.000 **
	Post-program implementation	69	100	0	0.0		
Others skills	Pre-program implementation	16	23.2	53	76.8	8.420 <sup>a</sup>	.004 *
	Post-program implementation	65	94.2	4	5.8		

\*: Statistically significant at  $p \leq 0.05$

\*\* : A highly statistically significant

**Table (3)** reveals that there are a statistically level of knowledge among the internship nursing student's regarding steps of nursing processes after the educational program implementation compared with unsatisfactory level before educational program implementation . Also, the table indicates that there are statistical significant differences for all items.

**Table (3): Comparison of internship nursing student's satisfactory knowledge level regarding nursing processes steps pre and post educational program implementation**

Items	Period	Satisfactory		Unsatisfactory		z	P-value
		NO	%	NO	%		
Assessment	Pre-program implementation	13	18.8	56	81.2	14.352 <sup>a</sup>	.000 **
	Post-program implementation	69	100	0	100		
Diagnosis	Pre-program implementation	15	21.7	54	78.3	16.829 <sup>a</sup>	.000 **
	Post-program implementation	69	100	0	0.0		
Planning	Pre-program implementation	10	14.5	59	85.5	8.001 <sup>a</sup>	.005*
	Post-program implementation	68	98.6	1	1.4		
Implementation	Pre-program implementation	19	27.5	50	72.5	16.232 <sup>a</sup>	.000**
	Post-program implementation	67	97.1	2	2.9		
Evaluation	Pre-program implementation	8	11.6	61	88.4	8.492 <sup>a</sup>	.004*
	Post-program implementation	69	100	0	0.0		

\*: Statistically significant at  $p \leq 0.05$

\*\* : A highly statistically significant

**Table (4)** demonstrates that an improvement of internship nursing students for nursing processes post of educational program implementation whereas the mean of total knowledge scores level was  $9.00265 \pm 7.08379$  before the program, changed to  $17.37977 \pm 20.009226$  after program implementation with a highly statistically significant difference.

**Table (4): Comparison of total scores of satisfactory knowledge level among internship nursing students regarding nursing process at pre and post educational program implementation**

Items	Pre-program implementation		Post-program implementation		t	P
	Mean	SD	Mean	SD		
Total nursing process	9.00265	$\pm 1.08379$	17.37977	$\pm 2.09228$	P1. 26.827 P2. 32.441	.000**

\*\* : A highly statistically significant at  $p \leq 0.05$

**Table (5)** reflects that there was a positive correlation were found among internship nursing students between learning and education, communication, security and safety, other skills, total nursing process scores and their gender at post program implementation while there are a negative correlation were found between gender and different advanced skills except security and safety at pre educational program implementation

**Table (5): Correlation between personal and professional qualifications and gender among internship nursing students at pre and post educational program implementation**

Items	Gender			
	Pre-program implementation		Post-program implementation	
	R	P	R	P
Profession and personal attitude	-.022	.856	-.065	.595
Learning and education skills	-.055	.654	.198	.102
Communication skills	-.013	.913	.235	.052
Security and safety	.112	.361	.166	.173
Leadership and management	-.172	.158	-.013	.917
Others skills	-.180	.140	.023	.851
Total nursing process	-.039	.752	.149	.223

\*: Statistically significant at  $p \leq 0.05$

**Table (6):** Shows that there was a strong positive correlation found among internship nursing students between learning and educational skills and different steps of nursing processes with statistically significant difference at post -implementation of educational program compared to pre- program implementation.

**Table (6): Correlation between learning and educational skills with nursing process steps among internship nursing students at pre and post educational program implementation**

Items	Learning and Education Skills			
	Pre- program implementation		Post- program implementation	
	R	P	R	P
Assessment	.225	.063	.361**	.002
Diagnosis	.267*	.026	.513**	.000
planning	.270*	.025	.500**	.000
Implementation	.413**	.000	.480**	.000
Evaluation	.257*	.033	.426**	.000

\*: Statistically significant at  $p \leq 0.05$

\*\* : A highly statistically significant at  $p \leq 0.05$

**Table (7):** clarified that there was a strong positive correlation found among internship nursing students between leadership and management skills and different steps of nursing processes with a highly statistically significant difference at post -implementation of educational program compared to pre- program implementation.

**Table (7): Correlation between Leadership and management Skills with nursing processes steps among internship nursing student's at pre and post educational program implementation**

Items	Leadership and management Skills			
	Pre- program implementation		Post- program implementation	
	R	P	R	P
Assessment	.331**	.006	.474**	.000
Diagnosis	.278*	.021	.417**	.000
planning	.203	.095	.337**	.005
Implementation	.331**	.005	.451**	.000
Evaluation	.380**	.001	.578**	.000

\*: Statistically significant at  $p \leq 0.05$

\*\* : A highly statistically significant at  $p \leq 0.05$

**Table (8):** reveals that there was a strong positive correlation found among internship nursing student's between personal and professional attitude and different steps of nursing processes with a statistically significant difference at post -implementation of educational program compared to pre- program implementation.

**Table (8): Correlation between Personal and professional attitude nurse and their abilities of applying nursing processes steps among internship nursing students at pre and post educational program implementation**

Items	Personal and professional attitude			
	Pre- program implementation		Post- program implementation	
	R	P	R	P
Assessment	.159	.193	.411**	.000
Diagnosis	.437**	.000	.566**	.000
planning	.386**	.001	.423**	.005
Implementation	.477**	.000	.492**	.000
Evaluation	.378**	.001	.460**	.000

\*: Statistically significant at  $p \leq 0.05$

**Table (9):** illustrates that there was a correlation was found among internship nursing students between personal and professional qualifications and their training departments at post program implementation.

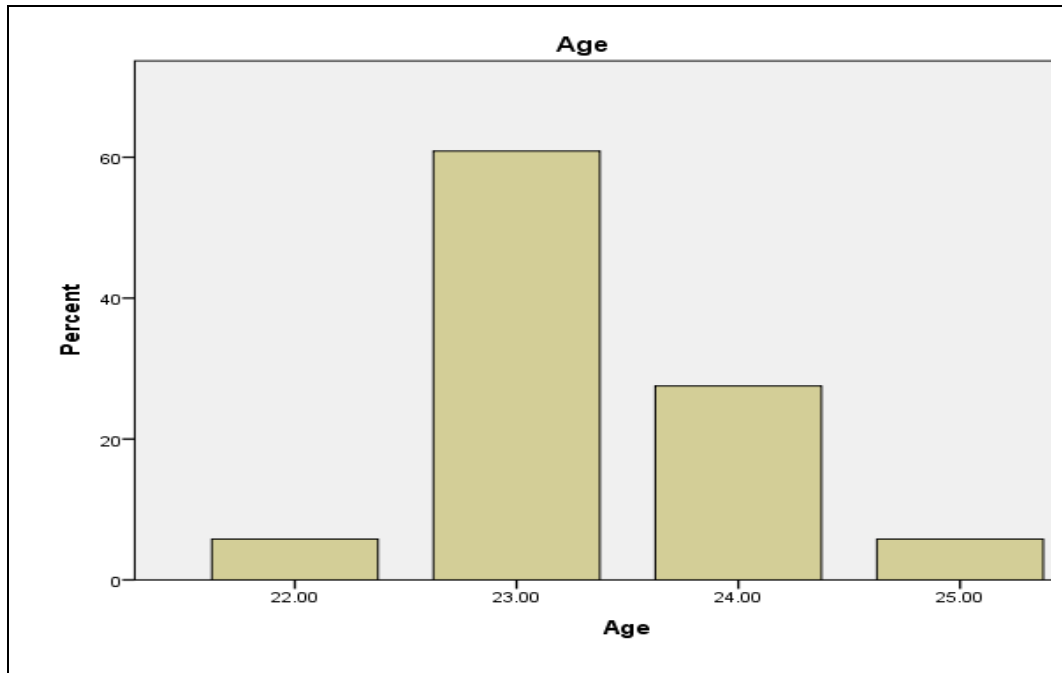
**Table (9): Correlation between internship nursing student's personal and professional qualifications and their training department's pre and post educational program implementation**

	Departments			
	Pre-program implementation		Post-program implementation	
	R	P	R	P
Professional & personal qualifications	-.153	.209	.028	.822

**Figure (1) :** reveals that more than half of internship nursing student's (60%) were in age group 23 years, (30%) were in age group 24 year . while , below one quarter in between age group (22-25) years.

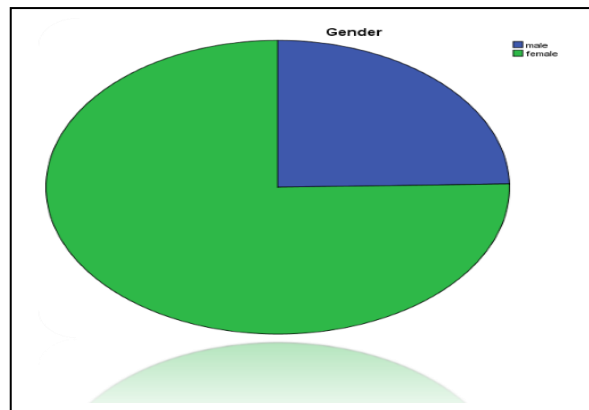


**Figure (1): Distribution of the internship nursing student's according to their age**



**Figure (2):** reveals that more than three quarter of internship student's nurse (75.4%) were female while, (24.6%) were male.

**Figure (2): Distribution of the internship nursing student's according to their gender**



**Discussion**

The period of changeover from student to newly qualified nurse can be stressful. "Shock" is a frequent skill in newly qualified nurses who find themselves in work situations for which they experience inadequately prepared. Many nursing colleges rely on internship programs to train trainee registered nurses into the lines of critical care. This practice seats extra demand on already exhausted income. As more new graduates are placed into positions of providing direct and independent patient care more rapidly, there are concerns of about act ability and experience in taking care of complex patients; negative patient outcomes may ending (Aldeeb et al ,2016). Therefore, the present study aimed to evaluate the effect of applying an educational Programme regarding nursing processes on Acquiring Advanced skills among internship students.

The current study revealed that more than three quarter of internship student's nurse were female and more than one quarter of them were take their internship training in El Kahrbaa hospital, and trained in Intensive care unit (I.C.U) while the minority of them were trained in Coronary Care unit (C.C.U) and Medical

surgical Units. Also, more than half of internship student's nurse were in age group 23 years, and more than one quarter were in age group 24 year and below one quarter of them in between age group (22-25) years.

Regarding Personal and professional characteristics and skills, the current study revealed that there is a highly satisfactory knowledge of internship students regarding personal and professional qualifications nursing learning and education, communication, safety and security, leadership and management and other skills after implementation of educational program compared with pre program implementation. Also, the table shows that statistically significant difference between all skills except personal, professional, safety and security skills. These findings go in the same way with *Shipman, 2014* who mentioned that nursing students transitioning from student to new graduate nurse also experience challenges with learning unusual tasks and responsibilities. New graduate nurses choose an area of practice and attempt to incorporate themselves into the healthcare setting. At the same time, they attempt to become familiar with organizational policies and increase new clinical skills. This process can be overpowering because of restricted clinical exposure in nursing school.

In contrast, *Thabet et al, 2017* justified that many of the current graduates still lack many skills like communication skills, creativity, analytical and critical thinking skills, problem-solving skills and decision-making skills. Therefore, there is a sturdy requirement of higher education institutions to spotlight on training future graduates to be more adjustable to the community needs, as well as to equal between graduates' skills and the prerequisite skills for their future profession.

Otherwise, the regulation of nursing demands that direct care providers be knowledgeable, flexible, adaptable, and have well developed critical thinking and clinical decision skills. The competence and clinical interpretation of direct care providers can make a life or death difference in the care of patients who are unstable, critically ill, or potentially easily broken.

These descriptors are proper for nearly all patients presenting in acute care settings. Clinically-based learning has become difficult to provide within health care professional curricula and this is particularly accurate within nursing programs (*Daly, et al., 2013*). Studies are required that quantify both the impact and composition of transition programs. The nursing profession would benefit from an established locate of model requirements and comparative evaluation tools for program delivery and assessment. (*Boyer, 2016*). While, *Mohamed et al, 2017* added that the skills will not only help them to increase their skills needed to work but working on real projects for a real organization will also give them the interpersonal abilities that they have to work viably with others, confidence, and trust in their own exacting capacities.

In Kingdom of Saudi Arabia *AL-Mahmoud, 2013* assess the relation-ship between nurse interns' clinical competence, performance and their satisfaction regarding internship program at King Fahd Hospital of the University (KFHU) and noticed that teaching and learning are aid the new graduate nurse make the transition from trainee to advanced beginner who can demonstrate satisfactory performance level and deal with in actual situations.

In Egypt, *AbdRabou, 2017* mentioned that the forceful of health care workplace and the rapid change of the 21 century have motivated a reassessment of traditional nursing curricula among nursing programs in a challenge to prepare nursing students for the difficulty and variety of the workplace. To meet this demand nursing education must increase nurses with continuous learning ability and flexible skills attributes of effective communication, critical and insightful thinking, teamwork, counseling, intercultural understanding, ethics, and problem solving technique. These attributes are residential into a Personal and Professional development course within the Bachelor of Nursing program. In actual fact, the nursing college at port-said university the place of conducted current study learning strategies approach follow problem based leaning which reflected in student's critical thinking, performance competencies and acquiring 21 century advanced skills.

Concerning internship student nurse's abilities in applying nursing processes, the present study revealed that there are an improvement of internship student's nurse for nursing processes post of educational program implementation whereas the mean of total knowledge scores level before the program compared to after program implementation with a highly statistically significant difference. These findings go in the same line with *Kasli and Iltan, 2013* who clarified that through internships, undergraduates can gain perspective on their future career. For this reason, it is essential that the internship process be elucidated as element of students education

and experiences. If the students achieve experience through the two parts of their education, then educational goals will be easier to achieve and students will be better prepared to enter their field. Studies about internships are unsatisfactory. Identifying the problems that undergraduate students experience during their internships is an essential first step to solving such problems and will help to maximize the contribution an internship can have to a university education. Additionally, in the nursing work process at hospital units, nurses have been in charge of care delivery to the most severe patients, besides service organization and coordination activities, sharing care and management activities. (*Camelo, 2012*)

Furthermore, based on nursing processes steps the first step is assessment which patient health assessment is the initial applied skill required in clinical practice. It includes measurement of vital signs, observation of patient physical condition, attainment of health history of patient and family as well as patient psychosocial information provides the database upon which initial diagnosis and resultant initial treatment begins. To the extent, the student is able to skillfully perform patient health assessment positions him or her to confidently advance to the practice of other nursing skills. It emboldens the student to gain and practice new clinical duties encountered on the road to graduation. (*Cruz et al, 2014*)

From another point of views, *Ngao, 2015* discovered that barriers for applying nursing processes in clinical setting includes nurse demographic characteristics , institution related barriers similar to resource unavailability, lack of regular nursing processes trainings and poor staffing ratios. For that reason,nursing process mainstreaming interventions by stakeholders, continuous trainings and mentorship on nursing process at clinical setting, accessibility of relevant resources which includes human resource and materials can alleviate these barriers. In Iran *Rastian et al, 2016* recommended that best implementation of nursing process requires determining nursing care standards such as nurse-to-patient ratio, how to divide responsibilities based on nursing duties, varying the method of care provision to case method or team work, and essential of an correct system to evaluate qualitative and quantitative performance .Lack of attention to increased workload, increased number of patients compared to nurses, and assigning non-nursing tasks to nurses can decrease both the time nurses allocate to patients and the quality of nursing care.

Regarding relationship between internship nurse's students professionalism and their gender , the present study revealed that there is was a strong positive correlation were found among internship student nurse's between learning and education , communication , security and safety , learning and educational skills, personal and professional attitude, leadership and management skills, other skills , total nursing process scores and their gender at post program implementation while there are a negative correlation were found between gender and different advanced skills except security and safety at pre educational program implementation .These findings supported with *Wangensteen, 2010*who stated that critical thinking was a significant judge for research use and perception of competence is important information for nursing education as well as for nursing practice. Nurse leaders in clinical practice and nurse educators in nursing education and clinical practice play an important role in nurturing student nurses and newly graduated nurses with respect to critical thinking. There is a need to assess whether teaching strategies meet the requirements of critical thinking and evidence based practices in nursing education. In addition to, *AL-Mahmoud et al, 2013* who stressed on that for successful internship programs nursing students should entering the clinical area can be characterized as novices because their knowledge is limited, they tend to be rather inflexible, and they are inexperienced in actual clinical situations.

Regarding relationship between internship student nurses professionalism and their assigned training departments, the current study revealed that there is a correlation was found among internship student nurse's between personal and professional qualifications and their training departments at post program implementation. These findings concurred with *Camelo, 2012* who mentioned that the nature of nurses' work/care at the ICU, their nursing care coordination and management responsibilities should be based on decision making skills, with a view to the appropriate use of the workforce, material resources and procedures and practices. In management, competent communication is essential in view of the fact that, to organize, communicating is vital, so as to locate targets, identify and solve problems; learning to communicate effectively is critical to further the effectiveness of each work unit and the organization as a whole. While, *Ahmadi et al, 2011* necessitated on that nursing process implementation can improve the quality of nursing care of patients in surgical wards.

In Kenya, there are careful pursuits of the use of nursing process. The nursing care plans provides quality delivery of nursing care through assessment, planning and implementation of care. Many of our health institutions have knowledge but they are not putting nursing process to practice. Many nurses complained of the shortage of man power when interviewed. Other nurses felt it is cumber some while others felt that nursing process booklets are meant to teach the students. (*Salwenje, 2017*)

From another Point of views , **Wallace, 2016** mentioned that in California, the State Board of Nursing (BRN) recognized the Nursing Student Work- Study Program (WSP), which permits BRN-approved, pre-licensure nursing programs to provide work-study courses for which students receive academic credit. The program serves as a template for bridge experiences by providing guidelines for both academic and practice partners. In this model, university partners design the work-study course, including a course syllabus that focuses on application of previously learned nursing theory and clinical practice skills.

In this regard , *Elewa et al ,2016* highlighted on that nurse's interns during internship year take part in a significant role in providing patient care during world wide problem of nurses' shortage, although they are well thought-out a trainee trainer. In addition to, nursing intern's should be learned about the role of patient as an advocate is a difficult process that has not been discussed clearly. Also, nurses interns involved in action in work environment that characterized by not enough support of patients and nurses. Consequently, this study is an attempt to assess nurses' intern perceptions regarding patients' rights and patients' advocacy.

In spite of the assessment of nursing students' clinical competence being at the center of evaluations during their nursing education, there are no clear definitions of such competence for nurse educators to use. In previous studies, the concept of clinical competence was considered an incorporation of cognitive, emotional, and functional aspects of the quality that needs to be instilled in nursing professionals. Initially, such a viewpoint led to the definition of clinical competence as one's ability to carry out given tasks by effectively using one's knowledge and skills, Many nursing colleges rely on internship pro-grams to train novice registered nurses into the ranks of critical care. This practice places additional demand on already exhausted resources (*AL-Mahmoud ,2013*)

*Fashafsheh et al ,2015* suggested refreshing knowledge and practice of nurses through continuing in-service educational programs; emphasizing the extent of following latest evidence-based practices; providing training programs for newly nurses in continuing education / training program. It is important to highlight that, in the context of nurses' practice and professional development; professional education is also observed as a form of permanent education (PE). (*Camelo , 2012*)

### Conclusion & Recommendations

From the foregoing discussion, it can be seen that the implementation of an educational programme for internship student's nurses on nursing process and it's application benefits showed a remarkable increase and improvement of the internship students nurse 's satisfactory level of professionalism and personal qualifications and acquiring the ultimate positive and noticeable improvement in the nurse's advanced acquired skills towards Profession and personal attitude , learning , management and leadership , communication , security and safety , and other professional skills as computer using , critical thinking , problem solving , also, there are an obvious needs for routinely refreshment programme on nursing processes offered on simple media to internship student nurses to minimize work hazards. Efforts should be carried out to design and implement interventions that suit the hospital rules and policies regarding application of nursing processes.

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