

---

- **Basic Research**

- Nursing Interns' Orientation Program: A Predictor of Improving Nursing Interns' Knowledge About Professional Nursing Practice**

- Dr. Amira Fathey Akeel<sup>1</sup>, Dr. Abeer Refaat Kabeel<sup>2</sup>**

- (1&2) Lecturer of Nursing Administration, Faculty of Nursing, Modern University for Technology and Information (MTI)

**Abstract**

After graduation, the internship is a challenging phase in the transition from student to professional nurse. In order to improve quality, safety, and productivity, orientation programs for nursing interns encourage them to acclimate to new training environments, maintain a sense of security, and show that they are competent nurses. The implementation of the orientation program for nursing interns' aids in closing the gap between nursing practice and education. The aim of this study was to design, implement and evaluate nursing interns' orientation program to improve nursing interns' knowledge about professional nursing practice. A quasi-experimental study design was used. The study was conducted at Faculty of Nursing- Modern University for Technology and Information (MTI). All 176 nursing interns who were enrolled in the study at the time and planned to graduate from the aforementioned setting were included in the research. Data was obtained through application of nursing interns' professional nursing practice knowledge pre and posttest. The results of this research demonstrated that while the vast majority of nursing interns (96%) had satisfactory knowledge levels following the program, the majority (84.7%) had insufficient total knowledge level linked to professional nursing practice prior to the program. Moreover, there was a highly significant statistical difference ( $p < 0.0001$ ) in the overall knowledge level of nursing interns prior to and following the orientation program that enhanced their knowledge regarding the professional practice of nursing. It was concluded that the study intervention, which involved orienting nursing interns to professional nursing practice, was found to be a statistically significant independent positive predictor of the knowledge scores of the interns. Since orientation fosters self-assurance, empowerment, and job happiness, it is advised that it serve as a catalyst for the change from being a student to a professional nurse. One of the most important ways to advance nursing interns' understanding of professional nursing practice is through the implementation of the orientation program. Additional research: The orientation program for nursing interns as a mediator between organizational commitment and job satisfaction.

**Keywords:** Nursing interns, orientation program, professional nursing practice.

## Introduction

The evolution of healthcare delivery trends, ongoing challenges, last changes and transformations, embarrassing faculties of nursing to adapt and compete in increased global competition with qualified, inspired, empowered and motivated graduates. Nursing educational programs need to create intentional learning experiences that equip graduates for the changing healthcare landscape, with a focus on health outcomes and productivity. (*Bleda et al., 2020*). Academic nursing staff have a duty to align nursing education with current and future healthcare needs to prevent nursing shortages, which have been identified as the leading cause of workforce challenges in healthcare systems worldwide. Despite interventions to expand the nurse workforce being implemented, nurses leaving their jobs, particularly in the first year following licensure, are a major impediment to nurse workforce growth. (*Alsayad et al., 2022*).

What is Internship year? Nursing Internships are strategic programs last for one year and designed to provide nursing students with the opportunity to work in a clinical setting. The goal of internships is to help students transition into different roles in hospitals, develop fundamental skills, and gain an understanding of both professional and clinical environments, which is done in various ways. One of the most significant ways that nursing graduates gain technical and administrative competencies that allow them to work professionally is through internships. Nursing interns are trained to practice according to the philosophy of nursing, which is widely regarded as an essential part of professional socialization. (*Zhang, & Meng, 2019*).

Nursing interns receive their training at healthcare organizations, which, along with nurses, professional associations, and others, share responsibility for creating work conditions that promote high standards of professional practice. To deliver high-quality healthcare, nursing interns need to be aware of the requirements for professional nursing practice including job description and standard. (*Hassan , Mansour ,& Aboud ,2019*). How well nurses accomplish the outcomes for which they are responsible depends on their ability to exercise control over the delivery of the care for which they are responsible. Most professional practice models address the need for accountability and autonomy, which is seen to be essential for the formation of successful work teams and the organizational empowerment of nurses. (*Yujie , Navavongsathian , & Chupradist ,2023*).

To improve the understanding of the nursing interns and lessen their stress, the internship year should begin with an efficient orientation session. (*Jahromi et al., 2023*). The responsibility for developing and executing internship programs that facilitate the transfer from student to registered nurse is on faculties of nursing. A well-crafted internship program encourages the development of interns' vital leadership abilities in the healthcare sector, supports their advancement along the continuum of competence, and makes it easier for them to enter clinical practice. (*Hallaran et al. ,2022*). In order to

---

prepare recent graduates to be confident practitioners, nursing interns put what they have learned in the classroom into practice and mentor experience with a progressive increase in responsibility. Along with the exceptional chance to advance both professionally and personally, learn more about the demands of the firm, explore potential career paths, and acquire critical practical job skills (*Hallaran et al. ,2021*).

Even though nursing interns aspire to become successful professionals, the healthcare industry presents fierce competition for nursing job seekers. Nursing interns ought to maintain a modern touch as a result. In order for interns to succeed in their positions, nursing colleges constantly place a strong emphasis on their capacity to exhibit professional skills like documentation, communication, teamwork, problem solving, and self-management. (*Kannappan, & Sunny ,2020*).

Orientation programs that foster a sense of safety, belonging, value, and caring for nursing interns facilitate a smoother transfer, increase overall job satisfaction, and provide opportunities for them to develop their confidence and experience greater job fulfillment. The orientation program helps nursing interns show that they are proficient in the core abilities needed to provide patients with safe, effective care. Orientation can assist nursing interns in successfully completing their internship year provided that the program considers their major learning goals in order to provide a helpful transition period. It also considers practice-based teaching and learning activities, structured learning frameworks, and competent and supported clinical educators and preceptors (*Wei et al., 2021*).

### **Significance of the Study**

An orientation program for nursing internships is intended to help with the transition from student to qualified practitioner, support the development of skills pertinent to multiple healthcare environments, transmit professional knowledge, and operate as an effective way of adjusting nursing interns to the global context of professional nursing practice. It can increase nurses' job satisfaction and retention leading to decreased turnover (*Jahromi et al., 2023; Yujie , Navavongsathian , & Chupradist ,2023*).

To provide a secure and effective learning environment, classes and simulations are an integral aspect of orientation in addition to excellent mentoring. Studies revealed that group-based simulations of typical clinical situations aid in the development of clinical reasoning and decision-making abilities of nursing interns (*Navavongsathian , & Chupradist ,2023*).

Nursing interns are assisted in connecting their undergraduate studies to practical scenarios via classroom resources that explain the nursing competencies as they apply to

---

clinical practice. Detailed information regarding hospital nursing rules and accreditation requirements facilitates interns' integration into the hospital environment. Less patient care errors will be obtained as a result of education regarding safety, quality improvement, patient-centered care, communication, and teamwork—all of which are part of the accrediting requirement (*Giddens, & Mansfield, 2023*).

### **Aim of the Study:**

The aim of this study was to design, implement and evaluate nursing interns' orientation program to improve their knowledge about professional nursing practice through:

- 1- Assess nursing interns' knowledge about professional nursing practice.
- 2- Design nursing interns' orientation program based on the assessment.
- 3- Implement the designed nursing interns' orientation program.
- 4- Evaluate the effect of the implemented program on nursing interns' knowledge about professional nursing practice.

### **Research Hypothesis:**

The introduction of a nursing interns' orientation program was expected to enhance the interns' understanding of professional nursing practice.

### **Subjects and Methods:**

#### **Research design**

This study was conducted using a quasi-experimental research design.

#### **Setting**

Modern University for Technology and Information's Faculty of Nursing hosted the study. It is composed of are its six scientific departments; the medical surgical nursing department, the obstetrics and gynecology nursing department, the pediatric nursing department, the community health nursing department, the psychiatric and mental health nursing department, and the nursing administration department.

The Modern University for Technology and Information's Faculty of Nursing has received accreditation from the national body responsible for quality assurance, allowing it to guarantee the standard of instruction starting on July 28, 2021.

#### **Subjects of the study:**

All (176) nursing interns in the selected setting at the time of the study who were approved to be included and there was no drop-out.

**Data collection tools:**

Data from the pre- and post-tests on nursing interns' professional nursing practice knowledge were gathered for this investigation. The researchers devised the examination. The instrument used to assess nursing interns' knowledge of professional nursing practice was developed based on a review of pertinent literature (*Yujie et al., 2023*) and professional nursing practice standards (*Cormican et al., 2023*). It was divided into two parts:

**Part I:** This part aimed to collect data about personal of studied participants include age, gender, previous graduation school, graduation level, and years of experience in nursing for technical nursing institute graduates.

**Part II:** Nursing inters' professional nursing practice knowledge pre and posttest. The test included items on professional nursing practice, nursing interns, training year, clinical and management skills required for nursing interns, rules and regulations of nursing internship program, infection control measures, international patient safety goals, and total quality management. Questions were in the form of multiple choices and true and false.

**Scoring system**

The total score for the questionnaire was (30) grades; each right answer took one grade.

The scoring system classified as follows:

- Scores less than (22.5 grads or < 75%) was unsatisfactory.
- Scores equal or more than (22.5 grads or  $\geq 75$ ) was satisfactory.

**Tools validity**

The panel of jurors evaluated the face and content validity of the instruments. Three professors with expertise in psychiatric health nursing and nursing administration from the faculties of Ain Shams University, Tanta University, and Modern University for Technology and Information comprised this group. The jury panel thoroughly reviewed the tools to assess their correctness, thoroughness, and clarity. Their thoughts on the design, elements, and scoring scheme of the tool were solicited. Jurors' judgments state that the researcher made small adjustments to the tools, such as rephrasing and rearranging certain elements to make them more precise and understandable.

**Tools Reliability:**

The Cronbach's Alpha Coefficient test was used to measure the internal consistency of the data gathering instruments in order to evaluate their reliability. For the "Nursing Inters' Professional Nursing Practice Knowledge Pre and Posttest," the outcome was (0.92).

---

**Pilot study:**

In the pilot trial, eighteen nursing interns participated. This figure corresponds to 10% of the entire study sample. The pilot study set out to find out how well the study tools worked, how clear the language was, and whether the tools were practical and appropriate. Along with estimating the time needed for each subject to finish the forms, it also identified any potential roadblocks that might arise when gathering data. Filling the tools took about twenty to thirty minutes. A trial investigation was carried out in March 2023. The study individuals from the pilot were included in the main study sample because no changes were made.

**Fieldwork**

The study's data collection period extended from March 2023 to September 2023. Phases of the study included assessment, planning, implementation, and evaluation.

**1-Assessment phase:** This involves giving participants "tool I" in order to administer pretests aimed at evaluating the managers' understanding of professional nursing practice as it relates to nursing interns. During the data collection process, researchers were on hand to provide any necessary direction and explanation. The instruments that the researchers personally gathered as soon as they were finished. The test took about twenty-five to thirty minutes to complete.

**2-Planning phases:** This phase was developed using the assessment phase's analysis as well as relevant literature. The purpose of the orientation program for nursing interns was to increase their knowledge of professional nursing practice. The researchers carefully evaluated the needs of the nursing interns before selecting the curriculum and teaching strategies. Additionally, the timetable, the lessons, and the media employed. The instructional strategies included lectures, group discussions, and real-world and professional examples supported by data displays and handouts.

**3-Implementation phase:** The researchers carried out the orientation program. Two groups of all the nursing interns were formed. For four days, each group met twice a day for two hours each, with a half-hour break in between. The same teaching techniques and handouts were used by each group to understand the program's contents. A variety of techniques, including brainstorming, group discussions, and lectures, were employed. The researchers' handout, which was given to each participant on the first day of the program's implementation, was one of the instructional medium. The curriculum covers topics related to the fundamental ideas, goals, and guidelines of professional nursing practice, as well as the techniques, constraints, and tactics needed for nursing interns.

The program sessions were conducted in appropriate lecture halls that provided study participants with a sufficient amount of space and a conducive learning environment.

**4- Evaluation phase:** Instrument I was used as soon as the orientation program was put into place to evaluate how the nursing interns' understanding of professional nursing practice had changed.

- Three and six months after the program's introduction, follow-up was conducted.

### **Ethical consideration**

- The research approval was secured by the ethics committee in the " Faculty of Nursing (MTI) University.
- Informed consent was gotten from nursing interns before data gathering.
- Privacy and the right to reject to contribute or withdraw from the study at any time were assured. The data is confidential and used only for research purposes.

### **Statistical Analysis**

A PC was used to review, code, tabulate, and import the gathered data using the (IBM SPSS 20.0) statistical software for social sciences. Data was displayed and appropriate analysis was carried out in accordance with the kind of data found for each parameter. For parametric numerical data, the mean and standard deviation (+ SD) were utilized. The Chi square test was employed to ascertain differences across variables based on the frequency and percentage of non-numerical data.

**Pearson Correlation Coefficient (r):** The degree of a linear link between two quantitative variables was measured using correlation. The range of values for the Pearson correlation coefficient, or r, is +1 to -1. There is no correlation between the two variables when the value is 0. A positive correlation is indicated by a value larger than 0, meaning that as one variable's value rises, the other variable's value also rises. A negative relationship is shown by a number smaller than 0, meaning that when one variable's value rises, the other variable's value falls.

**P-value: Level of significance:** P>0.05: Non significant (NS) - P<0.05: Significant (S)  
- P<0.01: Highly significant (HS).

### **Administrative design and ethical considerations:**

First, the relevant authorities granted official approval to carry out the study. Before beginning the study, the researchers obtained support and consent from the dean of the

---

Faculty of Nursing and the nursing administration department council by outlining the purpose of the study and its ramifications. The subjects were made aware of their freedom to discontinue participation at any time and without explanation, and that the information gathered would be kept private and utilized exclusively for research.

## Results:

**Table (1): Personal data of studied nursing interns (n= 176).**

Personal data items	No.	%
<b>Age \ year</b>		
20<25	134	76.1
25<30	41	23.3
>30	1	0.6
<b>Mean±SD</b>	<b>22.12 ± 2.03</b>	
<b>Gender</b>		
Male	99	56.2
Female	77	43.8
<b>Previous graduation school</b>		
Technical nursing institute	43	24.4
General Secondary School	93	52.8
Al-Azhar Secondary School	31	22.8
<b>Graduation level</b>		
Excellent	30	17
Very good	90	51.1
Good	18	10.2
Satisfactory	38	21.7
<b>Previous nursing experience for Technical Nursing Institute graduates</b>		
<1year	22	51.2
1-<3years	19	44.2
3- 5years	1	4.6
<b>Mean±SD</b>	<b>1.15±1.12</b>	

**Table (1)** demonstrated that more than three quarters (76.2%) of studied nursing interns fall in age group twenty to less than twenty-five years old mean  $\pm$  SD was (22.12  $\pm$  2.03), it was shown that more than half (56.2%) were males, and more than half of them (52.5% & 51.1) were graduated from the General Secondary Schools and had a very good graduation level respectively. Additionally, more than half (51.2%) of Technical Nursing Institute graduates had less than a year of experience in nursing practice, mean  $\pm$  SD was (1.15 $\pm$ 1.12).



**Table (2) Nursing interns' knowledge related to professional nursing practice during nursing internship training year pre and post program implementation(n=176).**

knowledge of professional nursing practice during nursing internship training year	Preprogram (n=176)				Post program (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Definition of professional nursing practice.	125	71	51	29	10	5.7	166	94.3	46.78	**0.0001
2. Objectives of professional nursing practice.	165	93.8	11	6.2	7	3.9	169	96.1	46.76	**0.0001
3. Definition and objectives of nursing interns' training year.	163	92.6	13	7.4	10	5.7	166	94.3	43.46	**0.0001
4. Job description for nursing interns.	159	90.3	17	9.7	11	6.2	165	93.8	53.23	**0.0001
<b>Total</b>	153	86.9	23	13.1	9	5.1	167	94.9	47.20	**0.0001

\*\* Highly statistically significant at  $p < 0.01$

Table (2) displays that high percent (86.9%) of nursing interns had unsatisfactory knowledge level related to professional nursing practice, while the majority (94.9%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' knowledge related to professional nursing practice pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice ( $p < 0.0001$ ).

**Table (3) Nursing interns' knowledge related to professional nursing in the (1<sup>st</sup> & 2<sup>nd</sup>) follow up (n=176).**

knowledge of professional nursing practice during nursing internship training year	1 <sup>st</sup> Follow-up(n=176).				2 <sup>nd</sup> Follow-up(n=176).				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Definition of professional nursing practice.	10	5.7	166	94.3	5	2.8	171	97.2	0.56	0.45
2. Objectives of professional nursing practice.	7	3.9	169	96.1	4	2.3	172	97.7	0.53	0.44
3. Definition and objectives of nursing interns' training year.	10	5.7	166	94.3	3	1.7	173	98.3	0.56	0.45
4. Job description for nursing interns.	11	6.2	165	93.8	6	3.4	170	96.6	0.51	0.43
<b>Total</b>	9	5.1	167	94.9	5	2.8	171	97.2	0.45	0.44

NS (not significant or  $P > 0.05$ )

Table (3) revealed that the majority of the study sample (94.9 % & 97.2 %) had satisfactory knowledge level about professional nursing practice in the (1<sup>st</sup> and 2<sup>nd</sup>) follow up respectively. It demonstrated that there was no statistically significant difference between nursing interns' professional nursing practice knowledge in the (1<sup>st</sup> and 2<sup>nd</sup>) follow up.

**Table (4) Nursing interns' knowledge related to clinical and management skills required for professional nursing practice pre and post program(n=176).**

Nursing interns' knowledge related to clinical and management skills required for professional nursing practice.	Preprogram (n=176)				Post program (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Define nursing competencies.	165	93.8	11	6.2	5	2.8	171	97.2	45.03	**0.0001
2. Nursing interns' management skills.	170	96.6	6	3.4	4	2.3	172	97.7	56.12	**0.0001
3. Nursing interns' basic clinical skills.	159	90.3	17	9.7	3	1.7	173	98.3	42.77	**0.0001
4. Professional responsibility.	158	89.8	18	10.2	6	3.4	170	96.6	35.54	**0.0001
5. Professional accountability.	160	90.9	16	9.1	5	2.8	171	97.2	32.73	**0.0001
<b>Total</b>	<b>162</b>	<b>92</b>	<b>14</b>	<b>8</b>	<b>5</b>	<b>2.8</b>	<b>171</b>	<b>97.2</b>	<b>50.15</b>	<b>**0.0001</b>

\*\* Highly statistically significant at  $p < 0.01$

Table (4) identifies that high percent (92%) of nursing interns had unsatisfactory knowledge level related to clinical and management skills required for professional nursing practice, while the majority (97.2%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' knowledge related to clinical and management skills required for professional nursing practice pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice( $p < 0.0001$ ).

**Table (5) Nursing interns' knowledge related to clinical and management skills required for professional nursing practice in the (1<sup>st</sup> & 2<sup>nd</sup>) follow up (n=176).**

Nursing interns' knowledge related to clinical and management skills required for professional nursing practice.	1 <sup>st</sup> Follow up (n=176)				2 <sup>nd</sup> Follow up (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Define nursing competencies.	4	2.3	172	97.7	5	2.8	171	97.2	0.76	0.53
2. Nursing interns' management skills.	3	1.7	173	98.3	4	2.3	172	97.7	0.86	0.52
3. Nursing interns' basic clinical skills.	3	1.7	173	98.3	3	1.7	173	98.3	0.91	0.62
4. Professional responsibility.	5	2.8	171	97.2	6	3.4	170	96.6	0.89	0.56
5. Professional accountability.	4	2.3	172	97.7	5	2.8	171	97.2	0.94	0.63
<b>Total</b>	<b>4</b>	<b>2.3</b>	<b>172</b>	<b>97.7</b>	<b>5</b>	<b>2.8</b>	<b>171</b>	<b>97.2</b>	<b>0.87</b>	<b>0.57</b>

NS (not significant or  $P > 0.05$ )

Table (5) presented that the majority of study sample (97.7% & 97.2%) had satisfactory knowledge level related to clinical and management skills in the first and second follow up. So, there was no statistically significant difference between nursing interns' clinical and management skills knowledge in the ( 1<sup>st</sup> & 2<sup>nd</sup> ) follow up after program implementation ( $p > 0.05$ ).

**Table (6) Nursing interns' knowledge related to rules and regulations of nursing internship training year pre and post program(n=176).**

Nursing interns' knowledge related to rules and regulations of nursing internship training year.	Preprogram (n=176)				Post program (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Rules and regulations of nursing internship training year.	173	98.3	3	1.7	10	5.7	166	94.3	42.77	**0.0001
2. Attendance and leave rules for nursing interns at hospitals of training.	165	93.8	11	6.2	7	3.9	169	96.1	35.54	**0.0001
3. Performance appraisal for nursing interns.	156	88.6	20	11.4	10	5.7	166	94.3	32.73	**0.0001
4. Responsibilities of hospitals where training take place.	155	88.1	21	11.9	11	6.2	165	93.8	50.15	**0.0001
5. Responsibilities of nursing administration department during internship training.	170	96.6	6	3.4	9	5.1	167	94.9	43.46	**0.0001
<b>Total</b>	164	93.2	12	6.8	10	5.7	166	94.3	39.07	**0.0001

\*\* Highly statistically significant at  $p < 0.01$

Table (6) describes that high percent (93.2%) of nursing interns had unsatisfactory knowledge level related to rules and regulations of nursing internship training year, while the majority (94.3%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' knowledge related to rules and regulations of nursing internship training year pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice( $p < 0.0001$ ).

**Table (7) Nursing interns' knowledge related to rules and regulations of nursing internship training year in the 1<sup>st</sup> and 2<sup>nd</sup> follow up (n=176).**

Nursing interns' knowledge related to rules and regulations of nursing internship training year.	1 <sup>st</sup> Follow up (n=176)				2 <sup>nd</sup> Follow up (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Rules and regulations of nursing internship training year.	7	3.9	169	96.1	10	5.7	166	94.3	0.56	0.45
2. Attendance and leave rules for nursing interns at hospitals of training.	7	3.9	169	96.1	7	3.9	169	96.1	0.53	0.44
3. Performance appraisal for nursing interns.	9	5.1	167	94.9	10	5.7	166	94.3	0.56	0.45
4. Responsibilities of hospitals where training take place.	9	5.1	167	94.9	11	6.2	165	93.8	0.51	0.43
5. Responsibilities of nursing administration department during internship training.	9	5.1	167	94.9	9	5.1	167	94.9	0.45	0.44
<b>Total</b>	<b>8</b>	<b>4.5</b>	<b>168</b>	<b>95.5</b>	<b>10</b>	<b>5.7</b>	<b>166</b>	<b>94.3</b>	<b>0.52</b>	<b>0.44</b>

NS (not significant or  $P > 0.05$ )

Table (7) presented that the majority of study sample (95.5% & 94.3%) had satisfactory knowledge level related to rules and regulations of nursing internship training year in the first and second follow up. So, there was no statistically significant difference between nursing interns' knowledge referred to rules and regulations of nursing internship training year in the ( 1<sup>st</sup> & 2<sup>nd</sup> ) follow up after program implementation ( $p > 0.05$ ).

**Table (8) Nursing interns' knowledge related to infection control measures pre and post program (n=176).**

Nursing interns' knowledge related to Infection control measures.	Preprogram (n=176)				Post program (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Define infection control.	158	89.8	18	10.2	6	3.4	170	96.6	60.17	**0.0001
2. Signs and symptoms of infection.	160	90.9	16	9.1	5	2.8	171	97.2	59.80	**0.0001
3. Chain of infection.	162	92	14	8	5	2.8	171	97.2	45.80	**0.0001
4. Standard precautions of infection control	165	93.8	11	6.2	7	3.9	169	96.1	45.03	**0.0001
5. Infection control transmission-based precautions.	156	88.6	20	11.4	10	5.7	166	94.3	56.12	**0.0001
<b>Total</b>	<b>160</b>	<b>90.9</b>	<b>16</b>	<b>9.1</b>	<b>9</b>	<b>5.1</b>	<b>167</b>	<b>94.9</b>	<b>42.77</b>	<b>**0.0001</b>

\*\* Highly statistically significant at  $p < 0.01$

Table (8) shows that high percent (90.9%) of nursing interns had unsatisfactory knowledge level related to infection control measures preprogram, while the majority (96.1%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' knowledge related to infection control measures pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice ( $p < 0.0001$ ).

**Table (9) Nursing interns' knowledge related to infection control measures in the 1<sup>st</sup> and 2<sup>nd</sup> follow up (n=176).**

Nursing interns' knowledge related to Infection control measures.	1 <sup>st</sup> follow up (n=176)				2 <sup>nd</sup> follow up (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Define infection control.	6	3.4	170	96.6	8	4.5	168	95.5	0.56	0.45
2. Signs and symptoms of infection.	5	2.8	171	97.2	7	3.9	169	96.1	0.53	0.44
3. Chain of infection.	5	2.8	171	97.2	10	5.7	166	94.3	0.56	0.45
4. Standard precautions of infection control	7	3.9	169	96.1	8	4.5	168	95.5	0.51	0.43
5. Infection control transmission-based precautions.	10	5.7	166	94.3	11	6.2	165	93.8	0.45	0.44
<b>Total</b>	<b>7</b>	<b>3.9</b>	<b>169</b>	<b>96.1</b>	<b>9</b>	<b>5.1</b>	<b>167</b>	<b>94.9</b>	<b>0.56</b>	<b>0.45</b>

NS (not significant or  $P > 0.05$ )

Table (9) illustrated that the majority of study sample (96.1% & 94.9%) had satisfactory knowledge level related to infection control measures in the first and second follow up. additionally, there was no statistically significant difference between nursing interns' knowledge referred to infection control measures in the ( 1<sup>st</sup> & 2<sup>nd</sup> ) follow up after program implementation ( $p > 0.05$ ).



**Table (10) Nursing interns' knowledge related to international patient safety goals pre and post program (n=176).**

Nursing interns' knowledge related to international patient safety goals.	Preprogram (n=176)				Post program (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Identify patient correctly.	104	59.1	72	40.9	3	1.7	173	98.3	64.45	**0.0001
2. Improve effective communication between healthcare workers.	120	68.2	56	31.8	1	0.6	175	99.4	58.03	**0.0001
3. Improve the safety of high-alert medications.	109	61.9	67	38.1	2	1.2	174	98.8	43.47	**0.0001
4. Ensure safe surgery.	122	69.3	54	30.7	4	2.4	172	97.6	51.90	**0.0001
5. Reduce the risk of health care-associated infections.	130	73.9	46	26.1	6	3.4	170	96.6	50.20	**0.0001
6. Reduce the risk of patient harm resulting from falls.	121	68.8	55	31.2	2	1.2	174	98.8	45.15	**0.0001
<b>Total</b>	<b>118</b>	<b>67</b>	<b>58</b>	<b>33</b>	<b>3</b>	<b>1.7</b>	<b>173</b>	<b>98.3</b>	<b>64.45</b>	<b>**0.0001</b>

\*\* Highly statistically significant at  $p < 0.01$

Table (10) identifies that high percent (67%) of nursing interns had unsatisfactory knowledge level related to international patient safety goals, while the majority (98.3%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' knowledge related to

international patient safety goals pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice( $p<0.0001$ ).

**Table (11) Nursing interns' knowledge related to international patient safety goals in the 1<sup>st</sup> and 2<sup>nd</sup> follow up (n=176).**

Nursing interns' knowledge related to international patient safety goals.	1 <sup>st</sup> follow up (n=176)				2 <sup>nd</sup> follow up (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory ( $\geq$ 75%)		Unsatisfactory (<75%)		Satisfactory ( $\geq$ 75%)			
	N	%	N	%	N	%	N	%		
1. Identify patient correctly.	3	1.7	173	98.3	5	2.8	171	97.2	0.39	0.82
2. Improve effective communication between healthcare workers.	1	0.6	175	99.4	4	2.3	172	97.7	0.43	0.81
3. Improve the safety of high-alert medications.	2	1.2	174	98.8	3	1.7	173	98.3	1.22	0.54
4. Ensure safe surgery.	4	2.4	172	97.6	6	3.4	170	96.6	2.81	0.25
5. Reduce the risk of health care-associated infections.	6	3.4	170	96.6	5	2.8	171	97.2	0.71	0.70
6. Reduce the risk of patient harm resulting from falls.	2	1.2	174	98.8	5	2.8	171	97.2	1.52	0.47
<b>Total</b>	<b>3</b>	<b>1.7</b>	<b>173</b>	<b>98.3</b>	<b>5</b>	<b>2.8</b>	<b>171</b>	<b>97.2</b>	<b>1.18</b>	<b>0.59</b>

NS (not significant or  $P>0.05$ )

Table (11) declared that the majority of study sample (98.3% & 97.2%) had satisfactory knowledge level related to international patient safety goals in the first and second follow up. And, there was no statistically significant difference between nursing interns' knowledge concerned with international patient safety goals in the ( 1<sup>st</sup> & 2<sup>nd</sup> ) follow up after program implementation ( $p>0.05$ ).

**Table (12): Nursing interns' knowledge related to total quality management pre and post program (n=176).**

Nursing interns' knowledge related to total quality management.	Preprogram (n=176)				Post program (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Define total quality management.	130	73.9	46	26.1	6	3.4	170	96.6	50.20	**0.0001
2. Importance of quality.	121	68.8	55	31.2	2	1.2	174	98.8	45.15	**0.0001
3. Basic concepts of quality.	118	67	58	33	3	1.7	173	98.3	64.45	**0.0001
4. Meaning of accreditation.	163	92.6	13	7.4	10	5.7	166	94.3	43.46	**0.0001
5. Role of accrediting organizations.	159	90.3	17	9.7	11	6.2	165	93.8	53.23	**0.0001
<b>Total</b>	<b>138</b>	<b>78.4</b>	<b>38</b>	<b>21.6</b>	<b>6</b>	<b>3.4</b>	<b>170</b>	<b>96.6</b>	<b>50.20</b>	<b>**0.0001</b>

\*\* Highly statistically significant at  $p<0.01$

Table (12) ensured that high percent (78.4%) of nursing interns had unsatisfactory knowledge level related to total quality management, while the majority (96.6%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' total quality management knowledge pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice ( $p<0.0001$ ).

**Table (13): Nursing interns' knowledge related to total quality management in the 1<sup>st</sup> and 2<sup>nd</sup> follow up (n=176).**

Nursing interns' knowledge related to total quality management.	1 <sup>st</sup> follow up(n=176)				2 <sup>nd</sup> follow up (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. Define total quality management.	10	5.7	166	94.3	11	6.2	165	93.8	1.33	0.51
2. Importance of quality.	11	6.2	165	93.8	11	6.2	165	93.8	1.67	0.43
3. Basic concepts of quality.	6	3.4	170	96.6	8	4.5	168	95.5	1.13	0.57
4. Meaning of accreditation.	2	1.2	174	98.8	7	3.9	169	96.1	3.17	0.20
5. Role of accrediting organizations.	3	1.7	173	98.3	6	3.4	170	96.6	3.67	0.16
<b>Total</b>	<b>6</b>	<b>3.4</b>	<b>170</b>	<b>96.6</b>	<b>8</b>	<b>4.5</b>	<b>168</b>	<b>95.5</b>	<b>2.19</b>	<b>0.37</b>

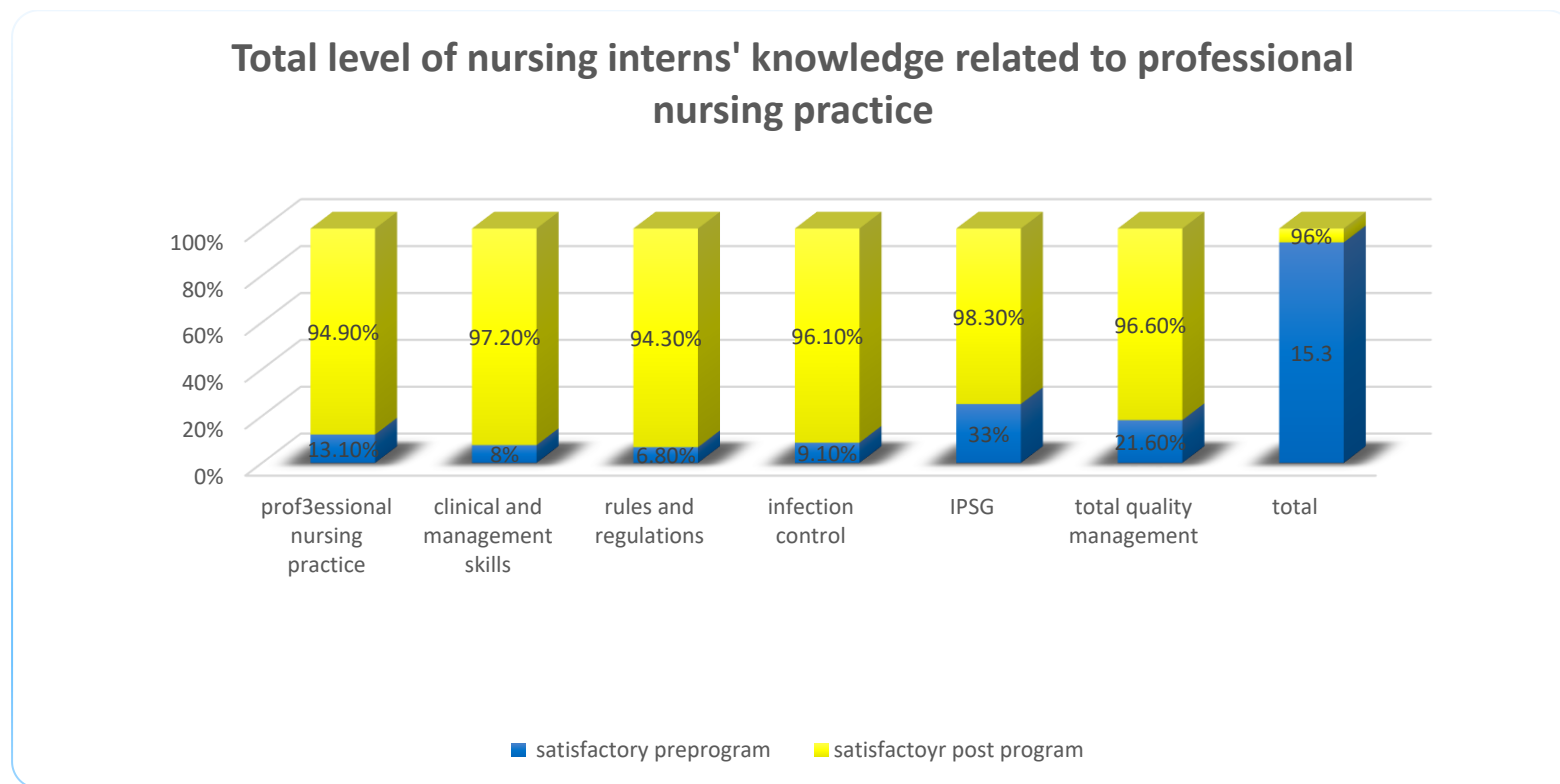
NS (not significant or  $P > 0.05$ )

Table (13) confirmed that the majority of study sample (96.6% & 95.5%) had satisfactory knowledge level regarding total quality management in the first and second follow up. Also, there was no statistically significant difference between nursing interns' knowledge concerned with total quality management in the ( 1<sup>st</sup> & 2<sup>nd</sup> ) follow up after program implementation ( $p > 0.05$ ).

**Table (14) Total level of nursing interns' knowledge related to professional nursing practice pre and post program (n= 176).**

	Preprogram (n=176)				Post program (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. professional nursing practice during nursing internship training year.	153	86.9	23	13.1	9	5.1	167	94.9	47.20	**0.0001
2. clinical and management skills.	162	92	14	8	5	2.8	171	97.2	50.15	**0.0001
3. rules and regulations of nursing internship training year.	164	93.2	12	6.8	10	5.7	166	94.3	39.07	**0.0001
4. Infection control measures.	160	90.9	16	9.1	7	3.9	169	96.1	42.77	**0.0001
5. international patient safety goals.	118	67	58	33	3	1.7	173	98.3	64.45	**0.0001
6. Total quality management.	138	78.4	38	21.6	6	3.4	170	96.6	50.20	**0.0001
<b>Total</b>	149	84.7	27	15.3	7	4	169	96	42.71	**0.0001

\*\* Highly statistically significant at  $p < 0.01$



**Figure (1) Total level of nursing interns' knowledge related to professional nursing practice throughout the program (n= 176).**

Table (14) and figure (1) illustrates that high percent (84.7%) of nursing interns had unsatisfactory total knowledge level related to professional nursing practice preprogram, while the majority (96%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' total knowledge level pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice( $p < 0.0001$ ).

**Table (15) Total level of nursing interns' knowledge related to professional nursing practice in the 1<sup>st</sup> and 2<sup>nd</sup> follow up (n= 176).**

	1 <sup>st</sup> follow up (n=176)				2 <sup>nd</sup> follow up (n=176)				X <sup>2</sup>	P-value
	Unsatisfactory (<75%)		Satisfactory (≥75%)		Unsatisfactory (<75%)		Satisfactory (≥75%)			
	N	%	N	%	N	%	N	%		
1. professional nursing practice during nursing internship training year.	9	5.1	167	94.9	5	2.8	171	97.2	0.45	0.44
2. clinical and management skills.	4	2.3	172	97.7	5	2.8	171	97.2	0.87	0.57
3. rules and regulations of nursing internship training year.	8	4.5	168	95.5	10	5.7	166	94.3	0.52	0.44
4. Infection control measures.	7	3.9	169	96.1	9	5.1	167	94.9	0.56	0.45
5. international patient safety goals.	3	1.7	173	98.3	5	2.8	171	97.2	1.18	0.59
6. Total quality management.	6	3.4	170	96.6	8	4.5	168	95.5	2.19	0.37
<b>Total</b>	<b>6</b>	<b>3.4</b>	<b>170</b>	<b>96.6</b>	<b>7</b>	<b>3.9</b>	<b>169</b>	<b>96.1</b>	<b>0.96</b>	<b>0.47</b>

NS (not significant or P>0.05)

Table (15) presented that the majority of study sample (96.6% & 96.1%) had satisfactory total knowledge level related to professional nursing practice in the first and second follow up. Additionally, there was no statistically significant difference between nursing interns' total knowledge level concerned with professional nursing practice in the (1<sup>st</sup> & 2<sup>nd</sup>) follow up after program implementation (p>0.05).

**Table (16) Correlation between nursing interns' knowledge about professional nursing practice throughout the study phases and their personal data (n=176).**

Personal data items	Nursing interns' knowledge about professional nursing practice (n=176)							
	Pre Program		Post Program		1 <sup>st</sup> follow up		2 <sup>nd</sup> follow up	
	R	P Value	R	P Value	R	P Value	R	P Value
Age in years	10.3	<b>0.000**</b>	0.89	<b>**0.01</b>	50.20	<b>**0.0001</b>	64.45	<b>**0.0001</b>
Gender	0.81	0.67	1.64	0.44	0.95	0.62	2.81	0.25
Previous graduation school	0.334	<b>0.009**</b>	0.313	<b>0.015*</b>	47.46	<b>**0.0001</b>	45.15	<b>**0.0001</b>
Graduation level	0.409	<b>0.000**</b>	0.602	<b>0.000**</b>	45.15	<b>**0.0001</b>	47.46	<b>**0.0001</b>
Previous nursing experience for Technical Nursing Institute graduates	2.51	0.28	12.4	0.24	0.71	0.70	1.33	0.51

r (correlation coefficient) ns (not significant or  $P > 0.05$ ) (\*) Statistically significant at  $p < 0.05$  (\*\*\*) highly statistically significant at  $p < 0.01$

Table (16) revealed a significant positive correlation exists between age, previous graduation school, and graduation level of studied nursing interns and their knowledge about professional nursing practice throughout the intervention at ( $P < 0.05$ ).



## Discussion

As with other health care workers, nurses' knowledge and competencies are greatly influenced by their nursing education. Bachelor of Science in Nursing holders are qualified to serve as leaders, fulfill the needs of a wide range of patients, and promote patient-beneficial science and the ability of healthcare providers to provide safe, high-quality patient care. A nurse intern could be unable to execute every nursing care task prior to being expected to operate autonomously. Support is a crucial requirement for nursing interns as they make the shift from student to registered nurse. Health care organizations and faculty of nursing need to provide the nursing interns with a sense of support and integration. Before beginning an internship program, it is highly beneficial to conduct effective orientation sessions. This will help new interns acquire the self-confidence they need to succeed in their new roles and will also support retention, productivity, and learning (*Molina-Mula & Gallo-Estrada, 2020*).

An orientation program for nursing interns would help bridge the knowledge gap between nursing education and practice by enhancing their understanding of professional nursing practice, easing the transition to a new job, and promoting professional socializing. Therefore, the purpose of the current study was to develop, execute, and assess an orientation program for nursing interns in order to increase their understanding of professional nursing practice (*Hallaran et al., 2022*). Every member of the healthcare team including nursing interns is expected to carry out specific tasks as outlined in their job descriptions and by their superiors. Thus, nursing interns ought to behave within the framework of their performance by making contributions that uphold the group's cooperative and interpersonally helpful culture. Contextual performance is characterized by self-disciplined actions regarding rules and time management. It can also take the shape of interpersonal facilitation or job devotion. (*Bleda et al., 2020*).

The results of present study illustrated that high percent (86.9%) of nursing interns had unsatisfactory knowledge level related to professional nursing practice preprogram, while the majority (94.9%) had satisfactory knowledge level post program. These results were supported by (*Wei et al., 2021*) in their study titled "Influences of nursing students' career planning, internship experience, and other factors on professional identity" which was conducted at Chaina. They assessed level of nursing interns' knowledge about professional nursing practice and found that (84.3%) of them had low professional nursing knowledge level preprogram, but the majority (97.2%) had high professional nursing knowledge level post program. From the researchers' point of view educators and administrators should offer nursing students curriculums or lectures on professional nursing practice at the earliest possible moment to improve career knowledge, eliminate improper nursing practice, assist students to establish their professional practice.

Present study results identified that high percent (92%) of nursing interns had unsatisfactory knowledge level related to clinical and management skills required for professional nursing practice, while the majority (97.2%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' knowledge related to clinical and management skills required for professional nursing practice pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice ( $p < 0.0001$ ). These results were in the same line with the results of **(Raju, Megahed & Chithra, 2017)** who studied "The effectiveness of orientation program among nurse interns: an initial step toward quality nursing care" and found that during pretest no students were having adequate knowledge about clinical and management skills required for nursing interns' professional practice but posttest no one was having inadequate knowledge. And that the orientation program is considered extremely statistically significant to develop nursing interns' knowledge related to clinical and management skills. In addition to **(Obeid et al., 2012)** in their study titled " Application of designed orientation program for nurse interns based on learning needs assessment " who found that preprogram around half (51%) of nurse interns assessed themselves as can't carry out different clinical and management skills. The majority (87%) got low knowledge level for both skills. Post orientation program statistically significant improvement at ( $p \leq 0.05$ ) was found in nursing interns' knowledge for both clinical and management skills.

Present study results explored that high percent (93.2%) of nursing interns had unsatisfactory knowledge level related to rules and regulations of nursing internship training year, while the majority (94.3%) had satisfactory knowledge level post program. These results were supported by **(Raju, Megahed & Chithra, 2017)** who declared that during pretest (83%) of studied nursing interns said they were unaware of rules and regulations of nursing internship training year but, after the program all interns said they understood those rules and regulations. From the researchers' opinion understanding rules and regulations of the internship year is crucial to promote its successful completion and graduation. Ensuring understanding of rules and regulations of nursing internship is the responsibility of nursing administration department team as coordinators of nursing interns training at different health care setting.

Present study results showed that high percent (90.9%) of nursing interns had unsatisfactory knowledge level related to infection control measures, while the majority (96.1%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' knowledge related to infection control measures pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice ( $p < 0.0001$ ). **(Obeid et al., 2012)** agree with present study results and declared that more than one third (34%) of the

---

nurse interns assessed themselves as cannot and can only under supervision apply safe practice and infection control measures. But post program the majority (87%) of them had satisfactory knowledge level and statistically significant improvement at ( $p \leq 0.05$ ) was found in nursing interns' knowledge for safe practice and infection control measures. From the researchers' point of view, infection control practice should be involved in undergraduate nursing education to ensure proper understanding of their standards and applications.

Present study results identified that high percent (67%) of nursing interns had unsatisfactory knowledge level related to international patient safety goals, while the majority (98.3%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' knowledge related to international patient safety goals pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice ( $p < 0.0001$ ). These results were congruent with the results of (*Abed M., 2021*) who studied "Student's Knowledge Concerning International Patient Safety Goals at College of Nursing -University of Basrah" and found that the majority (94%) of nursing interns had unsatisfactory knowledge level related to international patient safety goals in pretest. But post program the majority (97%) had satisfactory knowledge level with a highly statistically significant improvement ( $p < 0.0001$ ). From researchers' opinion, unless international patient safety goals were inserted in undergraduate nursing curriculum of nursing leadership and management clinical and theoretical courses, nursing interns when studied it as students didn't consider their importance in their following career life, so ignored and forget after final exams implementation.

Present study results illustrated that high percent (78.4%) of nursing interns had unsatisfactory knowledge level related to total quality management, while the majority (96.6%) had satisfactory knowledge level post program. Additionally, there was a highly statistically significant difference between nursing interns' knowledge related to total quality management pre and post implementation of nursing interns' orientation program to develop their knowledge about professional nursing practice ( $p < 0.0001$ ). These results were in the same line with (*Raju, Megahed & Chithra, 2017*) who illustrated that pretest the majority (98%) of nursing interns had unsatisfactory knowledge level related to total quality management, while posttest no one had unsatisfactory knowledge level and statistically significant improvement at ( $p \leq 0.05$ ) was found in nursing interns' knowledge for total quality management. Researchers suggest the introduction of total quality management as an optional undergraduate nursing course at the fourth year to ensure proper understanding and application.

Present study results revealed that there was a significant positive correlation exists between age, previous graduation school, and graduation level of studied nursing interns

---

and their knowledge about professional nursing practice throughout the intervention at ( $P < 0.05$ ). These results were supported by (*Obeid et al., 2012; Raju, Megahed & Chithra, 2017 & Wei et al., 2021*) who found the same results and ensured that older age nursing interns may be mature enough and had critical thinking skills that help improve their knowledge level as well as those graduated from institute or nursing schools got opportunities to apply their learned skills in practical situations, helped them to interact with more experienced healthcare staff and improved their knowledge and skills because they got opportunities to apply their learned skills in practical situations, helped them to interact with more experienced healthcare staff. Also, high level of graduation may be a predictor of high knowledge level.

**Conclusion:** The study intervention (Nursing interns' orientation program to develop their knowledge about professional nursing practice) was statistically significant independent positive predictor of nursing interns' knowledge scores.

### **Recommendations:**

The following was recommended in light of the current study's findings:

#### **For Faculty of Nursing:**

1. Provide a professional orientation program for nursing interns that is well-designed and effective in order to help them advance in their nursing careers.
2. Launch a formal orientation program at the start of every new rotation for each unit at health care organizations where training is hold.
3. Give interns a handbook with information on the training year for nursing internships.
4. Create a nursing intern process manual based on global guidelines for professional nursing practice.
5. Give nursing interns an assessment handbook that is created using standard operating procedures.
6. Evaluate nursing interns' performance based on regulations and rules declared in the assessment hand book.
7. Nursing administration department team members give nursing interns helpful criticism and feedback regarding how they performed during each rotation.
8. Verify that the job description of the intern nurses is understood by hospital employees as well as the interns themselves.
9. Arrange for faculty members of nursing administration department to speak with preceptors on the guidelines prior to the internship.
10. Modify undergraduate nursing curriculum to introduce crucial aspects discussed in the orientation program such as total quality management and infection control.
11. Offer internship training at various healthcare institutions to facilitate a smoother transition into the healthcare setting after graduation.

#### **For healthcare professionals at hospitals of training:**

---

1. Understand nursing interns job description and role.
2. Assist nursing interns to adopt to clinical practice setting.
3. Provide close supervision, assistance, training and guidance to nursing interns.
4. Nursing supervisors regularly evaluate nursing intern students in order to determine their needs and close the gap between their expectations and the real scenario.
5. Implement a job rotation program whereby nursing interns move from less complex departments to more complex ones, such as ICUs and emergency rooms, as nursing intern students gain experience and knowledge over time.
6. Nursing managers ensure adequate resources are available for nursing interns as members of the nursing team.
7. Nursing managers empower nursing interns by promoting them to participate in decision making.

**For educational department at hospitals of training:**

1. Nursing education department provide learning need assessment and training for nursing interns according to their needs.

**For nursing interns:**

1. Updating knowledge and skills related to professional nursing practice by continuous learning.

**Further researches are needed to:**

- Examine the need for a structured orientation period depending upon the intern nurses' clinical area.
- Study impact of nurse interns' transition shock and develop strategies to overcome.
- Study the effect of nursing interns' orientation program on their emotional intelligence.

**References**

1. Alsayad A. , Shabaan F., El-syaid K., , Shoker M.(2022). Effect of Management Program on Nurse Interns' Awareness and Use of Professional Nursing Values Dimensions at Intensive Care Units, Tanta Scientific Nursing Journal , Vol. 24 No. 1, ( Print ISSN 2314 – 5595 ) ( Online ISSN 2735 – 5519 ).
2. Abed M. ,& Mohammed M. (2021): Student's Knowledge Concerning International Patient Safety Goals at College of Nursing -University of Basrah. Available at: [https://www.researchgate.net/publication/357434682\\_Student's\\_Knowledge\\_Concerning\\_International\\_Patient\\_Safety\\_Goals\\_at\\_College\\_of\\_Nursing\\_-\\_University\\_of\\_Basrah/citation/download](https://www.researchgate.net/publication/357434682_Student's_Knowledge_Concerning_International_Patient_Safety_Goals_at_College_of_Nursing_-_University_of_Basrah/citation/download).
3. Bleda S, Alvarez I., Prat M. (2020): The perceptions of professional values among students at a Spanish nursing school. Healthcare.8:74-89.
4. Cormican A, Hirani SP, McKeown E.(2023): Healthcare professionals' perceived barriers and facilitators of implementing clinical practice guidelines for stroke rehabilitation: A systematic review. Clinical Rehabilitation,37(5):701-712. doi:10.1177/02692155221141036

5. Giddens, J.; Mansfield, J. (2023): A New Era for Nursing Education: Implications for Practice. *Journal for Nurses in Professional Development* 39(1):p 1-4, 1/2 2023. | DOI: 10.1097/NND.0000000000000955
6. Hassan S, Mansour S, Aboud S.(2019):" Effect of an educational program on enhancing nurses' knowledge and their compliance with ethics in maternity health services". *American Journal of Nursing Research*,7(5):697-706.
7. Hallaran A. , Edge D. , Almost J., Tregunno D.(2022): "New Nurses' Perceptions on Transition to Practice: A Thematic Analysis". *Canadian Journal of Nursing Research*, Vol. 55(1) 126–136. DOI: 10.1177/084456212211074872.
8. Hallaran, A., Edge, D. S., & Almost, J., & Tregunno, D. (2021). New registered nurse transition to the workforce and intention to leave: Testing a theoretical model. *Canadian Journal of Nursing Research*, 53(4), 384–396.<https://doi.org/10.1177/0844562120957845>.
9. Jahromi MK, Momennasab M, Yektatalab S, Pasyar N, Rivaz M. (2023): " Live experience of nursing students with internship program: A phenomenological study". *Journal of Education and Health Promotion*12:124.
10. Kannappan S., Sunny V. (2020). "Effect of Internship Program on Self-Reported Clinical Competence among BSc Nursing Students in Selected Nursing Colleges at Mangaluru". *Journal of Health Allied Science*,10:9–14
11. Molina-Mula J, Gallo-Estrada J. (2020). Impact of Nurse-Patient Relationship on Quality of Care and Patient Autonomy in Decision-Making. *Int J Environ Res Public Health*. 29;17(3):835. doi: 10.3390/ijerph17030835. PMID: 32013108; PMCID: PMC7036952.
12. Obeid H., Shaban F., Shalaby H., Gadiry S. (2012): " Application of designed orientation program for nurse interns based on learning needs assessment ", *Tanta Scientific Nursing Journal*, Vol 3, No2, pp.,114-140.
13. Raju J., Megahed M., Chithra R.A(2017): "The effectiveness of orientation program among nurse interns: an initial step toward quality nursing care", *International Journal of Health Science and Research*, Volume 7, issue5, ISSN:2249-9571.
14. Wei L., Zhou S., Hu S., Zhou Z., Chen J. (2021): "Influences of nursing students' career planning, internship experience, and other factors on professional identity", *Nurse Education Today*, Volume 99, ISSN 0260-6917, <https://doi.org/10.1016/j.nedt.2021.104781>.
15. Yujie L., Navavongsathian A.,Chupradist K. (2023): " The Optimization of Internship Management of Nursing Students in Vocational Colleges from the Perspective of Benchmarking Management - Take Shanghai Lida College as Case Study". *APHEIT International Journal*, VOL.12 NO. 1,75-91.
16. Zhang M, Meng F. (2019):Talking about the Experience of Improving the Teaching Quality of Nursing Students during Clinical Practice Period. *Educ Humanit Res*. 268:252–4.

### المخلص العربي

#### البرنامج التوجيهي لامتياز التمريض: مؤشر لتحسن معلوماتهم عن الممارسة التمريضية المهنية

بعد التخرج، يعد التدريب مرحلة صعبة في الانتقال من طالب إلى ممرض محترف. من أجل تحسين الجودة والسلامة والإنتاجية، تشجع البرامج التوجيهية لامتياز التمريض المتدربين من امتياز التمريض على التأقلم مع بيئات التدريب الجديدة، والحفاظ على الشعور بالأمان، وإظهار أنهم ممرضون أكفاء. كما يساعد تنفيذ البرنامج التوجيهي لامتياز التمريض في سد الفجوة بين ممارسة التمريض والتعليم.

**الهدف:** هدفت الدراسة الحالية إلى تصميم وتطبيق وتقييم البرنامج التوجيهي لامتياز التمريض لتحسين معلومات المتدربين عن الممارسة التمريضية المهنية.

**تصميم البحث:** تم استخدام تصميم الدراسة شبه التجريبي.

**المكان:** أجريت الدراسة أجريت الدراسة في كلية التمريض- الجامعة الحديثة للتكنولوجيا والمعلومات.

**عينة الدراسة:** تم تضمين جميع امتياز التمريض البالغ عددهم 176 في الدراسة حيث كانوا مستوفين متطلبات التخرج في ذلك الوقت. تم الحصول على البيانات من خلال تطبيق اختبار المعرفة للممارسة التمريضية المهنية لامتياز التمريض قبل وبعد البرنامج.

**أدوات جمع البيانات:** تم جمع البيانات باستخدام الاختبار القبلي والبعدي لمستوى معلومات امتياز التمريض عن الممارسة التمريضية المهنية.

**النتائج:** أظهرت نتائج هذا البحث أنه في حين أن الغالبية العظمى من المتدربين في التمريض (96%) لديهم مستويات معرفة مرضية بعد البرنامج، فإن الأغلبية (84.7%) لم يكن لديهم مستوى معرفة إجمالي كافٍ مرتبط بممارسة التمريض المهنية قبل البرنامج. علاوة على ذلك، كان هناك دلالات إحصائية عالية ( $P < 0.0001$ ) لمستوى المعلومات العام لامتياز التمريض قبل وبعد البرنامج التوجيهي الذي عزز معرفتهم فيما يتعلق بالممارسة التمريضية المهنية.

**الخلاصة:** خلصت الدراسة إلى أن تدخل البرنامج التوجيهي لامتياز التمريض له مؤشر إيجابي مستقل ذو دلالة إحصائية عالية مع مستوى معلومات امتياز التمريض عن الممارسة التمريضية المهنية.

**التوصيات:** أوصت الدراسة بأهمية تطبيق البرنامج التوجيهي لامتياز التمريض نظرًا لأنه يعزز الثقة بالنفس والتمكين والرضا الوظيفي، فمن المستحسن أن يكون بمثابة حافز للتغيير من كونك طالبًا إلى ممرض محترف. ويعتبر إحدى أهم الطرق لتعزيز فهم امتياز التمريض للممارسة التمريضية المهنية. دراسة إضافية: البرنامج التوجيهي لامتياز التمريض كوسيط بين الالتزام التنظيمي والرضا الوظيفي.

الكلمات الدالة: امتياز التمريض، البرنامج التوجيهي، الممارسة التمريضية المهنية.