

Summary

Nursing internship program is a model of progressive experiential learning combined with structured learning; the internship program provides a broad perspective for understanding the role of the professional nurse in improving patient care in a hospital setting. Nursing intern students gain knowledge and practical experience through the process of implementing with guidelines. The internship program is maximizing the learning opportunities for each nurse-intern. Close supervision fosters development of a mentoring relationship that emphasizes both personal and professional growth. Therefore, The transition from student to competent practitioner is critical .New skills must be learned; refined professional relationships must be established; and autonomy in nursing Practice must be gained (*Cherry and Jacob, 2002*). Nurse internship program is designed to help nurses who have recently graduated to transition from student to skilled and confident professional nurse (*Florida Hospital Recruitment Team, 2004*).

The aim of this study was to determine the role of the nurse intern during the internship year .To fulfill the aim of the present study, the following *research questions* were formulated:

1. To what extent the nurse intern aware about their role during internship year?
2. Is there a difference in the opinions of both nursing intern students and their supervisors about nurse intern's role?

A descriptive research design was used in the study. The study was conducted at two settings, the first was Benha University Hospitals where

the hospital nursing managers were work and the nursing intern students were trained at four clinical units& three departments, these clinical units& departments were (intensive care unit, coronary care unit, kidney dialysis unit, pediatric and premature unit, Surgical operating rooms department, emergency department and obstetric & gynecology department).In addition to hospital nursing administration office. The second setting was Benha Faculty of Nursing where nursing intern students' supervisors were work at their scientific departments, these departments were medical-surgical nursing department, community health nursing department, pediatric nursing department, maternal and newborn health nursing department and nursing administration department. The study subjects were (170) participants, the participants were in three groups as the following; The first group was nurse-interns group; this group was contained all nurse-interns who succeeded in the fourth academic year (2009-2010) in May 2010 and enrolled in the internship year (2010-2011) at Benha University Hospitals, this group was included (100) nurse-interns. The second group was nursing faculty members and their assistants group; where all nursing faculty members and their assistants who were responsible for supervision of the nurse interns and were available at the time of the study were included in the study, this group was included (40) participants. The participants were (27) clinical instructors, (4) assistant lecturers, (6) lecturers and (3) assistant professor. The third group was hospital nursing managers group; this group included all hospital nursing managers who were responsible for supervision of the nurse interns at Benha University Hospitals during this study, they were (30) Participants, the participants were (22) head nurses who were working at clinical units that nurse interns were trained, (4) assistant head nurses, (3) nursing supervisors and (1) nursing director.

Data were collected from October to December 2010 through a self-administered questionnaire sheet , this questionnaire sheet aimed at reflecting the point of view of both nurse interns and their supervisors' regarding the nurse intern's role during the internship year. The questionnaire sheet was consisted of two parts: The first Part: aimed at collecting data about the socio-demographic characteristics from the three groups of the study subjects (nurse interns, nursing faculty members and their assistants and hospital nursing managers).The type of questions in this part was different according to the group of the study subjects. Concerning nurse interns group, questions were about (age, previous education before faculty admission, marital status and their current training department).Concerning nursing faculty members and their assistants' group questions were about (scientific department, job position, work experience years, job experience years and their marital status). Concerning hospital nursing managers group questions were about (The department or the unit in the hospital, job position, qualifications, years of experience, and their marital status). Also the first part contained code number of the study participant. The second Part: This part was included (95) items related to nurse intern's role during the internship year, these items were grouped according to the type of nurse intern's role under (6) dimensions as the following: Nursing care giver: (65) items, Health educator: (7) items, Communicator: (6) items, Recorder of nursing activities: (6) items, Manager: (9) items and Researcher: (2) items.

The study has generated the following findings:

1. Most of the nurse-interns (92%) were agree about many roles during internship year such as care giver, health educator, communicator, nursing activities recorder, manager and researcher.

2. The great majority of the three groups of study subjects have highest percentage of agreement up on most components of the nurse-intern's roles as a (care giver, Health educator, Communicator, Recorder of nursing activities, Manager& Researcher) that have been investigated.
3. There was no statistical significance difference in most opinions of both nursing intern students and their supervisors about nurse intern's role.
4. Nurse interns' opinions regarding their role during the internship year were significantly affected by their type of secondary education. There were statistically significant differences between nurse interns with general secondary education and others with nursing education in the opinions related to their roles of {Care giver} and {Manager}; Nurse Interns with nursing secondary education had higher percentages of agreement related to these roles (86% & 88.5%).
5. Nurse interns' opinions were significantly affected by their marital status; nurse-interns with single status had higher percentages of agreement (88%) regarding most nurse- intern's roles.

In the light of the findings obtained from the present study, the following points are recommended:

1. Every nurse intern should apply her role during internship year.
2. Nurse-Intern's orientation program must be based on their needs assessment with special concerns for clarification of their role during internship year and internship program goals and objectives should be clear.
3. Cooperation and collaboration between hospital nursing managers and nursing faculty members must be promoted to connect nurse-

interns to the real world of nursing with follow up for their role performance to decrease the gap between theoretical education and practical implementation.

4. Preparation and selection of nursing preceptors is vital for assisting nursing intern students in role transition from student to professional nurse.
5. Hospital nursing standard for nursing procedures should be available to nurse-interns to enable them to implement their role effectively.