

Investigation of Senior Nursing Students' Views on Internship Program

Nülüfer Erbil¹(ID) Hanife Durgun²(ID) Yasemin Kalkan Uğurlu²(ID) Figen Baykal Top²(ID) Özgül Bostan²(ID) Nurgül Bölükbaş²(ID) Aslıhan Çatıker²(ID) Hacer Gök Uğur²(ID) Nevin Günaydın²(ID) Azize Nuran Kahraman²(ID) Ebru Şahin²(ID)

¹Department of Obstetrics and Gynecologic Nursing, Faculty of Health Sciences, Ordu University, Ordu, Türkiye
²Department of Nursing, Faculty of Health Sciences, Ordu University, Ordu, Türkiye

Received: 18 October 2022, Accepted: 27 February 2023, Published online: 31 May 2023
© Ordu University Institute of Health Sciences, Turkey, 2023

Abstract

Objective: The information obtained from this study may contribute to the improvement of the clinical qualifications and learning outcomes of intern nurses. This study was conducted to determine the views of fourth-year nursing students about the internship program

Methods: The population of the descriptive study was 97 students in the 4th grade of the nursing department of a state university in the Ordu. The sample of the descriptive study was 96 nursing students. The data were collected Nightingale Intern Program Evaluation Scale (NIPES).

Results: In this study, nursing students' NIPES total scale score was 3.81 ± 0.75 , sub-dimension of the scale mean scores were 3.81 ± 0.75 for "Professional Development", 3.83 ± 0.78 for "Personal Development", and 3.96 ± 0.89 for "Guidance/Counseling", 4.13 ± 0.88 for "General Features of the Program", 4.03 ± 0.87 for "Application Field Features", 3.80 ± 0.97 for "Communication with Patients and their Relatives". According to the presence of nurses in their first-degree relatives, the mean scores of the sub-dimensions "Professional Development", "Personal Development", "Guidance / Counseling", "General Characteristics of the Program", "Patient and Relatives" and "Communication" of NIPES were statistically significantly different between the groups ($p < 0.05$).

Conclusion: Nursing students had a positive opinion about the internship program. However, it is important for program managers to take precautions to increase the success of the internship program.

Key Words: Nursing student, internship, clinical education

Suggested Citation: Erbil N, Durgun H, Kalkan Uğurlu Y, Baykal Top F, Bostan Ö, Bölükbaş N. et al. Investigation of Senior Nursing Students' Views on Internship Program. Mid Blac Sea Journal of Health Sci, 2023;9(2): 341-351

Copyright@Author(s) - Available online at <https://dergipark.org.tr/en/pub/mbsjohs>

Content of this journal is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.



Address for correspondence/reprints:

Nülüfer Erbil

Telephone number: +90 (452) 234 50 10

E-mail: nulufererbil@gmail.com,
nerbil@odu.edu.tr

INTRODUCTION

Nursing education aims to prepare students for the nursing profession by supporting students' emotional, cognitive, and psychomotor development, in which theoretical and practical teaching methods are carried out together. Due to the increasing use of technology in health care, nurses have to adapt to developing technology, and healthcare needs have become very complex, it has been necessary for nurses to develop their skills in making correct decisions and critical thinking (1, 2). To develop students' skills, skill laboratories alone are not sufficient, in addition to skill laboratories, practical training in clinical settings should be combined.

Students' clinical practice at every stage of the education process will enable them to communicate professionally with healthy/sick individuals, to develop the knowledge, skills, attitudes, and values that will be necessary for their professional life, and to develop problem-solving, critical thinking and decision-making skills (1,3-4).

Recently, new educational approaches have been implemented in universities in our country within the scope of the Bologna Process and the Turkish Higher Education Qualifications Framework. In this context, the internship program has started to be implemented in the nursing programs of the universities. Internship practice aims to prepare students more effectively for the profession and to provide

professional care by integrating all the knowledge, skills, attitudes, behaviors, and values they have learned in the real practice area (5-6).

As a result of the updating of the curriculum of the nursing department of the faculty of health sciences of the university where this study was conducted in 2016, intern education was included for two semesters in the fourth year, and this program started to be implemented as of the 2019-2020 academic year. Nursing students take 32 hours of practice and two hours of theoretical intern courses each semester. Within the scope of this course, senior nursing students practice under the guidance of clinical nurses and under the supervision of lecturers in clinics that include internal diseases, surgical diseases, obstetrics and gynecology, pediatric health and diseases, mental health, psychiatry diseases, and public health units.

This study is the first study on the views of nursing students about the intern program at Ordu University. The information obtained from this study may contribute to the improvement of the clinical qualifications and learning outcomes of intern nurses. This study was conducted to determine the views of fourth-year nursing students about the intern program.

Research questions;

- What are the students' views on the internship program?

- Is there a difference between the students' views on the internship program according to their socio-demographic characteristics?

METHODS

Study design and participants

The population of the descriptive study was 97 students in the 4th grade of the nursing department of a state university in the Ordu. It was aimed to reach the entire population without selecting the sample and 96 nursing students who agreed to participate in the study were included in the sample. These students are the students who performed the internship application in the fall semester of the 2019-2020 academic year. Due to the COVID-19 epidemic, the 4th-year students of the nursing department of our faculty were able to practice as an intern in the clinic for 14 weeks in the first semester and only 4 weeks in the second semester.

Data Collection

The data were collected with face-to-face method via the personal information form prepared by the researchers and the "Nightingale Intern Program Evaluation Scale (NIPES).

Questionnaire form

The questionnaire consists of questions about the student's age, gender, type of high school graduated, success score, working status as a nurse, willingness to choose the profession, the order of choosing this university, the

situation of finding nursing suitable, the status of a first-degree relative of a nurse, and place of intern application.

Nightingale Internship Program Evaluation Scale

Nightingale Intern Program Evaluation Scale developed by Şahin et al. in 2016 (1). This scale consists of Professional Development (11 statements), Personal Development (9 statements), Guidance/Counseling (5 statements), General Features of the Program (7 statements), Features of the Application Area (4 statements), Communication with Patients and their Relatives (3 statements) sub-dimensions. Responses to the statements in the scale are scored as "strongly disagree (1 point), disagree (2 points), no idea (3 points), agree (4 points), totally agree (5 points)". While evaluating the scores obtained from the scale; It is calculated by dividing the total score from each sub-dimension by the number of items in the sub-dimension and taking the arithmetic average. Cronbach's alpha values of the total and sub-dimensions of NIPES were found 0.95 for total NIPES, 0.94 for "Professional Development", 0.92 for "Personal Development", 0.91 for "Guidance/Counseling", 0.85 for "General Features of the Program", 0.72 for "Application Area", "Patient and their Relatives" 0.89 for "Communication" (1). In this study, Cronbach's alpha values were found to be 0.98, 0.92, 0.92, 0.94, 0.95, 0.87, and 0.93, respectively.

Analysis of data

The analysis of the data was done with SPSS 24 demo version. The conformity to the normal distribution of the variables was evaluated with the Kolmogorov-Smirnov test. It was determined that the data did not conform to the normal distribution. In the evaluation of the study data was used descriptive statistical methods included frequency, percentage, mean, standard deviation, median, minimum, and maximum. Also, the Mann-Whitney U test was used to evaluate the quantitative data between two groups that did not show normal distribution, and the Kruskal-Wallis test was used for the evaluation of quantitative data between more than two groups. Significance was evaluated at the $p < 0.05$ level.

Ethical considerations

Permission to use the Nightingale Internship Program Evaluation Scale was obtained by e-mail from the author. Written permission was obtained from the institution where the research would be conducted. Ethics committee approval was obtained from the clinical research ethics committee of Ordu University (09.07.2020/147). The purpose and benefits of the study were explained to the nursing students in the sample, it was stated that they should not write their names on the data collection forms, and their informed written consent was obtained by attention to the voluntariness and willingness to participate in the research.

RESULTS

It was determined that 82.3% of the nursing students were female, 58.3% of them chose the nursing profession voluntarily, 45.8% of them found the nursing profession suitable for themselves, and their academic success average was 2.83 ± 0.36 . It was found that 53.1% of nursing students were interns in internal diseases, obstetrics and gynecology, and psychiatry in the fall, and 46.9% of them were interns in surgical diseases, pediatric health and diseases, and public health nursing (see Table 1).

Students' Nightingale Internship Program Evaluation Scale Scores

In this study, nursing students' NIPES total scale score was 3.81 ± 0.75 (min 1.05, max 4), sub-dimension of the scale mean scores were 3.81 ± 0.75 for "Professional Development", 3.83 ± 0.78 for "Personal Development", and 3.96 ± 0.89 for "Guidance/Counseling", 4.13 ± 0.88 for "General Features of the Program", 4.03 ± 0.87 for "Application Field Features", 3.80 ± 0.97 for "Communication with Patients and their Relatives" (see Table 2).

Comparison of Students' characteristics and NIPES Scores

While there was a statistically negative significant relationship ($r = -0.251$; $p < 0.05$) between the NIPES "professional development" sub-dimension point average and the faculty achievement score of the students, there was no statistically significant

relationship between "personal development", "guidance/counseling", "general features of the program", "features of the application area" and "communication with patients and their relatives" sub-dimensions ($p>0.05$). The mean scores of the NIPES sub-dimensions were not statistically different according to the gender of the students, their working status as a nurse, their willingness to choose a profession, and the units they worked for ($p>0.05$). According to

the presence of nurses in their first-degree relatives, the mean scores of the sub-dimensions "Professional Development", "Personal Development", "Guidance / Counseling", "General Characteristics of the Program", "Patient and Relatives" and "Communication" of NIPES were statistically significantly different between the groups ($p<0.05$), (see Table 3).

Characteristics	Min-Max	Mean±SD (Median)
Age (years)	19-24	21.40±0.68 (21.00)
Faculty achievement score	1.00-4.24	2.83±0.36 (2.80)
Gender	n	%
Female	79	82.3
Male	17	17.7
Working as a nurse		
Yes	2	2.1
No	94	97.6
Willingness to choose the profession		
I chose voluntarily	56	58.3
I chose it at the request of my family.	32	33.3
I randomly chose	8	8.3
Order of choosing nursing in university		
1 st	16	16.7
2nd	22	22.9
3rd	23	24.0
4 or more	35	36.5
Finding a suitable job		
Yes	44	45.8
Partially suitable	44	45.8
Not available	7	7.3
Status of being a nurse in a first-degree relative		
Yes	16	16.7
No	80	83.3

Table 1. Distribution of students' socio-demographic characteristics (n=96)

Table 2. Students' Nightingale Intern Program Evaluation Scale Values

NIPES sub-dimensions	Min-Max.	Mean±SD (Median)	Cronbach Alpha
Professional development	1.18-5	3.81±0.75 (3.90)	0.925
Personal Development	1-5	3.83±0.78 (3.88)	0.920
Guidance / Counseling	1-5	3.96±0.89 (4.00)	0.941
General features of the program	1-5	4.13±0.88 (4.14)	0.957
Features of the application area	1-5	4.03±0.87 (4.00)	0.872
Communication with patients and their relatives	1-5	3.80±0.97 (4.00)	0.931
NIPES Total	1.05-4.87	3.81±0.75 (3.87)	0.982

Table 3. Comparison of NIPES subdimensions scores according to the characteristics of the students

Students' characteristics			Professional Development	Personal Development	Guidance/Counseling	General Features of the Program	Features of the Application Area	Communication with Patients and their Relatives
	n	%	Mean (Median) (Min-Max)	Mean (Median) (Min-Max)	Mean (Median) (Min-Max)	Mean (Median) (Min-Max)	Mean (Median) (Min-Max)	Mean (Median) (Min-Max)
Faculty achievement score			2.83±0.36 (2.80) (2-4.20)	2.83±0.36 (2.80) (2-4.20)	2.83±0.36 (2.80) (2-4.20)	2.83±0.36 (2.80) (2-4.20)	2.83±0.36 (2.80) (2-4.20)	2.83±0.36 (2.80) (2-4.20)
r ve p values			r=-0.251 p=0.020	r=-0.176 p=0.104	r=-0.189 p=0.081	r=-0.124 p=0.256	r=-0.110 p=0.315	r=0.024 p=0.824
Gender								
Female	79	82.3	4.13 (1-5)	4.00 (1-5)	4.00 (1-5)	4.00 (1-5)	3.50 (1.25-5)	4.00 (1-5)
Male	17	17.7	4.09 (1.55-5)	3.66 (1.11-5)	4.20 (1-5)	3.85 (1.14-5)	3.62 (1-5)	4.00 (1-5)
MWU and p values			460.000 p=0.691	436.500 p=0.065	663.500 p=0.561	529.500 p=0.376	621.000 p=0.976	640.000 p=0.812
Working as a nurse								
Yes	2	2.1	4.18 (4.18-4.18)	4.38 (4.11-4.67)	4.70 (4.60-4.80)	4.21 (3.71-4.71)	2.87 (2.25-3.50)	3.83 (3.67-4.00)
No	94	97.6	4.09 (1-5)	4.00(1-5)	4.00(1-5)	4.00(1-5)	3.50(1-5)	4.00(1-5)
MWU and p values			42.500 p=0.966	48.000 p=0.292	29.500 p=0.115	73.500 p=0.657	129.500 p=0.359	140.000 p=0.258
Willingness to choose the profession								
I chose voluntarily	56	58.3	4.45 (1-5)	4.00 (1-5)	4.00 (1-5)	4.00 (1-5)	3.50 (1-5)	4.00 (1-5)
I chose it at the request of my family	32	33.3	4.00(2-5)	4.00(2-5)	4.00(2.20-5)	3.85 (2.43-5)	3.50(2-5)	4.00(2-5)
I randomly chose	8	8.3	4.00 (3.64-4.64)	4.00 (3.44-4.67)	4.00 (2-4.60)	3.85 (2.71-4.71)	3.50 (2.50-4.25)	4.00 (4-4.33)
KW and p values			2.190 p=0.335	0.291 p=0.865	0.13 p=0.937	0.35 p=0.839	0.354 p=0.838	0.588 p=0.745
Order of choosing nursing in university								
1st	16	16.7	4.45 (1.36-5)	4.00 (1-5)	4.10 (1.60-5)	3.71 (1-5)	3.37 (1.50-4.75)	4.0 (1.33-5.0)
2nd	22	22.9	4.31 (2.82-5)	4.05 (1.33-5)	4.10 (1-5)	4.00 (1.14-5)	3.50 (1-5)	4.16 (1-5)
3nd	23	24.0	4.27 (1-5)	4.00 (1.22-5)	4.00 (1-5)	4.00 (1-5)	3.50 (1.25-5)	4.00 (1-5)
4 or more	35	36.5	4.00 (1.55-5)	4.00 (1.11-5)	4.00 (1.40-5)	3.78 (1.14-5)	3.50 (1.25-5)	4.00 (1-5)
KW and p values			1.918 p=0.590	1.286 p=0.732	1.995 p=0.574	3.535 p=0.316	1.454 p=0.693	3.169 p=0.366
Finding a suitable job								
Yes	44	45.8	4.63 (1-5) ^{ab}	4.22 (1-5) ^a	4.20 (1-5)	4.00 (1-5)	3.50 (1.25-5)	4.33 (1-5)
Partially suitable	44	45.8	4.00 (2-5) ^a	4.00 (1.33-5) ^b	4.00 (1-5)	3.85 (1.14-5)	3.50 (1-5)	4.00 (1-5)
Not available	7	7.3	4.00 (3.64-4.73) ^b	3.55 (3.22-4) ^{bc}	4.00 (3.40-4.20)	3.71 (3.29-4)	3.25 (2-3.50)	4.00 (3.67-5)
KW and p values			10.617 p=0.021	10.718 p=0.031	5.902 p=0.052	6.016 p=0.049	2.241 p=0.326	5.572 p=0.062
Status of being a nurse in a first-degree relative								
Yes	16	16.7	3.90 (1.36-4.73)	3.66 (1-4.78)	3.40 (1.60-5)	4.00 (1.14-4.86)	3.50 (1.50-4)	4.00 (1.33-5)
No	80	83.3	4.31 (1-5)	4.00 (1.11-5)	4.00 (1-5)	4.14 (1-5)	3.50 (1-5)	4.00 (1-5)
MWU and p values			728.500 p=0.006	861.000 p=0.004	795.000 p=0.006	783.500 p=0.037	684.000 p=0.341	787.500 p=0.038
Department								
Internal medicine, obstetrics, and gyn., psychiatry	51	53.1	4.13 (1-5)	4.00 (1.22-5)	4.00 (1-5)	4.00 (1-5)	3.50 (1.25-5)	4.00(1-5)
Surgical, child diseases and public health	45	46.9	4.09 (1.36-5)	4.00 (1-5)	4.00 (1-5)	4.00 (1-5)	3.50 (1-5)	4.00 (1-5)
MWU and p values			1.042.00 p=0.631	1.070.00 p=0.954	1089.00 p=0.778	1.046.50 p=0.807	1.276.00 p=0.179	1.152.00 p=0.824

DISCUSSION

Internship practice is very important for nursing students in the transition to their professional life. Internship practice in nursing education enables them to gain experience to be able to use and develop the professional knowledge, skills, and attitudes they have learned in the education-learning processes, to be able to fulfill the care needs of healthy/sick individuals, families, and society in line with the nursing process, to communicate effectively with other individuals in the health care team, in order to this communication and to apply professional regulations in the field of work (3,5).

The clinical environment is known to be extremely beneficial for professional nurse candidates for reasons such as identifying their mistakes (7), increasing critical thinking skills (8), providing holistic care to patients (9), clinical judgment, and ethical decision-making skills (9-10).

In this study, it was found that the NIPES mean score of the students was 3.81 ± 0.75 , and the mean of its sub-dimensions was between 3.80 and 4.13. The subscale scores were respectively "General features of the program" (4.13 ± 0.88), "Characteristics of the practice area" (4.03 ± 0.87), "Guidance/counseling" (3.96 ± 0.89), "Personal development" (3.83 ± 0.78), "Professional development" (3.81 ± 0.75), "Communication with patients and their relatives" (3.80 ± 0.97). Considering

that the highest "5 points" can be obtained in the scale items, it was observed that the senior nurse students were more than moderately satisfied with the intern program. Yılmaz-Karabulutlu et al. (2020) indicated that the students' NIPES total mean score was 3.88 ± 0.74 , while the highest mean score was on the sub-scale of communication with patients and their relatives (4.02 ± 0.87), followed by the sub-scales of professional development (3.96 ± 0.80), guidance/counseling (3.93 ± 0.95), personal development (3.86 ± 0.82), application area properties (3.76 ± 1.02) and general features of the program (3.75 ± 0.93), (11). Similar findings were found in the other study (12). In a previous study, Mohammed and Ahmet (2020) found that the hospital was the most effective factor in the satisfaction of trainee nurses during the clinical internship and that it was associated with the nurse interns' perception of autonomy role, perception of education, and perception of social support (13). The same study indicated that the presence of mentoring in the hospital, the support of the hospital team, and the perception of the autonomous role of the nurse interns are important in nursing education (13).

Leufer and Cleary-Holdforth (2020) determined that senior nursing students were prepared for the profession with internship practice, and they improved themselves in drug management and case management (14). Ateş et al. (2017) determined that the vast majority

of students gave positive feedback about the intern practice (3). Sabancıoğulları et al. (2012) found that the majority of intern students contributed to the development of the knowledge and skills of the program after the application and positively affected their readiness for the profession (5). This study's results, which are similar to the results of the studies in the literature, have been interpreted as contributing to the student's professional knowledge, skills, attitudes, and values as well as their personal development in line with the objectives of the intern program.

It was determined that there was a statistically significant negative correlation between the students' faculty achievement score average and the NIPES professional development sub-dimension score. With the internship program, it is expected that students will be able to develop their nursing care skills, provide care following the nursing process, use the knowledge, skills, and attitudes related to the profession while performing the roles and functions specific to the nursing profession, and develop their skills to effectively manage patient care and emergencies. At the same time, a negative correlation was found between the academic success score of the student and the sub-dimensions of "personal development", "guidance/counseling", "general features of the program" and "features of the application area" of NIPES. This result suggested that students

with lower academic success scores might have developed these aspects better.

In this study, there was no statistically significant relationship between the genders of the students and their views on the internship program. Keshk et al. (2018) found that there was a statistically significant relationship between gender and gaining advanced skills in the study in which they examined the effect of the intern program on the acquisition of advanced skills by nursing students (15). This finding, which is not similar to the literature, made us think that both male and female students agreed about the intern practice program.

The significant relationship between the students' finding the profession suitable for themselves and the sub-dimensions of NIPES including "professional development", "personal development" and "guidance/counseling" was interpreted as that the students were able to realize many aspects of the nursing profession during intern practice and that they might have given more positive feedback about the intern practice program.

It was determined that the students' opinions about the internship program were different according to the presence of a nurse among their first-degree relatives. This finding of the study suggested that students whose relatives were nurses might have been positively affected by the internship program and their readiness for the profession.

Limitations of the study

This study has some limitations. These limitations are the small sample size and the fact that it was conducted in only one faculty. Further studies with larger sample sizes are needed using the random sampling technique.

CONCLUSION

As a result of this study, it was found that nursing students had a positive opinion about the internship program. There were statistically significant differences in the students' opinion about the intern program, according to their professional development characteristics, faculty achievement score, finding the profession suitable for themselves, and having a nurse in their first-degree relatives. Also, there were statistically significant differences between the personal development characteristics of the students and the situation of finding the profession suitable for themselves and having a nurse in their first-degree relatives; between guidance/counseling and presence of nurses in first-degree relatives; between the general features of the program and the situation of finding the profession suitable for oneself and having a nurse in their first degree relatives; between communication with patients and their relatives and the presence of a nurse in their first-degree relatives.

In line with these results, it can be suggested that similar studies should be carried out to evaluate the program in nursing departments where the internship program is applied so that

nursing students can be evaluated in different universities within the scope of the internship program.

Practical importance to the educational field

Determining nursing students' satisfaction with the internship program can enable nursing faculty members to make important decisions that can help students benefit from the internship period. Examining the factors that affect the views of nursing students about the internship program and taking precautions for the factors that affect the nursing students' views by the faculty members who are in charge of nursing education will positively affect the success of the program and contribute positively to the preparation of the students for professional life.

Ethics Committee Approval: Ethics committee approval was received for this study from Clinical Research Ethics Committee of Ordu University (09.07.2020/147).

Author Contributions:

Concept: N.E, Y.K.U, H.D, N.B, Design N.E, Y.K.U, H.D, N.B, Literature search: N.E, Y.K.U, H.D, N.B, H.G.U, Data Collection and Processing: Y.K.U, H.D, H.G.U, N.B, F.B.T,Ö.B, A.Ç, N.G, A.N.K, E.Ş, Analysis or Interpretation: N.E, Y.K.U, H.D, Writing: N.E, Y.K.U, H.D, N.B.

Conflict of Interest: There are no conflicts of interests related to this study.

Financial Disclosure: There are no external funding sources for this study.

Acknowledgement: We would like to thank the nursing students who participated in this study.

REFERENCES

1. Şahin NH, Can G, Bacaksız FE, Kaya H, Şenyuva E, Balci S, Çavdar İ, Kaya H, Küçük L, Seren AKH, Nahcivan N. Development of the Nightingale Internship Program Evaluation Scale. *Florence Nightingale J Nurs.*, 2016; 24(3):143-. doi:10.17672/fnhd.22356
2. Taşocak G. Hemşirelik ve hemşirelik eğitime genel bakış. Atabek-Aştı, T., Karadağ, A. (Eds.). *Hemşirelik Esasları. Akademi Basın Yayıncılık, İstanbul*, 2013;17-23 (in Turkish).
3. Ateş N, Güçlüel Y, Pirecioğlu M, Güngörmüş E, Yıldırım A. Opinions and recommendations of intern nurse, mentor nurse and clinical responsible nurse about intern clinical practice program. *Turkish Journal of Research&Development in Nursing.*, 2017;19(3): 1-11 (in Turkish).
4. Dönmez S, Weller BK. Hemşirelik son sınıf öğrencilerinin aldıkları eğitime ilişkin görüşlerinin incelenmesi. *ACU. Sag Bil Derg.*, 2019;(1):42-48. doi:10.31067/0.2019.105
5. Sabancıoğulları S, Doğan S, Kelleci M, Avcı D. The determination of final year nursing students' perceptions on internship program. *DEUHYO ED* 2012; 5 (1): 16-22 (in Turkish).
6. Yılmaz D, Düzgün F, Yılmaz DU, Dikmen Y. Evaluation of bachelor's degree nursing program assessment by nurses working at a university hospital: a cross-sectional study from Turkey. *Int J Nurs Educ Scholarsh.*, 2019;16(1); doi:10.1515/ijnes-2019-0029
7. Vaismoradi M, Bondas T, Jasper M, Turunen H. Nursing students' perspectives and suggestions on patient safety-implications for developing the nursing education curriculum in Iran. *Nurse Educ Today.*, 2014;34:265-270. doi:10.1016/j.nedt.2012.10.002
8. Doody O, Condon M. Increasing student involvement and learning through using debate as an assessment. *Nurse Educ Pract.*, 2012;12:232-237. doi: 10.1016/j.nepr.2012.03.002
9. D'Souza MS, Karkada SN, Parahoo K, Venkatesaperumal R. Perception of and satisfaction with the clinical learning environment among nursing students. *Nurse Educ Today.*, 2015;35:833-840.
10. Nyangena E, Mutema A, Ajbirj K. Evaluation of clinical training in nursing in Kenya. *Interdisciplinary Res J.*, 2011;1:22-30.
11. Yılmaz-Karabulutlu E, Bahçecioğlu-Turan G, Gündüz-Oruç F. The effect of internships on students' satisfaction with

their nursing education. Anadolu Hemşirelik ve Sağlık Bilimleri Dergisi., 2020;23(1):60-66.

[doi:10.17049/ataunihem.524157](https://doi.org/10.17049/ataunihem.524157)

12. Alkaya SA, Terzi, H. Evaluation of professional practice competence of nursing students in the context of internships. Kocaeli Medical Journal, 2021;10:44-49.
13. Mohammed BM, Ahmed WA. Evaluation of nurse interns' satisfaction and hospital as an educational environment in nursing internship training program, Saudi Arabia. Evaluation, 2020; 9(1):22-29.
14. Leufer T, Cleary-Holdforth J. Senior Nursing Students' Perceptions of Their Readiness for Practice Prior to Final Year Internship: Part 2—A Qualitative Perspective. Dimens Crit Care Nurs., 2020;39(2): 81-90.
[doi:10.1097/DCC.0000000000000407](https://doi.org/10.1097/DCC.0000000000000407)
15. Keshk LI, Qalawa S, Ibrahim NA. Effectiveness of an educational program regarding nursing process on acquiring advanced skills among internship nursing students. International Journal of Nursing., 2018;5(2):32-44.
[doi:10.15640/ijn.v5n2a4](https://doi.org/10.15640/ijn.v5n2a4)