



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Newly Qualified General Nurses' Experiences of Internship: A Republic of Ireland Cross-Sectional Study

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Overview of Presentation



Background & Significance of the Study.



Study Aims & Objectives.



Research Design.



Results.



Conclusion.

Nurse Education Nationally & Internationally



- Ireland - 4 year Degree programme
- EU - 3/4 year Diploma/Degree programme
- Australia - 3 year Degree programme
- Africa - 3 year Diploma /4 year Degree
- Asia - 4 year Degree programme
- South America - 3 year Degree programme
- North America -2 year Diploma /4 year Degree

Background & Significance of the Study

- Ireland is one of the few countries that has an internship as part of the degree programme.
- Transition shock - only realised the accountability and responsibility once they commenced employment as registered nurse (Walker et al., 2013; Hung et al., 2017; Cai, 2021; Ahmad et al., 2022).
- Evidence from the literature indicates that the initial stress, anxiety and feeling unprepared for the role influences their intention to leave (Morrow, 2009; Tapping et al., 2013; Eckerson, 2018).
- 1/4 of Irish nurses were 'likely or very likely' to leave the job in the next year (INMO, 2021).

Aim and Objectives

Aim:

To examine newly qualified general nurses' experience of the 36-week internship period and its value to their transition to the role of registered nurse.

Objectives:

1. To examine newly qualified general nurses (NQGNs) preparation for internship prior to its undertaking.
2. To examine the adequacy of the pre-internship preparation to the 36-week internship experience.
3. To examine the contribution of the 36-week internship period with respect to the overall clinical experience of internship.
4. To elicit NQGNs' opinions about the 36-week internship period with respect to its value and contribution to the preparation for the transition to the role of registered nurse.

Methodology – Mixed Methods Research Design

Phase One of a Mixed
Methods Sequential
Explanatory Design

Phase One:
National
Survey
N=193

- Pre-internship preparation
- Acquisition of clinical skills
- Support during internship
- Feedback during internship
- Value of internship

Descriptive
and
Inferential
Statistical
Analysis

Methods



Sampling
Snowball
sampling



Inclusion Criteria
NQGNs who
graduated with a
BSc (Hons) in
General Nursing
in ROI
2018 - 2020



**Data
Collection**
Experience
of Internship
Questionnaire



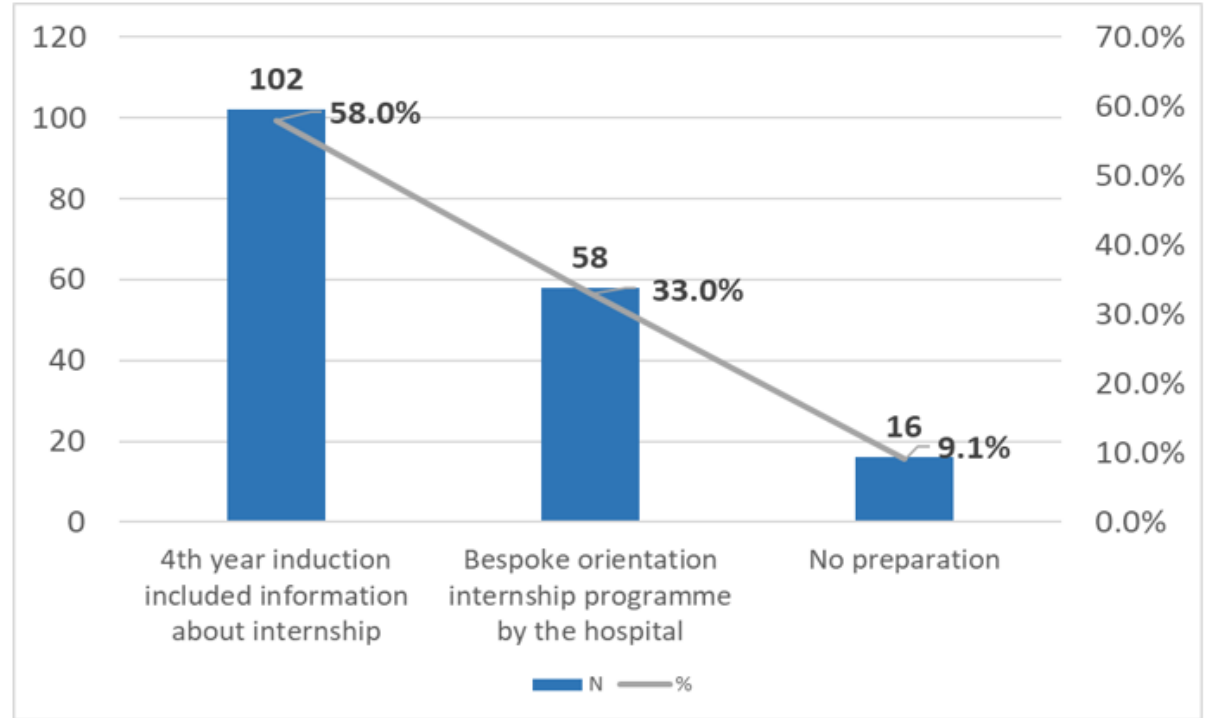
**Participation
Questionnaire
(N=193)**
Representation
from all HEIs

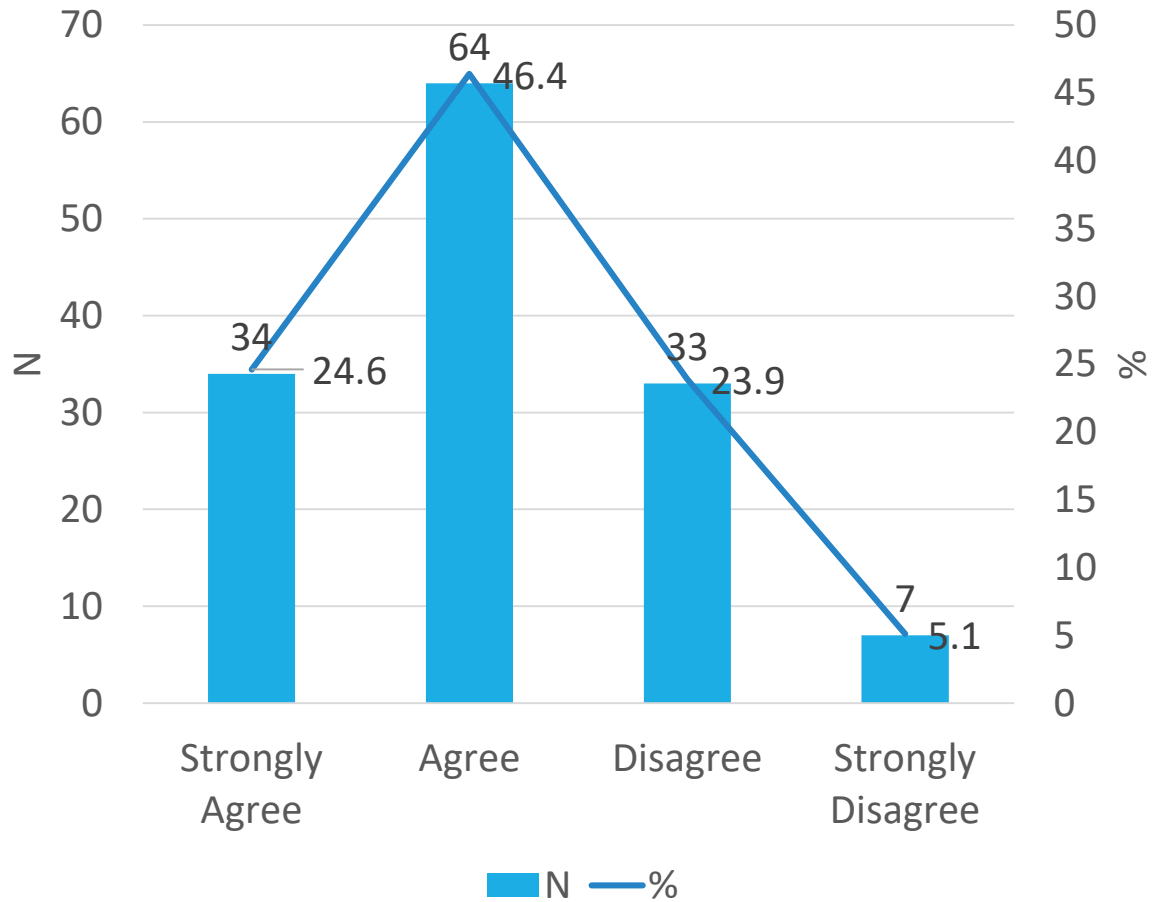


Data Analysis
Descriptive &
Inferential
Analysis

Pre-Internship Preparation

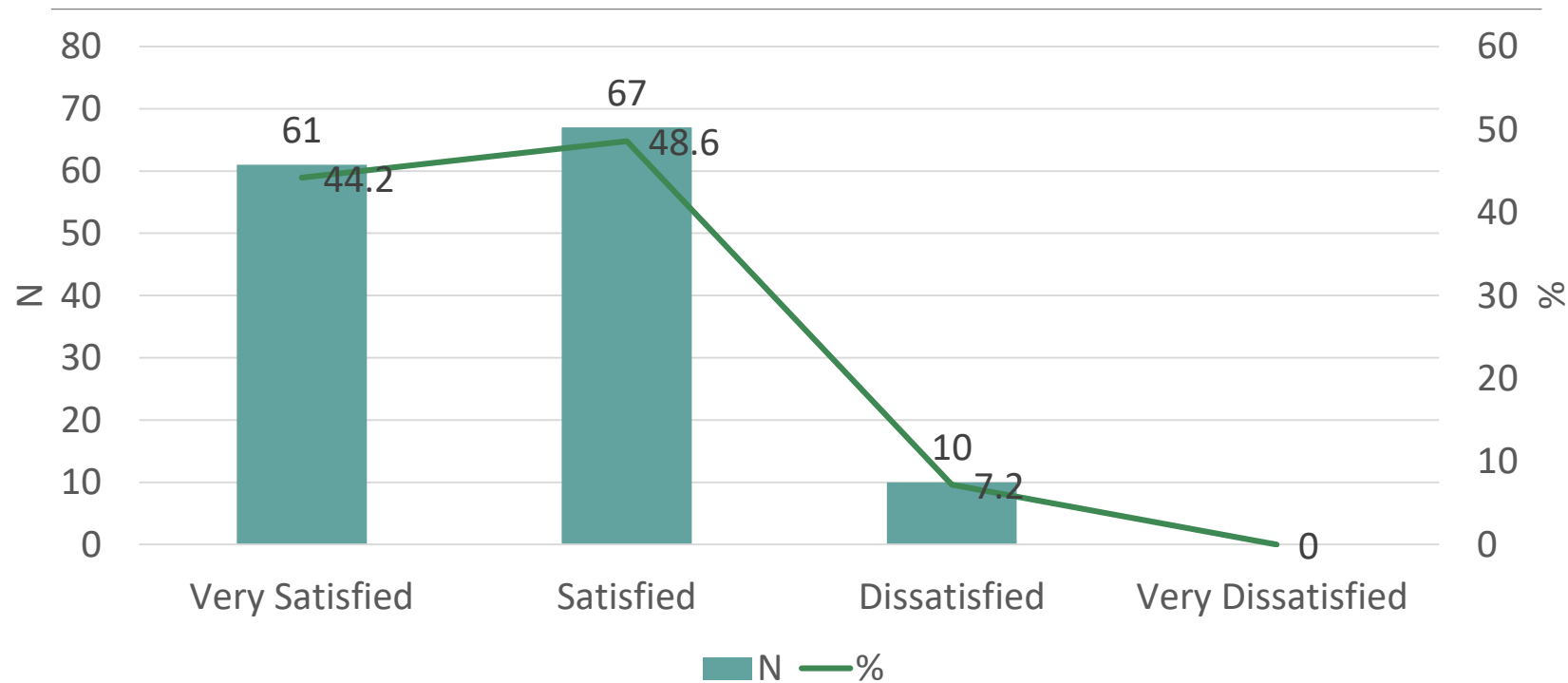
Structures used to prepare supernumerary nursing students for transition to intern





Emphasis on
setting and
achieving
goals during
internship

Satisfaction with consolidation of learning during internship



Acquisition of Clinical Skills during Internship

Clinical Skills	Very Satisfied n (%)	Satisfied n (%)	Dissatisfied n (%)	Very Dissatisfied n (%)
Satisfaction with the opportunities to give shift handover to the nursing team.	49 (35.5)	64 (46.4)	23 (16.7)	2 (1.4)
Satisfaction with the opportunities to participate in medication management under supervision.	18 (13)	54 (39.1)	51 (37)	15 (10.9)
Satisfaction with the opportunities to participate in the doctors ward rounds.	13 (9.4)	64 (46.4)	47 (34.1)	14 (10.1)

Acquisition of Non-Technical Skills

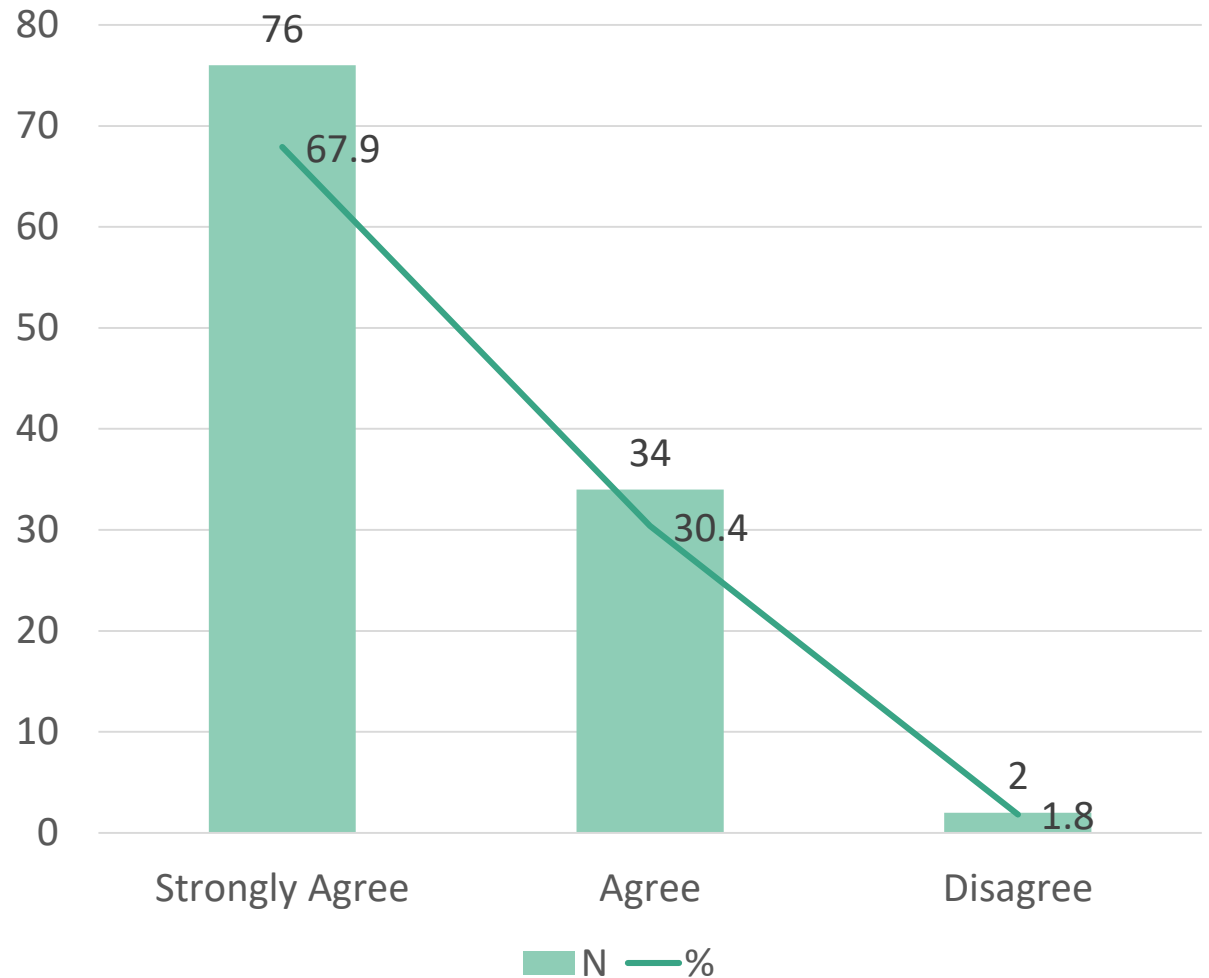
Non-Technical Skills	Very Satisfied n (%)	Satisfied n (%)	Dissatisfied n (%)	Very Dissatisfied n (%)
Satisfaction with the opportunities to gain competence in planning & organising patient care.	28 (20.3)	101(73.2)	8 (5.8)	1 (.7)
Satisfaction with the opportunities to gain competence in prioritizing patient care.	45 (32.6)	83 (60.1)	9 (6.5)	1 (.7)
Satisfaction with the opportunities to gain competence in time management of patient care.	37 (26.8)	84 (60.9)	15 (10.9)	2 (1.4)

Satisfaction with opportunities to practice clinical skills

Clinical skill	Very Satisfied n (%)	Satisfied n (%)	Dissatisfied n (%)	Very Dissatisfied n (%)
Satisfaction with the opportunities to advance skills in recording clinical practice for the caseload.	39 (28.3)	93 (67.4)	5 (3.6)	1 (.7)
Satisfaction with the opportunities to advance skills in admitting patients.	58 (42.0)	76 (55.1)	3 (2.2)	1 (.7)
Satisfaction with the opportunities to advance skills in discharging patients, within the caseload.	49 (35.5)	75 (54.3)	13 (9.4)	1 (.7)
Satisfaction with the opportunities to complete community referral documentation (e.g., PHN).	35 (25.4)	73 (52.9)	27 (19.6)	3 (2.2)

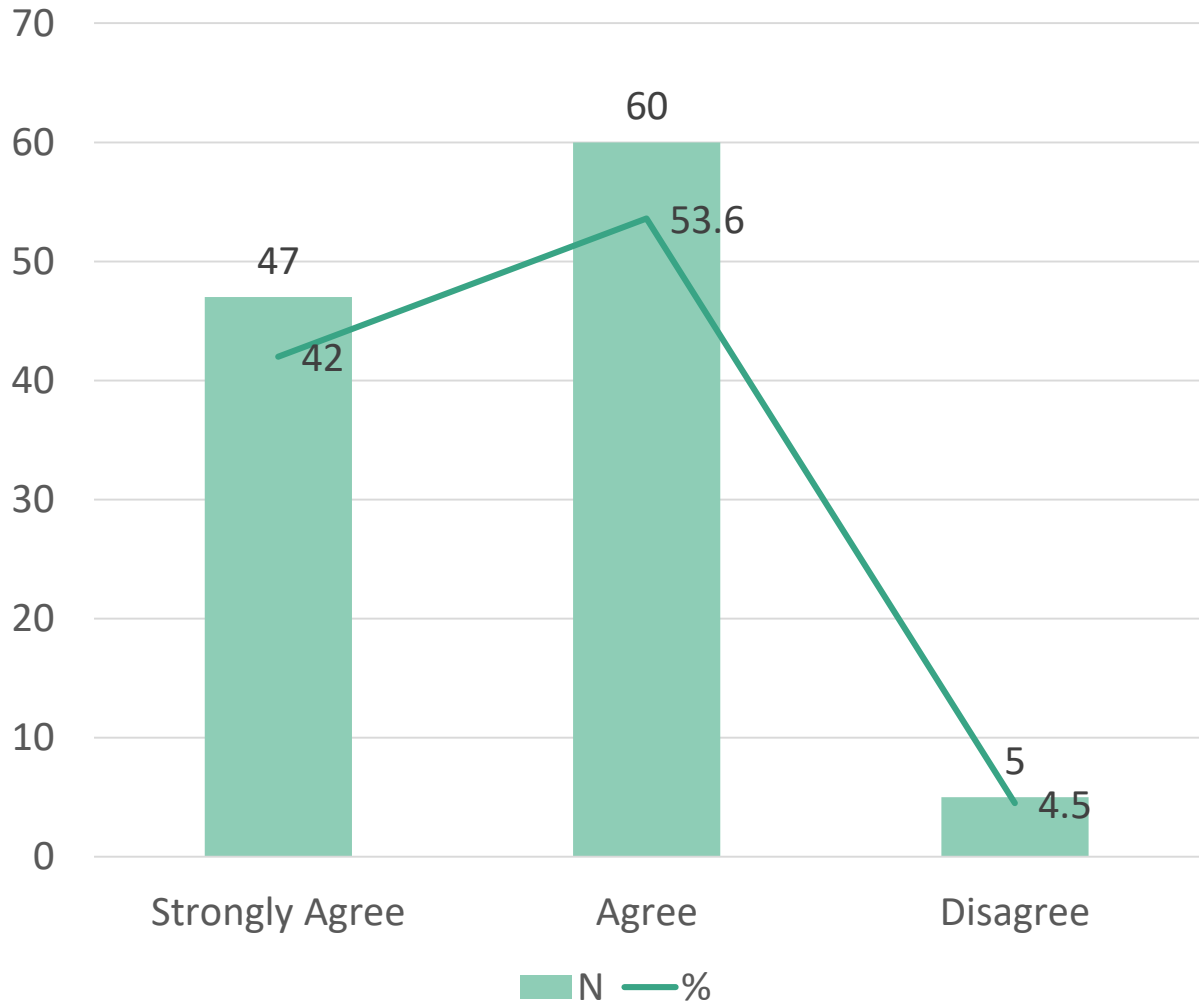
Value of internship:

Internship is a valuable placement for nurse education and training.

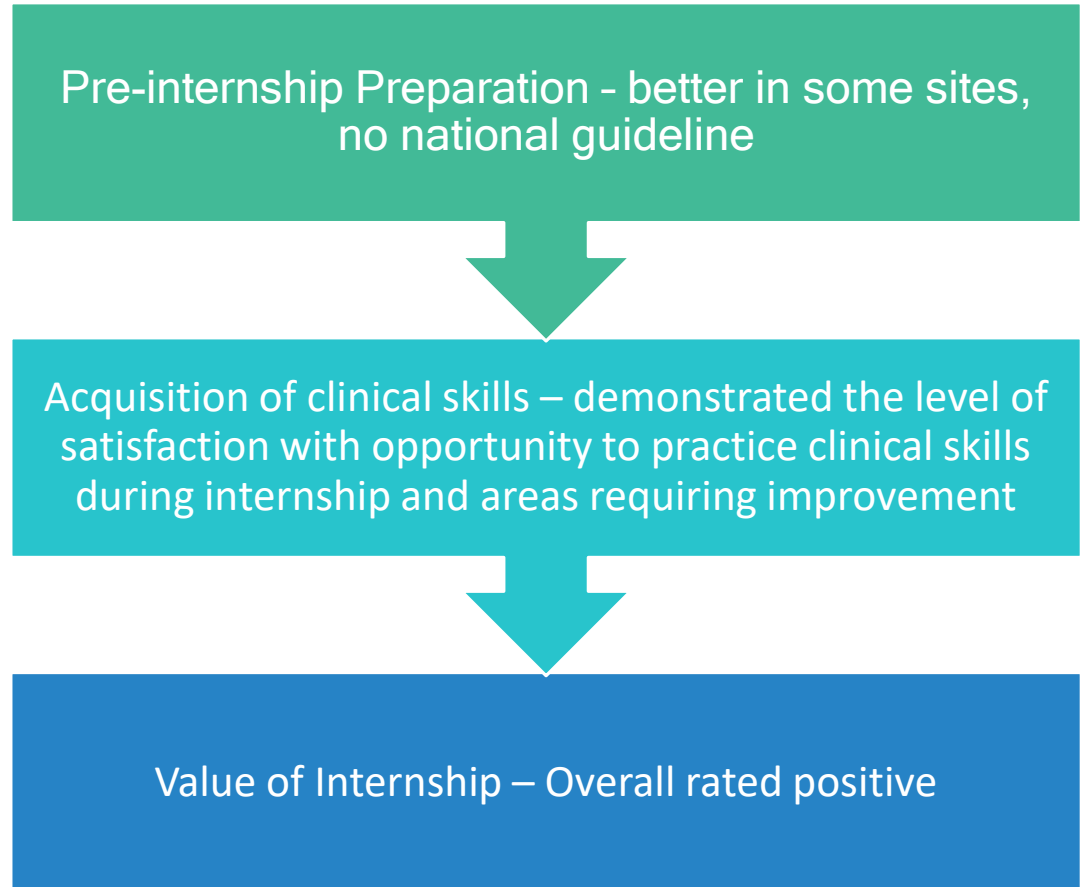


Value of Internship:

The internship period was extremely valuable in preparing me for working as a newly qualified nurse.



Conclusion



References

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Thank you

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