
Published online 19-8 2021 (<http://www.kesmondsuniversity.org>) | Department of Nursing science, School of Health and Medical Sciences, Kesmonds International University

Email Address: abdirahmanhassan@kesmondsuniversity.org



Challenges of Nursing Students' Clinical Practice Experience During the Internship Year at Different Hospitals in Mogadishu – Somalia

Abdirahman Moalim, Department of nursing science School of Health and Medical Sciences, Kesmonds International University, Mogadishu, Somalia Email address: cabdirahman05@gmail.com (Abdirahman), abdirahmanhassan@kesmondsuniversity.org.

Abstract

Nursing is a profession that provides fundamental care to patients, and nurses have to deal with sophisticated and specialized conditions. In order to provide optimal care, nurses need sound theoretical knowledge and perfect practical skills. Research in different countries and ongoing evidence demonstrate a theory–practice gap in nursing, Furthermore, internship programs for nursing students improve the readiness for accepting roles and enhance individual and professional abilities, self-development, and work commitment. Nursing training is a combination of theoretical and practical learning experiences that enable nursing students to acquire the knowledge, skills, and attitudes for providing nursing care. Nursing education is composed of two complementary parts: theoretical training and practical training, the internship programs for nursing students in Mogadishu hospitals are problem experienced by the nursing interns during their internship year, such as patient culture, overcrowded students for special hospitals, clannism, discrimination intern's students, the relationship between nursing interns and other healthcare professionals, non-nursing work, and time management the aim of the research article is to explore the challenges related to the internship education of nursing students in Mogadishu Somalia.

Introduction

The internship in clinical education is one of the important approaches to reduce the gap between theoretical and practical knowledge. This strategy is implemented in the final year of education. This practice was first used during the late 19th century in the United States to prepare medical students for post-graduation clinical practice and create maturity in medical students, Internship is a process in which students gain practical experience under the supervision of a faculty member accompanied by experienced nurses, head nurses, and hospital supervisors. It is thought that internship programs have some benefits for students (by engaging in real clinical situations), workplaces, and the staff (assigning some clinical tasks to students). It also initiates creativity and adaptability, greater opportunity to learn skills, increases analytical power, and eventually yields job experience, in fact, nursing education should encompass three areas of learning: cognitive, emotional, and psychomotor.

At the initial stage, the students spend two days at an orientation workshop and received a booklet guide, then they are introduced to the education center of the hospital. The students are then referred to designated wards and work under the supervision of an expert nurse, head nurse, and supervisor, who also does the final assessment. It is famous in Somali especially Mogadishu hospitals that the students pay a monthly fee to the hospital administration also student must be equipped with necessary equipment's thermometers, cannulas, sphygmomanometers, gloves.

A large part of nursing education is carried out in clinical environments. In Mogadishu Somalia and many other countries, clinical education forms more than half of the formal educational courses in nursing. Therefore, clinical education is considered to be an essential and integral part of the nursing education program. Since nursing is a performance-based profession, clinical learning environments play an important role in the acquisition of professional abilities and train the nursing students to enter the nursing profession and become a registered nurse. Moreover, the clinical area of nursing education is of great importance for nursing students in the selection or rejection of nursing as a profession.

Unlike classroom education, clinical training in nursing occurs in a complex clinical learning environment which is influenced by many factors. This environment provides an opportunity for nursing students to learn experimentally and to convert theoretical knowledge to a variety of mental, psychological, and psychomotor skills which are of significance for patient care. Students' exposure and preparation to enter the clinical setting are one of the important factors affecting the quality of clinical education.

Since an optimal clinical learning environment has a positive impact on the students' professional development, a poor learning environment can have adverse effects on their professional development process. The unpredictable nature of the clinical training environment can create some problems for nursing students.

The researchers' experience in the nursing clinical education reveals that nursing students' behaviors and performances change in the clinical setting. This change can negatively affect their learning, progress in patient care, and professional performance. Identifying problems and challenges with which these students are faced in the clinical learning environment can help stakeholders solve these problems and contribute to them becoming professional as well as their professional survival.

Failure to identify the challenges and problems the students are faced with in the clinical learning environment prevents them from effective learning and growth. As a result, the growth and development of their skills will be influenced. Studies show that the students' no effective exposure to the clinical learning environment has increased dropout rates. Some nursing students have left the profession as a result of challenges they face in the clinical setting.

According to a review of the literature, few studies have been done on the challenges nursing students are faced with in the clinical learning environment in Somalia. Identifying challenges with which nursing students are faced in the clinical learning environment in all dimensions could improve training and enhance the quality of its planning and the promotion of the students. We aimed to explain the challenges of the nursing students in the clinical learning environment in Mogadishu Somalia hospitals.

Keywords: Nursing, Internship Programs, Mogadishu Hospitals, Theoretical Training, Practical Training, Healthcare Professionals, Nursing Processes, challenges.

Objectives

the Aim of the article is to explore the challenges related to the internship education of nursing students in Mogadishu Somalia.

Methods

Design

the design was A descriptive both qualitative and quantitative research design was used in this study to explore nursing students' clinical practice experiences during the internship period as well as the challenges encountered by working in different hospitals. Qualitative research is frequently used to describe and understand human behavior or experiences related to a particular phenomenon. Qualitative research draws on subjective data that is difficult to code numerically and focuses on feelings, experiences, and the content of people's articulations. Therefore, in-depth information and understanding regarding a phenomenon is best revealed using qualitative methods as they provide answers to 'how' and 'why' type questions, such as how nursing students perceive and encounter clinical practice during internships at different hospitals.

Demographic information of nursing students in internship program (respondents)

This part presents the background information of the respondents who participated in the study. The purpose of this background information was to find out & explore the challenges related to the internship education of nursing students in Mogadishu Somalia.

Table 1: Showing the demographic information of nursing students in internship program

Respondents	Frequency (F)	Percentage (%)
1. Respondents by Gender		
A. Female	250	83%
B. Male	50	17%
Total	300	100%
2. Respondents by Marital Status		
A. Single	240	67%
B. Married	60	33%
Total	300	100%
3. Respondents by age		
A. 15-25 years	280	93%
B. 26-40 years	20	5%
C. Above 41	0	2%
Total	300	100%

Table 2: What Are the Challenges Related to The Internship Education of Nursing Students in Mogadishu Somalia.

Respondents	Frequency (F)	Percentage (%)
Challenges I		
A. Discrimination	70	23%
B. Culture of patients	80	27%
C. Overcrowded	150	50%
Total	300	100%
Challenges II		
A. Relationship between nursing interns and other healthcare professionals.	150	50%
B. Non-nursing work.	80	27%
C. Time management.	70	23%
Total	300	100%
Challenges III		
A. Theory gap in nursing	150	50%
B. Preparation to enter the clinical setting	100	33%
C. Self-development & Work commitment	50	17%
Total	300	100%

Table 3: Improve Training and Enhance the Quality of Its Planning and The Promotion of the Students.

Respondents	Frequency (F)	Percentage (%)
1. Quality of Education in the universities		
A. Hire a Qualified Lecturer	100	33%
B. Measure the Student Outcomes and Improve	100	33%
C. Improve Teaching Methods	100	34%
Total	300	100%
2. Hospital Management		
A. Training of Hospital Staff	150	50%
B. Use Innovative Technology	80	27%
C. Accountability is Key	70	23%
Total	300	100%
3. The students in the internship program		
A. Assist and contribute to the team	240	80%
B. Learn and gain experience	50	17%
C. Conduct oneself in a responsible and professional manner	10	3%
Total	300	100%
4. Ministries of high Education and Health		
A. Harmonize standards, policies and procedures of internship programme policy	285	95%
B. Guide all internships to provide practical experience and skills to intern to enhance their experience	10	3%
C. Build positive work ethics amongst internship students , including work competencies	5	2%
Total	300	100%

4. Discussion

The findings obtained from the study demonstrated that ineffective communication, inadequate preparation, and emotional reactions are Somali - Mogadishu student's internship nursing challenges in the clinical learning environment.

It is one of the teachers' major responsibilities to treat nursing students properly in the clinic, causing higher enthusiasm and motivation for learning as well as increasing their self-confidence.

Many of the students participating in the study complained about the staff's discrimination between them and students of nursing.

The result of the study conducted hospitals in Mogadishu Somalia demonstrated that a high percentage of nursing students reported discrimination between them and students of other fields.

Discrimination in the use of educational facilities and services and also in interpersonal communication was reported as a factor distorting the nursing students' professional identity in the clinic, which is in line with the results of our study. The comparison between nursing and medicine and regarding medicine as a superior major violates nursing students' personal dignity and gives them a sense of professional inferiority. Students' inadequate preparation for entering the clinical environment creates problems for them and nursing teachers. Even though they learn the fundamentals of nursing in classrooms and practice rooms, nursing students do not have sufficient time to practice and repeat these skills to completely enter the clinic. I found during my study in this article students' in Mogadishu has insufficient practice and lack of skill before entering the clinical environment created problems for them with respect to learning in the clinic. Moreover, the students' lack of skill in confronting the clinical environment and dealing with actual patients is evident. Students' lack of knowledge and skill and inadequate preparation for entering the clinical environment disturb their learning processes and make them anxious. Acquisition of communication skills in nursing students creates a guiding atmosphere in the clinical environment, followed by an increase in their motivation. Nursing students' lack of practical skills is considered as a challenge in entering the clinical environment.

Nursing students' stress in confronting the clinical environment affects their general health and disturbs their learning processes. According to one study, stress is one of these students' experiences in the clinical environment.

We found that nursing students in Somalia Mogadishu are faced with many challenges in the clinical learning environment, which affect their professionalization and learning processes. Many students are not mentally prepared to enter the clinical environment leading to higher rates of psychological problems. Moreover, lack of adequate knowledge and skill along with lack of mental and psychological preparation disturbs the learning and patient caregiving processes. Improper treatment, discrimination, inadequate knowledge and skill, and lack of communication skills in these patients lead to stress and inferiority complexes in them.

In view of the students' challenges in confrontation with the clinical learning environment and the necessity of learning and providing patients with care in a peaceful environment free of any tension, educational authorities and nursing faculties are required to pay particular attention to these issues and try to facilitate the nursing students' learning and professionalization. Hence, the following can be concluded: (1) Based on the results of the study, many students lack the communication skills necessary for effective communication in the clinical environment. It is suggested that the effective communication skills are taught to students before they enter the clinical environment with the emphasis on the differences between the clinical environment and the classroom environment. (2) In view of the results of the study, many students mentioned lack of theoretical knowledge and practical skills as one of the problems involved in caregiving. Therefore, before students enter the clinical environment, it should be ascertained that they are theoretically and practically prepared as they take tests and give care in the skill lab. (3) In light of the presence of stress and inferiority complexes in students in confronting the clinical environment, it is suggested that while they receive psychological consultation on the nursing profession, caregiving, and the hospital environment plans be made for them to visit the hospital and to get acquainted with the clinical learning environment before they begin the actual internship. The innovation of this study was that we studied how the nursing students were faced with the clinical learning environment and all components of this process by a grounded theory study (this paper is a part of a larger grounded theory study).

In addition, in this study, the challenges of nursing students were deeply assessed with respect to educational, behavioral, emotional, and practical aspects, which differentiates this study from other previous studies.

Recommendations

This study revealed a need for continuous educational programmes to be provided for nursing interns by hospital education departments. In addition, it is recommended that nursing interns are allocated mentors at the beginning of their internship year through the provision of mentorship programmes by the hospital. A clear job description and clarification of responsibilities should also be provided for all interns so they will not be involved in non-nursing work. Furthermore, further research is needed to assess nursing interns' preparedness to work as nursing staff.

CONCLUSION

In this study, the challenges of the internship program for nursing students were examined. The students were not totally pleased with the clinical training within the previous semesters before the internship. They also highlighted some challenges including lack of amenities and a support system, interaction difficulties with staff, ambiguity in the evaluation system, and obscurity in identity. These problems should be addressed in the clinical education of nursing students.

Acknowledgments

The authors thank the nursing staff for their participation in this study. The authors would also like to thank Kesmonds International University for its support and Dr Emili Burnley for her tireless effort thanks my dear lecturer.

REFERENCE

1. Cheraghi MA, Salsali M, Safari M. Ambiguity in knowledge transfer: the role of theory-practice gap. *Iran J Nurs Midwifery Res.* 2010;15 (4):155.
2. Salsali M. Evaluating teaching effectiveness in nursing education: an Iranian perspective. *BMC Med Educ.* 2005;5(1):29. doi:10.1186/1472-6920-5-29
3. Monaghan T. A critical analysis of the literature and theoretical perspectives on theory–practice gap amongst newly qualified nurses within the United Kingdom. *Nurse Educ Today.* 2015;35(8):e1–e7. doi:10.1016/j.nedt.2015.03.006
4. Wall P, Andrus P, Morrison P. Bridging the theory practice gap through clinical simulations in a nursing under-graduate degree program in Australia. *Int J Learn Teach Educ Res.* 2014;8(1).
5. Dadgaran I, Parvizy S, Peyrovi H. A global issue in nursing students’ clinical learning: the theory–practice gap. *Procedia Soc Behav Sci.* 2012;47:1713–1718. doi:10.1016/j.sbspro.2012.06.888
6. Jackson A, Bluteau P, Furlong J. Interprofessional working in practice: avoiding a theory-practice gap. *Int J Pract Based Learn Health Social Care.* 2013;1:90–92.
7. Sezer H. How should clinical education be in nursing education? *J Nurs Res Pract.* 2018;2(1):15.
8. Wallace J. Nursing student work-study internship program: an academic partnership. *J Nurs Educ.* 2016;55(6):357–359. doi:10.3928/01484834-20160516-11
9. Wentz DK, Ford CV. A brief history of the internship. *JAMA.* 1984;252(24):3390–3394. doi:10.1001/jama.1984.03350240036035
10. Buckalew J. Internships for nurses. *Home Healthcare Nurs.* 1984;2 (4):28–29. doi:10.1097/00004045-198407000-00009
11. Coco M. Internships: a try before you buy arrangement. *SAM Adv Manage J.* 2000;65(2):41.
12. Cooper C, Taft LB, Thelen M. Preparing for practice: students’ reflections on their final clinical experience. *J Prof Nurs.* 2005;21 (5):293–302. doi:10.1016/j.profnurs.2005.07.002

13. Arguvanli S, Özkan B. Views of final year nursing students about internship in mental health and psychiatric nursing. *J Psychiatr Nurs*. 2016;7(1):13–17.
14. Esteves LSF, Cunha ICKO, Bohomol E, Santos MR. Clinical supervision and preceptorship/tutorship: contributions to the supervised curricular internship in nursing education. *Rev Bras Enferm*. 2019;72(6):1730–1735. doi:10.1590/0034-7167-2018-0785
15. Ayaz-Alkaya S, Yaman-Sözber Ş, Bayrak-Kahraman B. The effect of nursing internship program on burnout and professional commitment. *Nurse Educ Today*. 2018;68:19–22. doi:10.1016/j.nedt.2018.05.020
16. Çingöl N, Karakaş M, Zengin S, Çelebi E. The effect of psychiatric nursing students' internships on their beliefs about and attitudes toward mental health problems; a single-group experimental study. *Nurse Educ Today*. 2020;84:104243. doi:10.1016/j.nedt.2019.104243
17. Oren B, Zengin N. Assessing health threatening problems among nursing or midwifery students during the clinical education course in Turkey. *Iran J Public Health*. 2019;48(1):85–94.
18. Zanchetta M, Schwind J, Aksenchuk K, Gorospe FF IV, Santiago L. An international internship on social development led by Canadian nursing students: empowering learning. *Nurse Educ Today*. 2013;33 (7):757–764. doi:10.1016/j.nedt.2013.04.019
19. Hsieh H-F, Shannon SE. Three approaches to qualitative content analysis. *Qual Health Res*. 2005;15(9):1277–1288. doi:10.1177/ 1049732305276687
20. Mason M, editor. Sample size and saturation in PhD studies using qualitative interviews. *Forum Qual Soc Res*. 2010;11(3).