



From Beginner to Expert, Experience of the Rotating Nursing Intern in Pre-Professional Practice



Johana Alexandra Yupa Carchi ^a, Tatiana Carolina Manrique Catagua ^b, Denisse Gabriela Bermudez Rivera ^c, Valeria Bailon Mera ^d, María del Rosario ^e

Manuscript submitted: 27 April 2021, Manuscript revised: 18 May 2021, Accepted for publication: 9 June 2021

Corresponding Author ^a



Keywords

application of nursing practice;
experience of the rotating;
nursing intern;
role of the nursing intern;
rotating internship;

Abstract

Nursing is a humanistic profession that is responsible for the prevention, promotion, and restoration of health, for this requires knowledge acquired during their academic training and the experience acquired in clinical practice, an experience that is acquired during the process of the rotating nursing internship, where the intern It fulfills functions that guarantee the development of abilities and skills according to the experience obtained. The objective is finalized to the nursing student's learning experience during the rotating internship process based on the pre-professional practice of hospital care. Qualitative and quantitative research was carried out with a cross-sectional design. of the field in the General Hospital Dr. Rafael Rodriguez Zambrano, of the city of Manta. For the study, 25 nursing interns were taken as a sample from four universities from the court of September 2020. As a result, the experience is obtained through the teaching and learning process of university training and boarding school; where health services are provided and the student has the opportunity to develop skills and abilities.

International Journal of Health Sciences © 2021.

This is an open-access article under the CC BY-NC-ND license (<https://creativecommons.org/licenses/by-nc-nd/4.0/>).

Contents

Abstract.....	111
1 Introduction	112
2 Materials and Methods.....	113
3 Results and Discussions	113
4 Conclusion.....	115

^a Universidad Estatal del Sur de Manabí, Jipijapa, Manabí, Ecuador

^b Universidad Estatal del Sur de Manabí, Jipijapa, Manabí, Ecuador

^c Universidad Estatal del Sur de Manabí, Jipijapa, Manabí, Ecuador

^d Universidad Estatal del Sur de Manabí, Jipijapa, Manabí, Ecuador

^e Universidad Estatal del Sur de Manabí, Jipijapa, Manabí, Ecuador

Acknowledgments	115
References	116
Biography of Authors	117

1 Introduction

Education is a fundamental right for the human being and is one of the duties that the state guarantees, contribute to the integral development of the country, and favors the social and economic fulfillment of the person. At present, Higher Education Institutions face various problems, be it demographic problems, globalization, climatic changes, and economic crises that affect the university community, affecting the dynamic environment in which the teacher-student binomial operates ([da Cruz Carvalho et al., 2020](#)). That is why, one of the challenges of Higher Education Institutions, is to incorporate professionals with thinking and reasoning critical based on scientific evidence, who at the time of undertaking their functions in the labor field is not limited to certain tasks or responsibilities; rather, they continually innovate knowledge and stand out effectively and efficiently where critical judgment is born from pre-professional training; This is the important role of the student's theoretical-practical preparation. Nursing is a humanistic profession that is responsible for the prevention, promotion, and restoration of health through study techniques typical of its branch, which is known as the Nursing Care Process (PAE), this is a method based on scientific principles that serve to provide evidence-based nursing care, individualized care and collaborate in improving human health through the provision of health services ([UCAM, 2018](#)). Students learn the PAE in the college process by teachers and implemented in clinical practice, where is formed at the stage of the rotating internship nursing made in the last year of career.

The rotating nursing internship is a strategic program proposed by a Higher Education Institution in agreement with Health Institutions, with a duration of one year, and is divided into hospital internship and community internship. The Hospital internship is a regime aimed at improving clinical practice and identifying real health problems present in the population that cannot be solved in homes first-level health, during this period the interns and nursing interns are part of a multidisciplinary health team, performing tasks and activities in a specific service in which they are rotating and at the same time the intern has the opportunity to undertake the knowledge acquired during their academic training and integrate the provision of health services, a fundamental time to fulfill functions that guarantees the development of abilities and skills according to the experience obtained, an aspect that focuses on the philosopher Patricia Benner ([Carrillo et al., 2018](#)). Benner states that "nursing encompasses care, the study of lived experiences about health, illness, and relationships with the environment, and describes the practice from a phenomenological approach interpretative and through the theory of two philosophers Kuhn and Polanyi; relates the difference between "Knowledge Practical", which skills are acquired with acting during clinical practice and can discover new knowledge that extends the theory, and "Theoretical Knowledge" is based on the explanation of knowledge based on verification. It established five levels of acquisition and development of skills of the profile that a nurse experiences: beginner nurse, advanced beginner, competent, efficient, and expert. In the context of a nursing intern, it is within the first three levels that Benner describes, it begins as a beginner; having insecurities, they assimilate constantly changing information, they learn by observation; but they often carry out activities that develop abilities and skills by strengthening theoretical knowledge; They are no longer just observers; but they already participate in present situations ([Escobar & Jara, 2019](#)).

The experience of the intern within the different Hospital services is of care, administrative, investigative, and teaching nature, procedures, and activities that he performs as an assistant to a professional with a degree in nursing. Well, the new generations demand creative professionals with the ability to solve changing problems; And what better way for a student to be trained with expert professionals, with clinical domain and advanced experience capable of identifying real health problems and acting effectively and efficiently ([Farfán et al., 2020](#)). Patricia Benner points out that, as the professional acquires experience, knowledge is easily obtained when they are built under a solid foundation since the branch of Nursing is characterized by providing care through evidence-based methods, in addition to globalizing actions according to scientific, ethical, and moral criteria, which support the action they will execute ([Escobar & Concha, 2019](#)).

The research was carried out at the Hospital General Dr. Rafael Rodríguez Zambrano in the city of Manta. It is considered a second-level health center by their care and BASIC hospitalization, the institution is divided into the outpatient service, emergency, inpatient internal medicine, pediatrics, surgery and orthopedics, gynecology, neonatology, intensive care unit, also has central sterilization center surgery, obstetric center and burn area (Sun et al., 2016; Ayaz-Alkaya et al., 2018). Each area of the hospital has teams of the personnel of medicine, nursing, nursing assistants, administrative assistants to this team multidisciplinary are attached rotating interns as well as nursing, medicine, and nutrition. The nursing interns work in teams made up of students from four universities distributed by the different hospital areas that will rotate month by month and acquire experience and knowledge together with the health professionals that surround them. The research aims to analyze the experience learning of nursing students during the interned rotating based on the pre-professional practice of hospital care.

2 Materials and Methods

The study area was taken as the General Hospital Dr. Rafael Rodríguez Zambrano in Manta / Ecuador, considered second-level health care home. The population was 45 nursing students from the court in September 2020, and the sample was 25 inmates from four higher education institutions, among the universities are UNESUM; UTM; ULEAM, and PUCESD. To carry out the study, mixed approach research was used, that is, qualitative and quantitative. Qualitative due to the exhaustive bibliographic review that was carried out, since the variables of the study phenomenon were taken into account to describe the information; During the search for information, scientific articles and documents from websites were found that were published 5 years before the current date in health journals such as Scielo, the Cuban Nursing Journal, the Medical Journal and in the Google Academic database. the quantitative method by data collection through an electronic survey using google forms (Lee & Fitzgerald, 2008; Nevin et al., 2014). This was carried out in January 2021, addressed to the rotating nursing interns of the court in September 2020. The survey cost 8 questions formulated according to the study variables, 7 of the questions were closed and one was closed. the open question, the closed question has the purpose of obtaining fast and accurate results, and the open question was made to analyze the mandatory learning experience of the nursing student in the rotating internship role during hospital care (Mollica & Hyman, 2016; King et al., 2018). For the survey, the inclusion criteria were also taken, which were the inmates who wish to collaborate with the research; inmates of the Rodríguez Zambrano hospital and inmates who are in the process of hospital admission, the inmates who are in the community hospitalization stage, and inmates from another hospital were taken as exclusion criteria. The research design was cross-sectional because the data are collected in a single period. To search, keywords were taken into account: rotating internship, the role of the nursing intern, the experience of the rotating nursing intern, Patricia Benner's philosophy, application of nursing practice.

3 Results and Discussions

The study is based on a sample of 25 rotating interns in court nursing September 2020, the vast majority represented by women, 84%, and only 16% belong to the male group. These results of the analysis are shown in table 1.

Table 1
Characterization of the study population

Sex	Frequency	Porcentaje (%)
Woman	21	84
Man	4	16

Table 2 shows the behavior by age

Table 2
Behavior by age

Age	Frequency	Percentage (%)
21 to 22 years old	15	60
23 to 24 years old	10	40

As can be seen, it is made up of students between the ages of 21 to 24 years old, with an average age of 22 years old. The inmates who participated responded to the electronic survey prepared by the authors of the research that they designed in google forms. Table 3 shows the institutions that participated in the study.

Table 3
Universities that participated in the study

Institution	Frequency	Percentage (%)
UNESUM	12	48
UTM	7	29
ULEAM	3	12
PUCEDS	3	12

They belong to four higher education institutions; 52% of them are interns who belong to the UNESUM, 30% belong to the UTM; 13% are from ULEAM, and 5% from PUCESD. All of them are rotating in different services offered by the hospital, of which they are distributed: are in the area, 24% of inmates emergency 20% in internal medicine, 16% obstetric center, 16% gynecology, in surgery and traumatology 8%, pediatrics 8%, neonatology 4% and in the burn area 4%. With the results obtained during the investigation it was possible to show that 80% of the students at the time of entering the hospital internship felt fear because they are starting a new stage to prepare for professionalism, and not only does the theoretical knowledge acquired at the university influence, but in practice, they develop skills and abilities that is why 84% of nursing interns consider that the knowledge they received from the university teachers helped them to function in hospital practice (Kim & Suh, 2018; Souza-Junior et al., 2016). Regarding the importance of knowledge, 76% of nursing interns respond that theoretical and practical knowledge is important for decision-making when faced with a patient who needs low or high-risk medical assistance. Despite knowing, not all students positively face their situations, 4% of students state that they always face situations with insecurity and, when they feel that they cannot solve a problem, 96% of students usually Go to a professional nurse with more experience to solve the problem and a small percentage states that they solve the problem together with an intern nursing partner, that is, 2%.

Companionship and teamwork favor good communication and improve the work environment. In the survey carried out, 64% of the students responded that they work as a team with their classmates when performing a procedure. Nursing interns rotate month by month in a new health service, which, before starting the new rotation, each nurse or nurse leader of area guides the intern; Of the total of all interns, 68 % of the students express that if they receive the orientation, the rest of the interns state that they do not receive this orientation and; When talking about the change in the hospital area, it is talking about a new stage that the student must go through during the internship process, which is a change where new rules, standards, protocols of health procedures and a new work team are coming, For several students this change of environment, they assimilate it quickly and others the opposite, where 64% of the students state that they adapt to the 15 days in the assigned area, 28% adapt to the 7 days and the rest of the students reveal that after 15 days of being in the area. The survey also showed an open question where it was possible to obtain more detailed results and specifically identify the experience of each of the student's in-hospital care when analyzing the mandatory rotating nursing internship. Active listening, observation; Being surrounded by multidisciplinary health personnel with long experience who face changing situations every day allows developing the ability to know how to act effectively in low and high-risk procedures and give way to having

confidence in oneself, the supervision of professionals at the time of nursing activities creates a safe environment and avoids errors in hospital practice; Over time, the skill of coping quickly in situations that warrant it is also acquired, also being in daily contact with the patient allows establishing bonds of empathy with patients and create that patient-nurse bond (Banning, 2008; Chiang-Hanisko et al., 2016).

It is necessary to emphasize that the importance that was evidenced throughout the topic on pre-professional practice, is what Benner highlights, within his theory towards the perspective of the nursing intern in a hospital environment, in which it is pointed out that, With the accumulation of professionals, clinical knowledge has become a mixture of theoretical and practical knowledge, which, when countered with the information acquired, both have the same points of view (Paul et al., 2011). In doing so, his research reveals that if knowledge and skills are built on a solid foundation, it is easier to acquire skills and abilities. The classification he made reinforces the concept of nursing training experienced by insecurity in the initial stage of patient management, and how little by little through observation and practice, one becomes an expert nurse; In addition, these levels of acquisition allow Benner to place nurses in their learning environment, which allows everyone to understand their strengths and weaknesses, characteristics that are useful throughout the professional life.

Benner uses the Dreyfus model, which describes five skill levels: beginner, advanced beginner, proficient, efficient, and expert - skills that are indispensable in boarding school. The model assumes that, in the transition of skill acquisition levels, four aspects of performance have changed. The first has to do with moving from relying on abstract principles and norms to adopting past and specific experiences. The second, confidence in norm-based analytical thinking is transmitted from intuition. The third point is based on the fact that you will not feel that all the information in a given situation is equally important, even if some data is more important than others. And finally, it goes from being a personal observer of the external situation to actively participating in it (Escobar & Concha, 2019). According to the results obtained in this research, it is evident that the nursing interns mostly have a solid and clear basis about their knowledge, they know how to apply it in their practices and at the same time reciprocally learn in the care process. Nursing is a profession that fulfills an essential role in health care and always tries to update knowledge and learn every day, in this sense the inmates support each other in this process and ask for help from their more experienced superiors, so they call themselves mostly competent according to the criteria of Benner's theory, countered with information from the present investigation.

4 Conclusion

The research was carried out on a total of 25 students from the rotating nursing internship of four Higher Education Institutions that are located at the General Hospital Dr. Rafael Rodríguez Zambrano. In the educational context for professional training; Practice and theory are fundamental bases, without theoretical knowledge there is no practical training since the teaching-learning process depends a lot on university training and clinical practice during the rotating internship, where you have the opportunity to belong to a multidisciplinary team of health and undertake the knowledge acquired during their academic training and integrate with the provision of services in-hospital care, this stage is an essential time for the intern to develop skills and abilities according to the experience obtained.



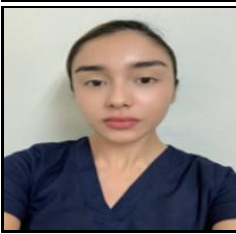


Acknowledgments

We are grateful and special thanks to the nurses of the Hospital Rafael Rodríguez Zambrano Hospital service for all the support they provided during the hospitalization time and to Dra. María del Rosario Herrera Velázquez, for her advice in writing.

References

- Ayaz-Alkaya, S., Yaman-Sözbiç, Ş., & Bayrak-Kahraman, B. (2018). The effect of nursing internship program on burnout and professional commitment. *Nurse education today*, 68, 19-22. <https://doi.org/10.1016/j.nedt.2018.05.020>
- Banning, M. (2008). Clinical reasoning and its application to nursing: concepts and research studies. *Nurse education in practice*, 8(3), 177-183. <https://doi.org/10.1016/j.nepr.2007.06.004>
- Carrillo Algarra, AJ, Martínez Pinto, PC, & Taborda Sánchez, SC (2018). Application of the Philosophy of Patricia Benner for nursing training. *Cuban Journal of Nursing*, 34 (2).
- da Cruz Carvalho, A., Riana, I. G., & Soares, A. D. C. (2020). Motivation on job satisfaction and employee performance. *International Research Journal of Management, IT and Social Sciences*, 7(5), 13-23.
- Escobar-Castellanos, B., & Jara Concha, P. (2019). Philosophy of Patricia Benner, application in nursing training: Proposals of learning strategies.
- Farfán, T , Elizalde, H, Encalada, K. (2020). Role of the rotating nursing intern in the hospital and care processes community from a ++ real perspective. *Ocronos Medical Journal*.
- Kim, H., & Suh, E. E. (2018). The effects of interactive nursing skills mobile application on nursing students' knowledge, self-efficacy, and skills performance: A randomized controlled trial. *Asian Nursing Research*, 12(1), 17-25. <https://doi.org/10.1016/j.anr.2018.01.001>
- King, L., Kremser, S., Deam, P., Henry, J., Reid, D., Orrock, P., & Grace, S. (2018). Clinical reasoning in osteopathy: Experiences of novice and experienced practitioners. *International Journal of Osteopathic Medicine*, 28, 12-19. <https://doi.org/10.1016/j.ijosm.2018.04.002>
- Lee, G. A., & Fitzgerald, L. (2008). A clinical internship model for the nurse practitioner program. *Nurse Education in Practice*, 8(6), 397-404. <https://doi.org/10.1016/j.nepr.2008.03.002>
- Mollica, M., & Hyman, Z. (2016). Professional development utilizing an oncology summer nursing internship. *Nurse education in practice*, 16(1), 188-192. <https://doi.org/10.1016/j.nepr.2015.07.001>
- Nevin, M., Neill, F., & Mulkerrins, J. (2014). Preparing the nursing student for internship in a pre-registration nursing program: Developing a problem-based approach with the use of high fidelity simulation equipment. *Nurse education in practice*, 14(2), 154-159. <https://doi.org/10.1016/j.nepr.2013.07.008>
- Paul, P., Olson, J., Jackman, D., Gauthier, S., Gibson, B., Kabotoff, W., ... & Hungler, K. (2011). Perceptions of extrinsic factors that contribute to a nursing internship experience. *Nurse education today*, 31(8), 763-767. <https://doi.org/10.1016/j.nedt.2010.11.016>
- Pios MG. (2016). Nursing practice according to Patricia Benner's theory: from beginner to expert. *Electronic Magazine of Portales Medicos.com*.
- Souza-Junior, V. D., Mendes, I. A. C., Mazzo, A., & Godoy, S. (2016). Application of telenursing in nursing practice: an integrative literature review. *Applied nursing research*, 29, 254-260. <https://doi.org/10.1016/j.apnr.2015.05.005>
- Sun, L., Gao, Y., Yang, J., Zang, X. Y., & Wang, Y. G. (2016). The impact of professional identity on role stress in nursing students: A cross-sectional study. *International journal of nursing studies*, 63, 1-8. <https://doi.org/10.1016/j.ijnurstu.2016.08.010>
- UCAM (2018). Nursing is an established discipline. Index Foundation, Granada, Spain. Index Sick. 27 (4).

Biography of Authors

	Johana Alexandra, Nursing career student at the Universidad Estatal del Sur de Manabí. Nursing Intern at the Hospital Rafael Rodríguez Zambrano. Email: yupa-johana9795@unesum.edu.ec
	Tatiana Carolina, Nursing career student at the Universidad Estatal del Sur de Manabí. Nursing Intern at the Hospital Rafael Rodríguez Zambrano. Email: manrique-taitana6653@unesum.edu
	Denisse Gabriela, Nursing career student at the Universidad Estatal del Sur de Manabí. Nursing Intern at the Hospital Rafael Rodríguez Zambrano. Email: bermudez-dennys5502@unesum.edu.ec
	Valeria, Nursing career student at the Universidad Estatal del Sur de Manabí Nursing Intern at the Hospital Rafael Rodríguez Zambrano. Email: bailon-valeria6986@unesum.edu.ec
	María del Rosario, Lic. In Pharmacy, Ph.D. in Sciences, Professor of the Nursing Career at the Universidad Estatal del Sur de Manabí Email: vehemari@gmail.com