

A Study on Internship for B.Sc. Nursing Programme at College of Nursing P.G.I. Chandigarh

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A B.Sc. Nursing, 4 years programme was started in India at two Colleges of Nursing i.e. in Delhi and Vellore in 1946 to prepare graduate nurses who will give expert bedside nursing care in the hospital and home. Gradually 7 more Colleges of Nursing came into existence with a similar pattern of 4 years course. In 1973 Panjab University with its two affiliated Colleges of Nursing at Chandigarh, and Christian Medical College, Ludhiana, took a lead to introduce a 3 years B.Sc. Nursing programme with a consolidated clinical experience for 9 months as internship. The eligibility for entrance to this course is Pre-medical or its equivalent examination i.e. student enters the two Colleges of Nursing with a knowledge of English, Biology, Physics and Chemistry, same as for the Medical Colleges in the country.

During the first 3 years the students gain knowledge in professional subjects, social sciences and liberal arts and are also exposed to the clinical area for 4 hours a day, to develop skill in bedside care by integrating theory and practice in the hospitals and in the urban and rural areas.

The students work independently during the internship in the wards in 3 shifts taking full responsibility of 6-8 patients at a time to enable them to develop self-confidence throughout the internship period. Internship also provides them an opportunity to strengthen their community health nursing and domiciliary midwifery component. During this period they work in the Primary Health Centres for 8 weeks and live in the villages. They work with the rural health team and the community.

Need for the study

The national policy on education-1979 had recommended to limit undergraduate professional and non-professional courses to three years, hence it was felt to study the existing curriculum in order to see the possibility of conforming to the suggested national pattern. A need to evaluate the course was also felt in accordance to the practice of reviewing curriculum, at least after three groups have com-

pleted the programme. For proper revision of the curriculum few studies need to be conducted. The present study tries to know the opinion of the graduates and interns whether the internship should be continued or abolished.

Purpose of the study

1. To obtain the opinion of graduates of this course and present interns regarding continuation or abolition of internship.
2. To get suggestions from graduates of this course and interns in relation to hours and supervision of clinical experience during 3 years period.
3. To study the opinion of graduates and interns for addition and deletion of courses in the curriculum.

Limitations

1. The study is limited to College of Nursing, P.G.I., Chandigarh.
2. The population is limited to graduates of this course and present interns.

Definitions

1. **Partial study block:** A period of 4 to 6 weeks when the students gain 4 hours of clinical experience every day and attend classes for rest of the day.
2. **Complete study block:** The students are attending classes throughout the day for 2-4 weeks with no clinical experience.
3. **Staff nurses:** Graduates of 3 years and 9 months internship programme only from P.G.I.
4. **Study day:** One day class per week.
5. **Daily classes:** One or two classes every day along with regular clinical experience.
6. **T.N.A.I.:** Trained Nurses Association of India.

Review of Literature

Mc Closky (1974) studied that new graduates leave job sooner than others! This may indicate

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a need for internship where graduates have opportunity to learn to adjust to the work situation.

Barbara Thomas (1978) studied that the diploma students due to the longer hours of exposure in the clinical area developed or have emotional maturity and leadership qualities.

Burgess and Duffey (1969) studied the relationship of revised collegiate programme of nursing by testing the use of intellectual interest, personality and education. Though the data did not substantiate the relationship of nursing school to professional success, the further studies are indicated for professional activities on completion of educational programmes.

Methodology

This study is descriptive and analytical in nature. Questionnaire was formulated and administered to the 27 B.Sc. Nursing Interns and 29 graduates of this course (working in Nahr Hospital), during the month of January and February, 1980. Out of these 21 (78%) of questionnaire were returned from B.Sc. Interns and 20 (68%) from graduates. Nine (45%) staff nurses were the TNAI and Alumni members. Data was coded and tabulated. Open ended questions were analysed and results were shown in the findings.

Findings of the study

The 16 (80%) staff nurses out of 20 indicated the need of internship while out of twenty-one interns 15 (71%) felt the need of continuing 9 months internship. Only 3 (15%) staff nurses and 3 (14.3%) Interns expressed the need of 6 months internship whereas 2 (9.5%) interns were in the opinion of 3 months internship, but none of the staff nurses wanted internship of this

duration. Only 1 staff nurse and 1 interns suggested that there should be no internship. 15 (75%) staff nurses and 12 (57.4%) interns indicated the reason of having internship for gaining skill and self-confidence whereas 5 (25%) staff nurses expressed the need of internship for orientation to overall responsibility and 6 (23.8%) interns said that the practicing hours are less during three years.

Staff nurses and interns were also asked whether the skills developed during internship can be achieved during three years of training. Majority of staff nurses 17 (85%) were of the opinion that skills can not be achieved within 3 years while 13 (61.90%) interns were also of the same opinion. Table 1 indicates the reasons for not achieving the skills within 3 years as expressed by them. It was due to less practical hours, more theory classes and the students are concerned about the studies for semester examinations rather than taking clinical responsibilities and developing skills. Only 3 (15%) staff nurses in an open ended question suggested that the skill can only be achieved if the student is motivated and put on shift duties. Eight (38%) interns suggested to have inter-session block of clinical practice by taking over few wards fully every year, increase the clinical hours and recognise the theory to achieve skills within 3 years.

For another question that how many hours of clinical experience they would suggest per week if programme is reduced to 3 years only. The answers to this question were varied from 8 hours per week to 42 hours per week, 4 (20%) staff nurses and 4 (19.04%) interns did not respond at all, and 2 (10%) staff nurses expressed their inability in doing calculations. Only, 4 (20%) staff nurses expressed that there is no question of limiting the course whereas 5 (23.80%) in-

TABLE-1

Frequency and percentage of reasons for nonachievement of skill within 3 years of education as expressed by 17 staff nurses and 13 interns

Reasons	Staff Nurses		Interns		Total
	N-17		N-13		30
Less practical hours	7	41.17	3	23.07	10
More theory classes	3	17.64	4	30.76	7
Lots of assignments	1	5.88	—	—	1
Students are more concerned, for studies rather than developing skills	4	23.52	2	15.38	6
Work without responsibility	—	—	3	23.07	3
Nothing can be achieved	2	11.76	—	—	2
Less Supervision	—	—	1	7.69	1

TABLE-2

**Frequency and percentage of suggested clinical hours in a limited course of 3 years
as expressed by staff Nurses and Interns**

Suggested clinical hours per week	Staff Nurses N=20		Interns N=21	
	F.	Percent	F.	Percent
8 hours plus internship		5	1	4.76
18 hours plus internship	1	5	—	—
24 hours (8 hours per day for 3 days a week)	2	10	2	9.52
30 hours, per week	1	5	4	19.04
32 hours per week	1	5	2	9.52
40 hours per week	—	—	1	4.76
42 hours per week	1	5	—	—
According to the required hours per subject	3	15	—	—
No question of limiting the course	4	20	2	9.52
18 hours in 1st, 32 hours in 2nd and 3rd year	—	—	5	23.80
Not good in arithmetic	2	10	—	—
No response	4	20	4	19.04

terns suggested 18 hours per week in first year and 32 hours per week during second and third year (Table 2).

While answering to the question whether they get adequate supervision in the clinical area during training, only 3 (15%) staff nurses and 13 (62%) interns indicated that they get adequate supervision, whereas 15 (62%) staff nurses and 6 (28.57%) interns indicated that supervision was inadequate, but 2 (10%) staff nurses and 2 (9.52%) interns had no suggestion. The main reasons for inadequate supervision as expressed by staff nurses and interns were less number of expert teachers and the increased number of students (Table 3).

Coming to the question how would they like to have theory/clinical experience integrated. Ten (50%) staff nurses and 10 (47.61%) interns suggested partial study block, whereas 6 (30%) staff nurses and 7 (33%) interns wanted daily classes. Two (10%) staff nurses and 2 (9.50%) interns suggested complete study block.

When asked whether the theory can be completed if the clinical experience is increased during 3 years course, majority of them, i.e., 12 (60%) staff nurses and 11 (52.38%) interns indicated that theory cannot be completed while 6 (30%) staff nurses and 8 (38%) interns expressed that it can be completed even if the clinical experience is increased, by reducing the

TABLE-3

**Frequency and percentage of reasons for inadequate supervision as expressed by 15
staff nurses and six interns**

Reason	Staff Nurses		Interns	
	N-15		N-6	
	F.	Percent	F.	Percent
Increasing number of students	—	—	5	83.33
Teachers not available for whole day	1	6.66	1	16.66
Sometimes more and sometimes less supervision	3	20.00	—	—
Method of handling students inadequate	2	13.33	—	—
Expert teachers are less	8	53.33	—	—
Supervisor s expectations are high	1	6.66	—	—

theory classes, introducing partial study block, and learning directly on the patient. Two (10%) staff nurses and 2 (9.52%) interns did not respond. The reasons for not completing theory if clinical hours increased were like whole theory cannot be taught at bedside and more stress is needed on theory. They were also asked that if the subjects taught were useful or any new subjects could be added. Only 7 (35%) staff nurses and 4 (19%) interns indicated that all subjects were useful, but 11 (55%) staff nurses and 10 (42%) interns suggested that Hindi should be deleted, where 9 (45%) staff nurses and 11 (52.38%) interns did not want Political Science. Two (10%) staff nurses and two (9.52%) interns suggested to delete Sociology and only 3 (14.28%) interns did not want Statistics.

While answering the question whether the curriculum was adequate only 4 (20%) staff nurses and 15 (71%) interns felt that it was adequate. But (78%) staff nurses indicated that it was inadequate, as such 6 (30%) staff nurses and 2 (9.52%) interns wanted to add Pharmacology. Six (30%) staff nurses suggested for dermatology and dental subjects whereas

only 3 (15%) were interested in Radiology and one in Biochemistry.

Conclusion

The majority of interns and graduates of this B.Sc. Nursing programme would like the internship programme to be continued as they get independent practice and as such confidence. They also suggested increase in the duration of clinical experience quality and quantity of supervision by the nursing teachers.

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ADMISSION NOTICE

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A PPLICATIONS are invited for Master of Sciences in Nursing Course, (2 years) commencing in June, 1981. (a) B.Sc. in Nursing from any recognised University. (b) Two years experience in any Hospital, College or Community Health Nursing.

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