

Introduction

Internship is a student focused learning experiences related to the student academic studies. These experiences are essential to knowledge application, skill development and professional socialization, move from dependent supervised practice to independent collaborative practice, provide students with experience in real-life situation involving actual patients and incorporate the attitudes, values, and beliefs of professional practice (**Gaberson and Dermann, 1999 and Lauber et al., 2003**).

The internship program is a guide experience with gradual increase in the responsibility to make the newly graduate to be a self assured practitioner, provide a unique opportunity for professional and personal development of the internship programs, bridge the gap the graduate has to cross when moving from the school–world and entering the work which facilitate and prepare her adjustment to staff nurse position (**Jefferson regional Medical Center, 2002**).

According to the Egyptian system in the year 1971, the government passed a law for the graduates of nursing program to spend one year internship in the university hospital before they employed, the purpose was to strengthen their practical skills (**Ministry of Health, 1980**)

Some of the intern-nurses expressed concern that they had not given the opportunity to develop all of the important psychomotor skills

required to practice effectively in the clinical setting. Also they described a sense of constraint because a lack of opportunities provided by their supervisor and asserted that maintains of a good working relationship between wards staff and faculty was crucial to the development of a good clinical learning environment. Students need to gain self-confidence and self-esteem, which will help them to identify themselves as professionals (**Dunn et al., 2000 and Henderson, 2002**).

It is important to remember that the quality of intern-nurses learning is dependent not only on the type of clinical experience but also on the characteristics and skills of the teacher who facilitates that learning (**Sellick and Kanitsaki, 1991**). The failure to perform adequately in the supervisory role can take many forms it can involve a failure to provide adequate support or give useful guidance (**Schoener, 2004**). Feedback is essential and must be clear. It is important that the trainee has some control over and input into the supervisory process. Finding sufficient time for supervision can be a problem. Current supervisory practice has very little empirical or theoretical basis (**Kilminster and Jolly, 2000**).

Outcome of clinical practice includes knowing you can part of a team, satisfaction with getting the opportunity to network with staff and doctors (**Dunn et al., 2000**). Several other factors related instructor were found to be important contributors to intern-nurses satisfaction; timely feedback from the instructor and interaction with the instructor, clarity and relevance of assignments and communication availability of technical support, orientation to the technology and equipment (**Johnston et al., 2005**).

Identification of internship year problems could help by giving insight to faculty members of nursing and university hospital administrators about difficulties that faced the intern-nurses, faculty members and hospital nursing administrators so help to improve internship program regarding to orientation program, rotation, clinical experience, supervision and evaluation also increase intern-nurses satisfaction. Accordingly, to present study intended to determine internship year problems and its effect on intern-nurses satisfaction at Benha University Hospital.