

Contents

Subject	Page
Abbreviation.....	i
Abstract.....	ii
Introduction.....	1
Aim of the study.....	5
Review of literature.....	6
I. Nursing internship program.....	6
II. Teaching and learning strategies.....	18
III. Computer-based training.....	24
IV. Comparison between computer-based training and traditional classroom training	29
V. Attitude toward CBT.....	33
Subjects and Methods.....	35
Results.....	48
Discussion.....	64
Conclusion.....	78
Recommendations.....	79
Summary.....	81
References.....	85
Appendixes	
Appendix I Administration knowledge test	
Appendix II Administrative skill scale	
Appendix III Attitude toward CBT questionnaire	
Appendix IV Preference for TCT or CBT questionnaire	
Appendix V Clinical nursing administration course	
Appendix VI Clinical nursing administration course jury committee	
Appendix VII CBT course guide	
Appendix VIII CBT jury committee	
Appendix IX Course time table	
Appendix X Course planning	
Thesis protocol	
Arabic summary	

List of tables

Table	Page
Table (1): Comparisons between mean scores of control and study groups regard their administration knowledge at different study phases	49
Table (2): Difference among pre, immediate and follow-up administration knowledge scores for the control and the study groups	50
Table (۳): Multiple comparisons of mean difference among pre, immediate and follow-up administration knowledge scores for the control and the study groups	51
Table (4): Comparisons between mean scores of control and study groups regard their administration skills at different study phases	52
Table (۵): Differences among pre, immediate and follow-up administration skills scores for the control and the study groups	53
Table (۶): Multiple comparisons of the mean difference in the pre, immediate and follow-up administration skills for the control and the study groups	54
Table (7): Frequency distribution of the study group's attitude regard their confidence in CBT at different study phases	55
Table (8): Frequency distribution of study group's attitude as regard usefulness of CBT at different study phases	56
Table (9): Frequency distribution of the study group's attitude regard learning motivation for using CBT at different study phases	57
Table (10): Frequency distribution of the study group's attitude regard the format of CBT at different study phases	58
Table (11): Frequency distribution of the study group's attitude regard the presentations of CBT lessons at different study	59
Table (12): Mean scores of the study group's attitude toward CBT at different study phases	60

Table	Page
Table (1۳): Differences between the pre, immediate and follow-up CBT attitude for the study group	61
Table (۱۴): Multiple comparisons of mean difference between the pre, immediate and follow-up CBT attitude for the study group	62
Table (15): Frequency distribution of the study group's preference for CBT or TCT	۶۳