Effect of Management Program on Nurse Interns' Awareness and Use of Professional Nursing Values Dimensions at Intensive Care Units

Abeer A. Alsayad[1], Fouada M. Shabaan[2], Karima A. El-syaid[3], Maha E. SHoker[4]

[1]Resposible for training in the health administration, El-Mahalla El-Kubra , Egypt.

[2]Professor of Nursing Services Administration, Faculty of Nursing , Tanta University, Egypt.

[3] Professor of Nursing Services Administration, Faculty of Nursing , Tanta University, Egypt.

[4]Assist. Professorof Nursing Services Administration, Faculty of Nursing , Tanta University, Egypt.

Abstract

Background: Professional values are the primary standards that any profession must have.It is compulsory for the NIs to have knowledge and awareness concerning professional values as standards to provide safe and high-quality ethical care. Lack of knowledge regarding the importance of professional values makes it harder for the nurses to take decisions in case of any ethical issue.**Aim:**The aim of the study was to identify effect of management program on NIs awareness and use of professional nursing value dimension at intensive care units. **Subjects and Method:** All (n=160) NIs making their internship at chest, cardiology, neonatal and neurology ICU. They (40) were from each ICU under study.**Setting:** The study was conducted in four ICUs of Tanta University Main Hospitals at neonates, cardiology, chest and neurology. **Tool:** Three tools were used; (1) NIsawareness about professional nursing value scale (2) NIs knowledge questionnaire (3) NIs use of professional nursing values dimensions (practice). **Result:**Preprogram range (72.5%-63.13%) of NIs showed high level of caring, justice, activism, professionalisms and trust dimensions of professional value, changed post program to rang (95.63%-91.25%) were at high level for all dimensions of professional value awareness. only (15%) of NIs had good level of total knowledge, while 28.1% had fair levels and 56.9% had poor levelPreprogram. But the majority (82.5%) of NIs got good level of total knowledge about professional nursing value post program. NIs 55% had unsatisfactory use of professional nursing value preprogram, changed to be the majority (91.25%) of them had satisfactory use of professional value post program. **Conclusion:** The NIs of ICUs at Tanta University Main Hospitals demanding for management program to develop their awareness, knowledge, practice and use of professional nursing value dimensions. **Recommendation:** Conducting pre-employment educational training workshops for NIs pre internship year.

*Key words***:** Awareness, Intensive care units, NIs, Professional nursing value.

Introduction

The NIs required utilizing the necessary clinical practical experience to consolidate professional nursing knowledge and skills in providing quality nursing care to patients with a variety of health problems. Nursing internship

period act as guide for the NIs during their training, in different clinical area rotation. They became more oriented about objectives for each unit, policies, rules, clinical forms and care procedures of each specific unit. That clinical training provides opportunity for the nursing interns in their last year to reinforce and integrate skills and theoretical knowledge. [1]They practice what have been learned in the classroom, guide experience with gradual increase in the responsibility to make the newly graduate to be a self-assured practitioner. Beside the unique opportunity for professional and personal development, gain a greater understanding of the organization requirements, test career choices, and develop important hands-on workplace skills.[2]

During the internship period, newly graduated nurses encounter many distressing events, including extra loads of work and responsibility, the fear of doing mistakes, clinical skills deficits, inconsistent preceptors, having to cope

with patient's deaths and working in ICUs.[3,4] Stressors within an ICU environment produce pressure for the NIs to perform tasks and skills within a certain period of time. These pressures can promote negative feelings alter NIs abilities to perform adequately and can result in negative perceptions of patient care. To overcome the difficulty that faces NIs at ICUs and be more self-confident, they must have values. [5]

Value is the motive power behind purposeful action, it have personal and professional types. Personal values are values internalized from the society or culture in which one lives. While professional are values acquired during socialization into nursing from codes of ethics, nursing experiences, teachers, and peers. [6]

Professionalnurses values provide the framework for commitment to patient welfare, fundamental to professional nursing practice and critical decision making processes. Professional code of ethics is largely designed to protect patient and provide a framework for helping nurse interns and others evaluate ethical issues.The Code makes it clear that inherent in nursing is respect for human rights, including the right to life, to dignity

and to be treated with respect. The International Council of Nurses (ICN) Code of Ethics guides nurses in everyday choices and it supports their refusal to participate in activities that conflict with caring and healing. [7]

The common professional nursing values dimensions include caring, activism, trust, professionalism and justice. Caring is a fundamental function of nurse in which concern for the growth and well-being of patients is expressed. Activism is the efforts to promote, and direct social, political, economic, environmental change, or stasis. Trust is confidence in a person integrity and ability, appreciations of the other, and independent existence. Professionalism means behaving in an ethical manner and fulfilling one's responsibilities in all situations with appropriate behavior, attitudes and communication. Justice consider individuals' dignity and respect in addition to equal access to health services and the right of being fairly treated and cared regardless economic, social, and cultural status. [8]

The acquirement of these values help NIs to adhere to nursing's standards in today's complex healthcare environment. NIs awareness of professional values and the influence of these values on their behavior

are considered essential part of nursing care. The use of professional values in nursing practice helps to increase the quality of patients care, as well as increase nursing satisfaction, retention and commitment to the organization. [9]

Aim of study

Identify effect of management program on NIs awareness and use of professional nursing value dimensions at ICUs.

Research hypothesis

Levels of NIs awareness and use of professional nursing values dimensions in ICU training area are expected to beimproving post management program.

Subjects and Method

Study design:

Quasi-experimental research design was used to achieve the aim of present research for estimating the effect of management program by pre-posttest to assume the actual change of nurse intern awarenessand use of professional nursing values dimensions at ICU. A quasi-experiment design used to estimate the causal impact of an intervention without random assignment [10].

Setting:

The study was conducted in four ICUs of Tanta University Main Hospitals at Neonates, Cardiology, Chest and Neurology. The capacity of Tanta

University Main Hospitals contain (103) beds. Neurology (17) beds, cardiology (22), chest (8) beds, and neonates (20) incubators.

Subject:

The study subjects consisted of all (160) NIs making their internship at Chest, Cardiology, Neonatal and Neurology ICU. They (40) were from each ICU under study

Tool:

To achieve the aim of the study three tools used.

Tool INIs awareness about Professional nursing Value scale.

This tool developed by researcher guided by Mohamed, and Mohamed (2018)[11] and Abou Ramadan and EL-demerdash (2017)[9] and related literature [12-19] to assess level of NIs awareness about professional nursing values. It was consist of three parts

Part (1) Socio-demographic characteristics e.g. age, gender, grade, marital status and department

Part (2)Professional Nursing Value Scale- Revised.

This part used to assess NIs awareness of professional nursing values consisted of 64 items divided into five dimensions as follows

- **Caring** dimension consist of 32 sub items related to
  - Maintain confidentiality of patient (1-8)
  - Safeguard patient's right to privacy (9-16)
  - Protect moral and legal rights of patient's (17-24)
  - Protect health and patient safety (25-32)
- **Activism** dimension consisted of 8 sub items n (33-40)
- **Professionalism** dimension consisted of 8 sub items n (41-48)
- **Trust** dimension consisted of 8 sub items (49- 56)
- **Justice** dimension consisted of 8 sub items (57-64)

Scoring system

NIs responses measured on five points LikertScale(Strongly agree – strongly disagree)

Level of NI**sawareness**

- High awareness >75%
- Moderate awareness 75-50%
- Low awareness <50

Part (3) Professional nursing values importance.

This part used to assess importance of professional nursing values among NIs. Importance of professional nursing value assessed for the five dimensions listed before in part (2) including caring, activism, professionalism, trust and justice.

Scoring system

Responses measured on five point likert scale (most important – least important)

Level of NIs importance

- High important75%
- Moderate important75-60%
- Low important<60%

Tool (II)NIs knowledge questionnaire

This tool designed by researcher according to NIs level of awareness and guided by Al-Banna, (2017)[6], Fomani and Golpira, (2016)[20] and relevant literature to test NIs knowledge about professional nursing value, and include questions on the following items

- Aspect about professional nursing values and factor affecting NIs clinical practice at ICU consists of 10 questions
- Code of ethics and dimensions of professional nursing value consists of 10 questions
- Dimensions of caring, trust and justice consists of 10 questions
- Dimensions of professionalism and activism consists of 10 questions

Scoring system

Knowledge measured as (1) for correct answer and (zero) for incorrect answer.

Level of NIs knowledge

- Good level of knowledge >75%
- Fair level of knowledge =75-60%
- Poor level of knowledge <60%

Tool (III)NIs use of professional nursing values dimensions (practice)

This tool developed by researcher and include 10 situations demonstrate the use of the five dimensions of professional nursing values for dealing with difficult situations at ICU

- Caring dimension questions
- Activism dimension questions
- Professionalism dimension questions
- Trust dimension questions
- Justice dimension questions

Levels of NIs use of nursing value dimensions

- Satisfactory use>75%
- Un satisfactory use < 75%

Method

Official permission was obtained from the faculty of nursing Tanta university to manager of each unite under study to obtain their cooperation to explain the purpose and conduct the study. Ethical considerationLegal consent of NIs was obtained to participate in the study after explanation of the study purpose, also NIs were informed about the privacy of information, confidentiality of data and their right to withdraw is reserved.

Tool (I) was submitted to jury of five experts to check content validity and clarity of its items. The five experts were from Tanta University Faculty of nursing,

one professor, and two assist professors from administration department and two assist professors from psychiatric department.

The expert relevancies were represented in four points rating score range from (4-1). Necessary modifications were done, included clarification, and translated tool into Arabic. The content validity was 97% for NIs awareness about professional nursing value scale.

A pilot study was carried out on a sample of 16 NIs randomly selected to test the tool clarity and applicability from each ICU under study. They were from outside the sample.

- Reliability of tool one was tested using Cronbach Alpha coefficient test. Its value (0.95).

Data collection phase: The researcher distributed awareness and important sheet regards professional nursing values to NIs, then sheet collected personally by the researcher after completion.

NIs knowledge assessed by tool (II).This tool was used pre and post implementation of the program.

NIs use of professional nursing values assessed by tool (III).

Professional nursing values program was designed and implemented by the researcher in duration 6 months (start from October until end of March at their ICU doctor rooms or conference room of Tanta Main University Hospital.

Preparation phase:

At the end of the program the NIs should be aware about professional nursing values and use of its dimensions for dealing with issue of ICU practice area.

Specific objectives

At the end the program the NIs should understand and use the following:

- Professional nursing value an difficulties affecting inter clinical practice
- Nursing code of ethics
- Dimensions of nursing values
- Use of professional nursing values
- Importance of NIs using of nursing value dimension in clinical ears

Content

Program content was designed to improve NIs awareness, important and knowledge about professional nursing value and use of professional nursing values dimensions through six sessions as follows

- Session (1) information about aspect of professional nursing values and difficulties affecting intern's clinical practice at ICU.
- Session(2) nursing code of ethics.
- Session (3) importance of using caring, trust and justice dimensions.

- Session (4) importance of using professionalism and activism dimensions
- Session(5) and (6) situation from practical area to train NIs about use of professional nursing value dimensions

Learning strategies

Appropriate learning strategies were used as power point, group discussion, lecture, hand out and example from clinical practice area.

Teaching aides

Include data show, flow sheet, hand out, pen and papers

Implementation of the program:

The study was carried on (160 NIs) divided into ten groups. The educational program time was six hours for six sessions for each group. Every session (1 hour) the theoretical and practical parts of the program were conducted for NIs at their ICU work place. They prefer to start at 11 am 1pm after finishing first necessary work. The NIs informed about objectives of program.

Statistical analysis:

Statistical presentation and analysis of the present study was conducted, using the mean, standard Deviation, unpaired student t-test, chi-square and Linear Correlation Coefficient [r].

Results

Table (1) revealed socio –demographic characteristics data of NIs include age, gender, grade, department and marital status. NIs 51.25% aged 20-< 24 years and 40% aged 24-<28 years with mean 22.38±1.28. Majority 71.2% of NIs was female and 70% of them were single and 30% were married.

Figure (1) Shows NIs levels of total levels of professional nursing value awareness pre and post program. Preprogram two third of NIs had high level of awareness about professional nursing values which improved post program to majority of them had high level of professional nursing value awareness.

Table (2) Represent levels of NIs total awareness of professional nursing values dimensions. The table illustrates statistical significant improvement of NIs awareness post than preprogram for all professional value dimensions (p<0.001). Preprogram range (72.5%-63.13%) of NIs showed high level of caring, justice, activism, professionalisms and trust dimensions of professional value respectively. While also rang (22.5%-17.5%) of NIs were at moderate level respectively for trust, activism, professionalism, justice and caring dimension of professional value. But post program rang (95.63%-91.25%)

were at high level for all dimension of professional value awareness. Only few (3.75%-1.25%) still at low level of professional value awareness.

Figure (2) Shows level of nurse intern's NIs total importance of professional nursing value pre and post program. Preprogram more than half of NIs had high level of importance of professional nursing value, changed to be the majority of them had to high level of importance post program.

Table (3) Levels of NIs total importance of professional nursing dimensions. The table illustrates highly statistical significant improvement of NIs total importance of professional nursing dimensions for all dimension post program (p<0.001). Caring dimension showed that 62.5 of NIs had high importance of professional nursing value preprogram, changed to majority 93.8% at high level post program. Also activism dimension showed that 64.4% of NIs have high importance of professional nursing value preprogram changed that 91.1% were at high level post program. Professionalism, trust and justice dimension showed 66.9 %-64.4%-62.5% respectively of NIs have high importance of professional nursing value preprogram improved to be 95%-

92.5%-91.3% were at high level post program.

Table (4) Difference between mean scores ranking of awareness and importance pre and post program.Preprogram the first rank of awareness and importance of professional values identified by NIs was justice pre and post program. While the least awareness and importance values reported were professionalism preprogram. Also the least awareness and importance value reported were activism.

Figure (3) Shows level of NIs total knowledge about professional nurse value pre and post program. Preprogram more than half of NIs showed poor level of total knowledge, changed to the majority of them had good level of total knowledge about professional nursing value post program.

Figure (4) Shows level of NIs total practice of professional nursing value pre and post program. Preprogram more than half of NIs total practice of professional nursing value was unsatisfactory. Post program the majority improved to satisfactory practice.

Table (5) levels of NIs total practice of professional nursingvalue pre and post program. This table showed highly statistical significant improvements of NIs total practice for professional nursing

value post than preprogram (p<0.001). Preprogram NIs 55% had unsatisfactory use of professional nursing value, changed to be the majority (91.25%) of them had satisfactory use of professional value post program.

Figure (5) Shows correlation between NIs total knowledge with total practice of professional nursing value pre and post. There was statistical significant positive correlation between NIs total knowledge and total practice of professional nursing value both preprogram and post program at (p<0.001).

Table (1) Socio -demographic characteristics data (n=160)

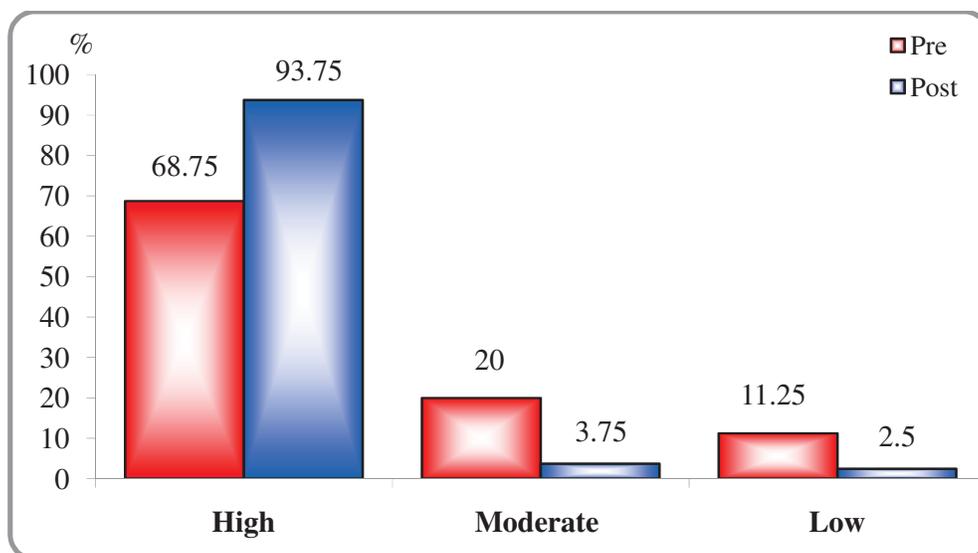| Variables	The studied nurse interns	
	No	%
Age(years)		
-20-< 24	82	51.25
-24-< 28	64	40
-28-	14	8.75
Range	20-28	
Mean±SD	22.38±1.28	
Gender		
Female	114	71.2
Male	46	28.8
achievement (bachelor degree)		
Department		
Chest	40	25
Cardiology	40	25
Neurology	40	25
Neonatal	40	25
Marital status		
Single	112	70
Married	48	30

Figure (1) NIs levels of total professional nursing value awareness pre and post program n=160

Table (2) Levels of NIs total awareness of professional nursing values dimensions (n=160)

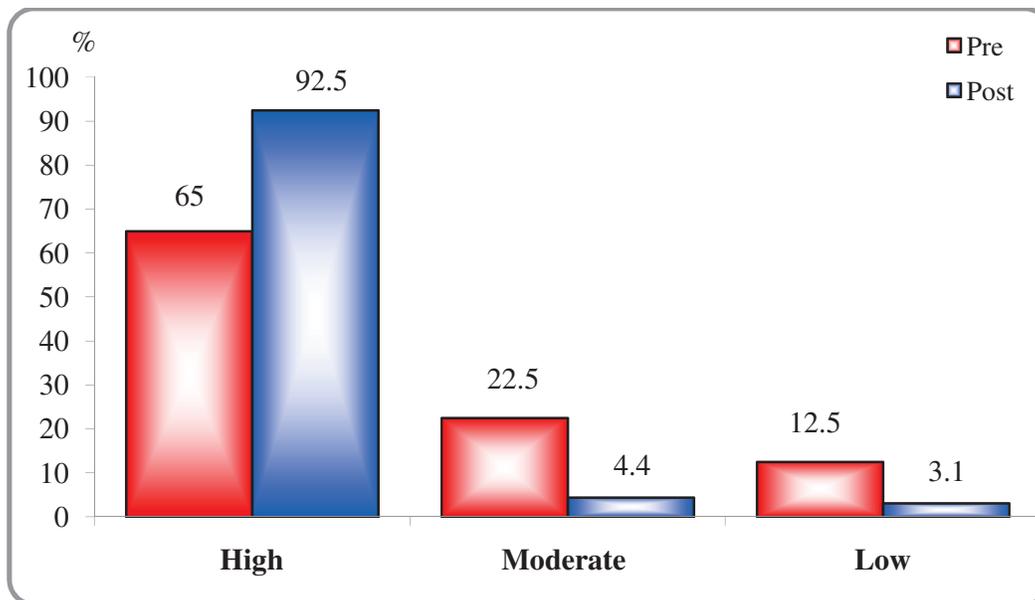| Professional value dimension		High (≥75%)		Moderate (60-75%)		Low (<60%)		Chi-square	
		N	%	N	%	N	%	X^2	P-value
Caring	Pre	116	72.5	28	17.5	16	10	31.984	<0.001*
	Post	153	95.63	4	2.5	3	1.87		
Activism	Pre	108	67.5	34	21.25	18	11.25	27.568	<0.001*
	Post	146	91.25	9	5.62	5	3.13		
Professionalism	Pre	107	66.88	32	20	21	13.12	32.715	<0.001*
	Post	148	92.5	6	3.75	6	3.75		
Trust	Pre	101	63.13	36	22.5	23	14.37	49.104	<0.001*
	Post	152	95	5	3.13	3	1.87		
Justice	Pre	114	71.25	31	19.38	15	9.37	30.265	<0.001*
	Post	151	94.38	7	4.37	2	1.25		
Total	Pre	110	68.75	32	20	18	11.25	32.852	<0.001*
	Post	150	93.75	6	3.75	4	2.5		

*High significant at P < 0.001

Figure (2) Level of NIs total importance of professional nursing value pre and post program n=160
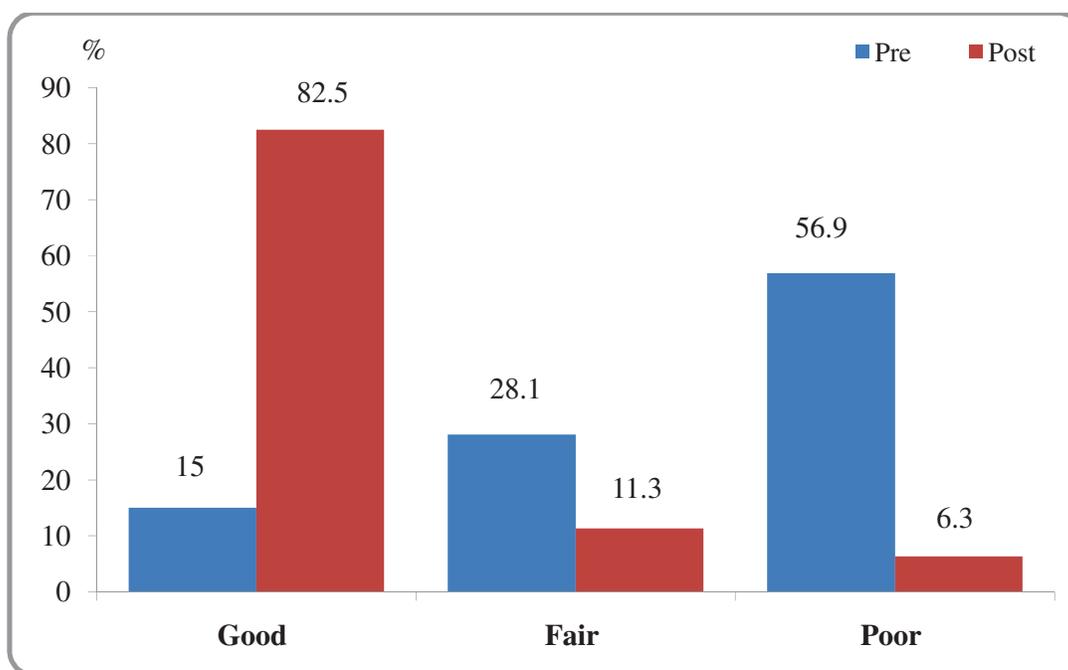
Table (3) Levels of NIs total importance of professional nursing dimensions

Professional value dimension		High (≥75%)		Moderate (60-75%)		Low (<60%)		Chi-square	
		N	%	N	%	N	%	X^2	P-value
Caring	Pre	100	62.5	40	25.0	20	12.5	46.222	<0.001*
	Post	150	93.8	5	3.1	5	3.1		
Activism	Pre	103	64.4	38	23.8	19	11.9	36.555	<0.001*
	Post	147	91.9	6	3.8	7	4.4		
Professionalism	Pre	107	66.9	35	21.9	18	11.3	28.723	<0.001*
	Post	146	91.3	9	5.6	5	3.1		
Trust	Pre	103	64.4	36	22.5	21	13.1	37.446	<0.001*
	Post	148	92.5	8	5.0	4	2.5		
Justice	Pre	100	62.5	37	23.1	23	14.4	50.496	<0.001*
	Post	152	95.0	5	3.1	3	1.9		

*High significant at P < 0.001

Table (4) Difference between mean scores ranking of awareness and importance pre and post program

Dimension		Awareness		Difference		Importance		Difference		T-test	
		Mean	Ranking	Mean	SE	Mean	Ranking	Mean	SE	t	P-value
Caring	Pre	21.48	3	-2.21	0.14	21.21	3	-2.54	0.13	0.273	0.174
	Post	23.69	3			23.75	3			0.061	0.080
Activism	Pre	21.34	4	-2.06	0.20	21.01	4	-2.41	0.19	0.331	0.231
	Post	23.37	5			23.42	5			0.019	0.148
Profession alism	Pre	20.95	5	-2.74	0.21	20.53	5	-3.19	0.20	0.413	0.261
	Post	23.68	4			23.73	4			0.044	0.114
Trust	Pre	21.75	2	-1.98	0.17	21.43	2	-2.33	0.16	0.323	0.212
	Post	23.72	2			23.76	2			0.025	0.099
Justice	Pre	21.86	1	-1.96	0.16	21.53	1	-2.34	0.14	0.338	0.203
	Post	23.80	1			23.87	1			0.050	0.071

Figure (3) Level of NIs total knowledge about professional nurse value pre and postprogram n=160
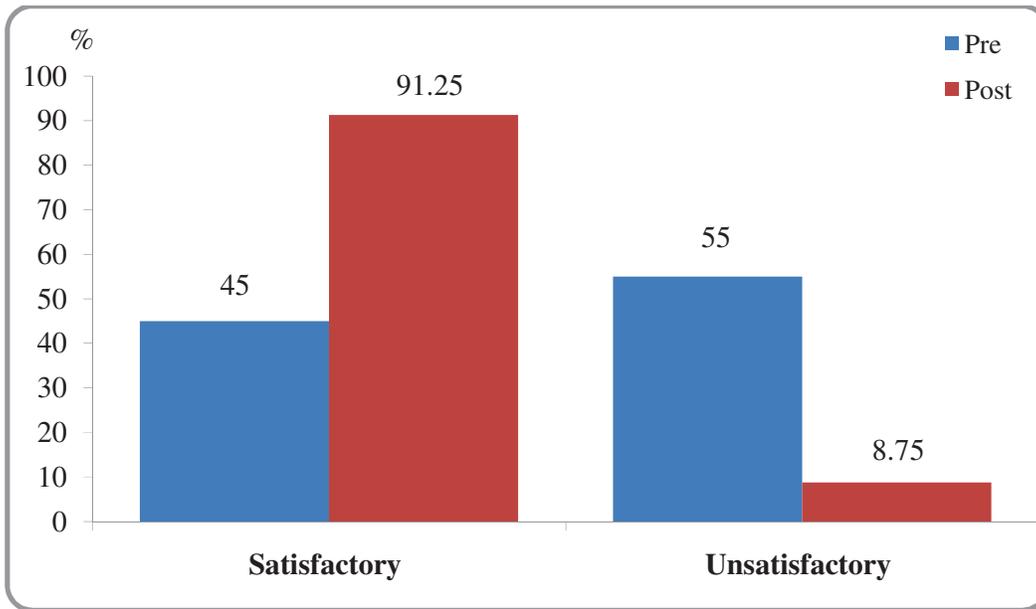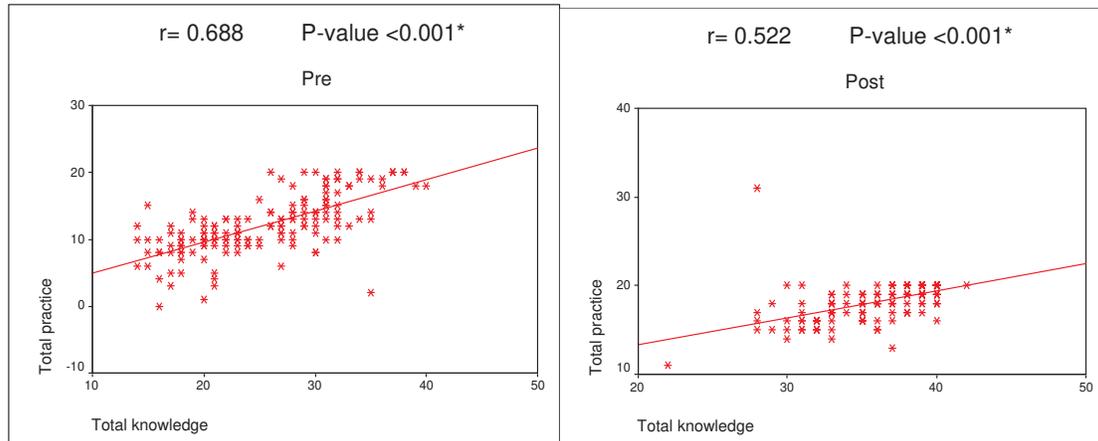
Figure (4) Level of nurse interns total practice of professional nursing value pre and post program n=160

Table (5) Levels of nurse interns' total practice of professional nursing value pre and post program (n=160)

Level of total practice	nurse intern use of professional nursing value at ICU				Chi-square	
	Pre		Post			
	n	%	n	%	X^2	P-value
Satisfactory use≥75% (15 or more)	72	45	146	91.25		
Unsatisfactory use < 75% (<15)	88	55	14	8.75	78.806	<0.001*
Total	160	100.0	160	100.0		

*High significant at P < 0.001

Figure (5) Pre and post program correlation between NIs total knowledge with total practice of professional values

Discussion

Professional values are considered very important principles of human dignity, serving as a framework for standards professional nursing practice and evaluation. Dimensions of nursing professional value include caring, activism, professionalism, trust and justice. They are guidelines for NIs interaction with patient, colleague, other professions and public. So implementation of educational program about use of professional nursing values may provide NIs with sufficient knowledge and information helps them to be clearly aware, support their practice and to shape their action in different relations.

Present study revealed that more than two third of NIs showed high level of total awareness of professional nursing values preprogram. The fact is that most of those NIs are youngunmarried female can work long, night and weakened shifts without feeling isolation from family members relationship. Most probably they have positive outlook towards starting occupational life and self-image. Actually they showed high level awareness about caring, activism, professionalism, trust and justices dimension of professional value. Basically they were graduated from faculty of nursing and studied the code of nursing ethics, to rely on for making decision, but

may get difficulty in making decision for complicated ethical situations.

Abd El-mawgood et al., (2018)[21]study aboutawareness and compliance about professional ethics as perceived by nursing personnel and patients, revealed that nursing personnel had a moderate awareness level in relation to professional ethics. As nurses and physician respect each other, nurses provided suitable required health education for patients since hospitalization until before discharge. Also patients reported that they were treated fairly and nurse provided more time to them when they needed more health care, and nurses received them upon their entry to the section. While the minority of patients reported that nurses immediately implemented their desire to leave the hospital even before completing treatment.

Pre-program three quarter of NIs showed high level of awareness about caring as patient basic right. Caring considered the essence and unifying intellectual and practice dimension of professional nursing. It hasbiophysical, psychological, cultural, social and environmental dimensions which can be studied and practiced to provide holistic care to people. Caring requires nurses who focus on the relationship with the human being by

seeing, understanding and taking responsibility. In professional nursing practice, a common understanding of nursing, caring and an awareness of ethical inner values are necessary. Therefore it is important to highlight ideas of caring for NIs that can strengthen their self-reflection on ethical inner values and promote a deeper understanding of caring in their nursing practice.

Karlsson et al.,(2020)[22] study about ideas of caring in nursing practice, reported that awareness of ethical inner values and a common understanding of nursing and caring are needed. By being attentive, open, respectful and treating the patient as a person, nurses can enhance both their own and the patient's sense of personal meaning in the caring relationship. Nurses can use self-reflection to create an awareness of nursing, caring and ethical inner values in caring. Due to the increased complex care for patients and lack of time, there is a risk that nursing practice will become more technical without a caring substance.

Actually these NIs introduce them as NIs, to gain patient trust. Really they aware for keeping the knowledge and skills up to date and engaging in on-going self-evaluation. Also they aware for working in partnership with others for the benefits of

patient and fully understand nurses various roles. Beside they aware for initiating action to improve the performance such as joint committees and look into future. As well as they appreciate the value of evidence based practice, ongoing self-evaluation and peer review. Currently nursing activism is being present at the place where the difficult, most intimate work occurs. It is more than awareness, engagement, or advocacy; it is action. The concept of activism was embedded in what nursing is and what it can be. The guiding documents of the discipline, and those of coalitions seeking to achieve social justice through the elimination of health disparities, call for nurses to not just engage in policies or advocate for individual patients. They call for nurses to take action.

Melissa et al., (2020)[23]study aboutconcept analysis of nursing activism, reported that nursing activism is a concept that extends from within the discipline's ethical responsibilities and social contract with humanity. Activism requires the expenditure of energy including personal, social, and/or political capital. It is a necessary response to health inequities, social accountability, and advancement of the nursing profession. Also nursing practice is grounded in the activism of

historical nursing leaders and the guiding documents of professional nursing organizations.Activism include"the policy or action of using vigorous campaigning to bring about political or social change and practice that emphasizes direct vigorous action especially in support of or opposition to one side of a controversial issue.

Finding of study revealed that preprogram NIs were at good level of awareness about trust. They agree on the importance of providing good advice reassurance and encouragement to patient and accepting their responsibility and inform them about the health care and communicate to provide the best care. They have to understand patient suffering and unvoiced need and accepting patient's culture, lifestyle and decisions. Always being honest and keep their own words clear.

However Trust is an essential component in the development of the patient it provides relationship and a critical element in the forming of a caring relationship between nurses and patients.

Ahmadpour et al., (2020)[24]study about trust towards nurses who care for hemodialysis patientsa cross-sectional study, revealed that although the patient trust towards nurses was acceptable, there were some deficiencies in certain items

especially in the provision of information and education to the patients. Education of specialized courses for nurses and empowering them to provide a high quality care to the patients on dialysis could help to increase the patents' trust.

Preprogram NIs had high level of awareness about justice. They agree that it is very important providing the highest level of care for all patients, treating all patients equally and advocating for patient's rights. Also agree that promoting equity of health care for all kind of diagnosis, evaluating outcomes of interventions to promote ethical practice and promoting equitable access to nursing services is a must. Beside agree that practicing in a manner consistent with code of ethics and respecting people's diverse social identities. As well as providing the highest level of care for all patient are very important action.

Fritz et al., (2020)[25]study about Integrating philosophy, policy and practice to create a just and fair health service, assumed that to practice 'fairly and justly' a clinician must balance the needs of both the many and the fewthe individual patient in front of them, and the many unseen patients in the waiting room, and in the county. They must consider the immediate clinical needs of those in the present, and

how their actions will impact on future patients. The good medical practice guidance makes the care of your patient your first concern. At an organizational level, financial obligations must be balanced with clinical ones; the system must support those who work within it in a variety of roles.Finally, in order for a healthcare service to be sustainable, the demands of current and future generations must be balanced.

Preprogram the first rank of important of professional values identified by NIs was justice followed by trust. Most probably because NIs help for protect health and safety of the public and promote equitable access to nursing care. As well as they assume responsibility for meeting health needs of culturally diverse population. While the least important values reported was professionalism as nurse interns not participate in peer review have no specific hospital standards to guide for nursing practice, and cannot take actions to improve environments of practice.

Poorchangizi et al., (2019)[26]study about the importance of professional values from nursing students' perspective, revealed that student' professional values was at acceptable level of importance due tothe assessment of the students' perspectives on professional values was limited only in the

school affiliated in southern Iran. Cultural and language differences have affected the meaning of the terms and in the context of nursing education in Iran. Professional values of nursing students may be changed considerably by curricula. This highlights the importance of the integration of professional values into nursing students' curricula. Nursing educators can primarily facilitate professional values by urging students to participate both in research studies on the topic and in nursing education.

Preprogram more than half of NIs showed poor level of total knowledge. Actually they showed poor, fair and good levels of knowledge about each of the five dimensions of professional values, all the factors affecting NIs clinical practice at ICU and the nursing code of ethics. Most probably they gave incorrect answer because they were unsure about their knowledge. Yet they were aware about them but they have doubt about the right way to behave. Really they do not have in depth understanding of science and art of nursing, law, control and how to promote their nursing practice.

Hassan et al., (2019)[27]study about effect of an educational program on enhancing nurses' knowledge and their compliance with ethics in maternity health services,

revealed that the majority had a highly significant improvement post-intervention compared to pre-intervention regarding nurse's knowledge and their compliance with nursing ethics at the maternity health services. Pre intervention nurses had the lowest percentage of knowledge regarding professional ethics. So the implementation of an educational program was expected to enhance nurse's knowledge and their compliance at maternity health service.

Actually present study program sessions contain information about aspect of professional nursing values. It explained difficulties affecting nurse interns at ICU clinical practice. Also explained nursing code of ethics and dimensions of professional nursing values. Beside it illustrate importance of using caring, trust and justice as well as using professionalism and activism dimensions. The educational management program include also practice session to explain situations on various ethical issue facing nurse interns in their work environment and train them in how to cope with ICU problems by use of professional nursing dimensions. This in turn improved their level of knowledge. As well as, resulting in an increased level of using professional ethics in the practice. Furthermore, make them sure from their knowledge and help

them be confident in using professional ethics and made more difficult decisions based on deciding the right and the wrong actions for difficult situation.

Bleda et al., (2020)[28]study about the perceptions of professional values among students at a Spanish nursing school, revealedthat the ethics dimensions was considered the most important for student nurses throughout all four academic years. Students highlighted the relevance of basic values such as caring, professionalism, trust and justice, which serve as a foundation for professional nursing ethics. This is consonant with the idea that these values are often learned during the course of students' academic training. Similarly, cultivating a caring attitude is critical as this is the essence of their profession.

Professional values are the basis of nursing practice. Therefore, in order to promote the professional development and transformation of today's NIs into future capable nurses who, in addition to the direct care responsibilities of the patient, are able to perform a wide range of nursing activities and roles, it is imperative to develop planning and teaching methods tailored to the existing conditions and facilities, as well as to consider areas of strength and weakness in the area of professional values.One of the important

factors that influence the values of nursing is culture and vocational education. Education has the greatest impact on the ethical and spiritual development of nurse interns and nursing educators have a key role in shaping their ethical framework. Creating this framework can help them to make ethical decisions and ultimately make the NIs have enough power to make decisions.

Conclusion

Half of NIs working in four ICUs at Tanta University Main Hospital were at good level of awareness, poor level of knowledge and unsatisfactory level of practice for use of professional nursing value dimensions pre-program. They were lacking and demand for educational management program to explain use of professional value principles and train them to implement professional nursing value dimensions.The well-designed present study program enforced their talent and significantly improving their knowledge and trainsthem to practice and maintaining use of professional nursing value dimensions. Still apparently NIs need specific follow up and periodical orientation program to always develop their awareness, knowledge and practice for dealing with different complex ethical situations.

Recommendations

1. During the internship year the Faculty of Nursing should give greets attention to conduct an orientation program that focus on professional nursing value and important of its dimensions.

2. Attention to Faculty of nursing to employ preceptors to help ICU head nurses and nurse educator for support, train, direct and facilitate student NIs role transition to professional practice nurses.

3. Provision of job description for student NIs which clearly identified their role and responsibility during internship year through booklet for every NIs.

4. All effort should be taken to maintain the standards of nursing care and to improve patient awareness.

References

1. Jamshidi N, Molazem Z, Sharif F, Kalyani M. The challenges of nursing students in the clinical learning environmentA qualitative study. TheScientific World Journal. 2016; 1-7.

2. Safan S, Mohamed R, Ibrahim R. Problems and obstacles facing nursing interns and its relation to their performance at clinical settingnursing students in the clinical learning environmentA qualitative study a

comparative study. American Journal of Nursing Science. 2018; 7(6):304-313.

3. Joolaee S, JafarianAmiri R, Farahani M, Varaei S. Iranian nursing students' preparedness for clinical trainingA qualitative study. Nurse Education Today. 2015; 35(10):13-17.

4. Papastavro E, Maria Dimitriadou M, Tsangari H, Andreou C. Nursing students' satisfaction of the clinical learning environmentA research study. Bio Med Central Nursing. 2016; 15:44.

5. Mohamed N, Abd El-Hafez A. Assessment of critical care nursing students' stressors and coping strategies during clinical practice in intensive care and emergency units. AL-azharAssiut Medical Journal.2015;13:4.

6. Al-Banna A. Core professional and personal values of nurses about nursing in Erbil city hospitalsa profession, not just career. Nurse Care Open Acces J. 2017; 2(6):169–173.

7. Aderemi R. Ethical issues in maternal and child health nursing. International Journal of Medicine and Biomedical Research. 2016; 5(2):67-76.

8. Ibrahim S, Qalawa S. Relationship between faculty staff professionalism and nursing students' values. Journal of Nursing Education and Practice. 2016; 6 (9):38-45.

9. Abou Ramadan A, El-Demerdash S. The relationship between professional values and clinical decision making among nursing student. IOSR Journal of Nursing and Health Science.2017; 6(6):19-26.

10. Dawson B,Trapp R. Basic and Clinical. 3rd ed., New York. Lange Medical Book/ McGraw – Hill. Medical Publication Division Co. 2011;467.

11. Mohamed F, Mohamed H. Perception of staff nurses regarding professional values at ain shams specialized hospital. Journal of Nursing and Health Science. 2018; 7(2):60-67.

12. Taylor C, Lillis C, Lynn P. Fundamentals of nursing the art and science of personal-centered nursing care. Eighth edition. Wolters Kluwer Health.2015;(8):458-466.

13. Brannelly T. Decolonizing research practices with the ethics of care. Nursing Ethics. 2016; 23(1):4-6.

14. Drayton N, Weston KM. Exploring values in nursingGenerating new perspectives on clinical practice. Aust J AdvNurs. 2015; 33(1):14–22.

15. Luciani M, Rampoldi G, Ardenghi S, Bani M. Personal values among undergraduate nursing studentsA cross-sectional study. Nursing Ethics. 2020; 27(6):1461–1471.

16. Weis D, Schank M. American nurses association code of ethics for nurses. Journal of Nursing Measurement.2018, 17(3):228.

17. Pickles D, de Lacey Sh, King L. Conflict between nursing student's personal beliefs and professional nursing values. Nursing Ethics. 2019; 26(4):1087–1100.

18. Tehranineshat B, Torabizadeh C, Bijani M. A study of the relationship between professional values and ethical climate and nurses' professional quality of life in Iran. International Journal of Nursing Sciences.2020; 7(3):313–319.

19. Schmidt B. Core professional nursing value of baccalaureate nursing students who are men. Nursing Ethics.2016; 23(6)674-684.

20. Fomani F, Golpira R, Mayelafsha M. The most important nursing professional valuesThe perspectives of nurses who work at selected hospitals affiliated to Tehran University of

21. Medical Sciences. NursingPractice Today. 2016; 3(1):11-8.

22. Abd El-mawgood A, Eid N,Khalil R. Awareness and compliance about professional ethics as perceived by nursing personnel and patients. Menoufia Nursing Journal. 2018; 3 (1):1-12.

23. Karlsson M, Pennbrant S. Ideas of caring in nursing practice. Nursing Philosophy published by John Wiley & Sons Ltd. 2020.

24. Melissa C. Concept analysis of nursing activism. Nursing Forum. 2021; 56:134–140.

25. Ahmadpour B, Ghafourifard M, Ghahramanian A. Trust towards nurses who care for haemodialysis patientsa cross-sectional study. ScandinavianJournal of Caring Science. 2020; 34:1010–1016.

26. Fritz Z, Cox CL. Integrating philosophy, policy and practice to create a just and fair health service.Journal of Medical Ethics.2020;46:797–802.

27. PoorchangiziB, BorhaniF,AbbaszadehA,Mirzaee M, FarokhzadianJ. Professional values of nurses and nursing studentsA comparative study. BMC Medical Education.2019; 19:438.

28. Hassan S, Mansour S, Aboud S. Effect of an educational program on enhancing nurses' knowledge and their compliance with ethics in maternity health services.American Journal of Nursing Research. 2019; 7(5):697-706.

29. Bleda S, AlvarezI, Prat M. The perceptions of professional values among students at a spanish nursing school. Healthcare. 2020; 8:74.