

The Optimization of Internship Management of Nursing Students in Vocational Colleges from the Perspective of Benchmarking Management - Take Shanghai Lida College as Case Study

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ABSTRACT

During the years of practice teaching management, the author found that there were many problems in the practice management of higher vocational nursing major, which seriously affected the achievement and promotion of the quality of practice teaching. This study was a case study about the practice management optimization of Shanghai Lida College of Higher Vocational Nursing from the perspectives of benchmarking management. The study selected 80 higher vocational nursing students from the School of Nursing of Shanghai Lida College as the research sample. General information of nursing students was collected through survey questionnaire and the data of the internship management practice of the whole process were collected from 8 aspects, including 1) internship planning, 2) internship mobilization, 3) implementation of internship program, 4) school internship guidance, 5) college internship guidance, 6) internship tracking, 7) internship evaluation, and 8) internship improvement. Then analyzed the collected data. From the result of data analysis. It was found that the limitation of understanding of practice teaching, the imperfect practice management system, the shortage of practice teachers and the lack of effective practice control mechanism were the crux of the practice management problems of Shanghai Lida College of Higher Vocational Nursing. And according to the benchmarking theory, the author also presented the countermeasures to optimize the internship management.

KEYWORDS: Higher Vocational Nursing, Internship Practice, Practice Management, Benchmarking Theory

Introduction

With the continuous deepening of the reform of the pharmaceutical and health system, the value of modern nursing is getting higher and higher, and the society has put forward higher requirements for the cultivation of nursing talents. Increase the quality requirements of nursing talents.

From the perspective of the demand for nursing talents in society, in accordance with the " Medical Health Medical Travel Talent Development Plan (2011-2020) " , China will " vigorously cultivate and train nursing professionals, implement relevant standards for nurses, strengthen the grassroots level Nurse manpower equipment, optimize the structure of the nurse, and improve the service capabilities of the nurse. " At the end of 2015, the nursing nurses will reach 2.86 million. As an international city, in accordance with the "Implementation Plan for the Development of Shanghai Care Institute (2012-2015)", the total number of nurses in Shanghai will reach 74,000 by 2015.

From the perspective of the quality requirements of the society for nursing talents, with the growth of socio-economic growth and the acceleration of population aging, nursing work needs to be continuously adapted to increasingly diverse and multi-level service needs. , Play a positive role in chronic disease care, elderly care, and dying care. To this end, medical institutions also have more requirements for recruiting nurse's occupational ability. In addition to the professional skills such as conditional judgment, living nursing, health education, etc..., the nurse should also include human

knowledge and skills such as interpersonal communication and nursing regulations.

For the training of high-vocational care professionals, internship teaching is an important knowledge and skills that students learn they have learned in clinical nursing work, so as to obtain professional experience, enhance nursing work capabilities, and realize the important employment of employment smoothly. The link is an important way to achieve the goal of the training of high-vocational care professionals, and play a pivotal role in the training of the entire care professionals.

In recent years, with the increase in the number of internship students in Shanghai Lida College, the increase in the number of internship units, the expansion of the internship area, and the improvement of students' internship teaching requirements, traditional internship management methods have become increasingly difficult to meet internship teaching Management needs. Therefore, the optimization of internship management has become an important task for the reform of the talent training of Shanghai Lida College.

This study takes care of the nursing major as an entry point for internship management and optimization. On the one hand, it is because nursing major is a key construction major in Shanghai Lida College; on the other hand, representative Majors, studying the teaching content settings, rotation management, and evaluation feedback in nursing professional internship management have strong reference value for internship management of other majors in the college.

Purposes

This study mainly discusses the problem of the three dimensions of the need for internship management optimization of higher vocational nursing management in Shanghai Lida College. Whether the theory of benchmark management theory can be applied to the optimization reform of Shanghai Lida College Higher Vocational Nursing Professional Intern Management.

Research Objectives

1. To understand the internship and development needs of nursing students during the internship.

2. To understand the current situation of vocational nursing students practice management in schools and hospitals.

3. The analysis of the causes of the current situation of internship management.

4. To aim at the existing problems and reasons of the management of in-post-practice, combining the benchmarking theory and demands of the internship for nursing students in higher vocational colleges, and propose the improvement strategies.

Literature Review and Concept

In order to better analyze and explore the research problems, this paper refers to the benchmark theory.

"Benchmark management is to find the best way to bring the industry that can bring extraordinary performance." Robert C. Camp (the manager of Schole Company and the top benchmark management expert of Schola) who is founder of benchmark management theory. He puts forward the five-stage division method of benchmark management in the book " Best

Management Practice of the Best Management of the Industry with the Best Management Practice of the Industry with excellent performance", that is, "planning, analysis, integration, action and completion". (Robert,2003)

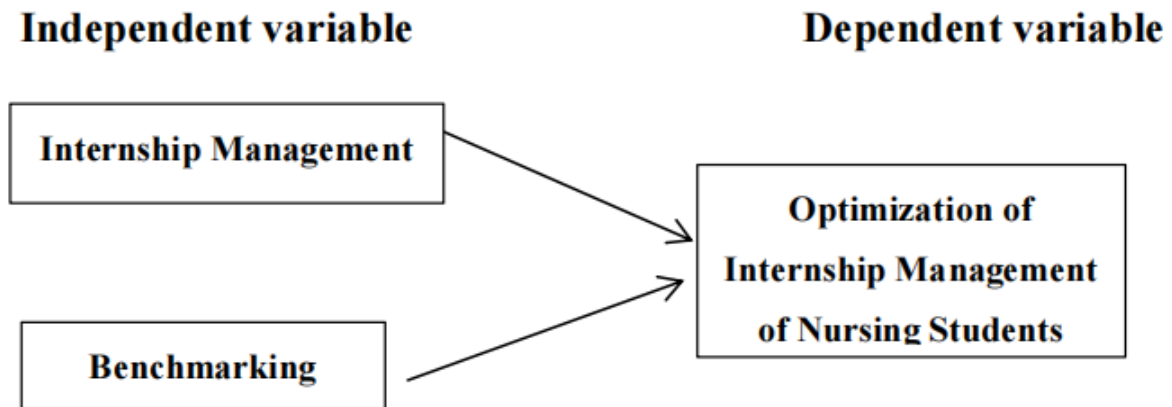
Foreign benchmark management has formed a relatively scientific work procedure and mature working method. Judging from the current international well-known enterprises and organizations, international benchmarks often combine theoretical requirements and balanced scoring cards such as PDCA cycle models to achieve scrolling realize the continuous improvement of management processes, methods and standards. (Feng Yan, 2014)

The current research on the optimization of higher vocational internship management in China whether it is research content (involving internship mobilization, process management, evaluation feedback, etc.) , or research perspective (involved students, schools, enterprises) , or the research method (involving qualitative research, comparative research, case research, investigation research, etc.) all have comprehensive inquiry, and tend to systematically optimize the internship management through overall thinking. Strong guidance and reference value. However, the focus of most research focuses on the internship itself. From the analysis of internship management issues, discuss the strategy of optimization of internship management, and ignore the study of the internship teaching support system (curriculum teaching system) ; However, there are fewer research on the practice of optimization of internship management management in higher vocational care; related research has noticed the optimization of informatization

internship management, but less research on the implementation of information construction and internship management is relatively small; A variety of management theories have been used to guide internship

management reform, but the research theory of benchmark management theory has not yet been used in internship management optimization.

Conceptual Framework



Research Methodology

According to the research purpose, this study selects the Questionnaire on the Status Quo of In-post Practice Management to find the existing problems in the management of In-post practice for nursing students in Shanghai Lida College. The questionnaire includes two parts: general data collection form and questionnaire on the status quo of In-post-practice management.

Population and Sample

This study selected 80 students who are in internship from School of Nursing in Shanghai Lida College.

Questionnaire survey is 80 nursing. After the school leaders and students agreed, anonymous questionnaires were investigated. The nursing students participating in the survey must meet the following requirements: full-time higher

vocational care; internship time for 5 months; voluntary participation.

Instruments

Questionnaire on Current Situation of In-post Internship Management

This study adopts the questionnaire method to investigate the current situation of vocational nursing students' on-the-job practice management in Shanghai Lida College. The questionnaire adopted was compiled by An Likui and Bai Ling in 2017. The questionnaire divided the whole process of in-post internship management into three stages: pre-post internship management, in-post internship management and post-post internship management, with eight dimensions.

Because the research object of this study is the nursing students in higher vocational colleges who have been in practice for 5 months, and the study only reaches the interim evaluation stage of

nursing students' in-post practice, the internship summary items of internship evaluation are not investigated in the questionnaire survey.

The actual questionnaire has 22 scoring items, and Likter5 points are used for scoring, corresponding to the five options of " completely inconsistent" , " relatively inconsistent" , " generally consistent" , " relatively consistent" and " fully consistent", which are successively recorded as 1 point, 2 points, 3 points, 4 points and 5 points.

Data Analysis

Questionnaire: all statistics are carried out by SPSS26.0 statistical software, the survey data input, collation and statistical analysis of the basis.

Results

Five months after the nursing students participated in the practice, 80 nursing students were given questionnaires on the Management Status of In-post practice. A total of 80 questionnaires were given out, and 80 valid questionnaires were recovered, with an effective recovery rate of 100%.

As can be seen from the questionnaire results, the average score of the questionnaire on the in-job internship management status was (3.65 ± 0.11) , and the average score of the 7 dimensions was between 3 and 4 points, which was at the middle level. The dimensions with the highest score are the internship planning, the implementation of the internship

program, and the internship guidance dimension of the hospital, The mean scores were (3.87 ± 0.56) , (3.86 ± 0.72) and (3.77 ± 0.86) respectively; The dimensions with the lowest score are internship mobilization, internship tracking, and school internship guidance dimensions, The mean scores were (3.40 ± 0.72) , (3.53 ± 0.95) and (3.56 ± 0.74) respectively; In contrast to the mean scores, The four dimensions of internship mobilization, internship tracking, school internship guidance and internship evaluation are lower than the average score. It can be seen that in the process of practice management, practice planning, practice program implementation and hospital practice guidance are relatively well done, and the three aspects of internship mobilization, internship tracking and internship evaluation need to be greatly improved.

This study found that there is not close cooperation between hospitals and schools in the management of top-post internships for higher vocational nursing students, that the tracking and management of nursing students in schools is not in place, that the methods used by schools to test the effect of nursing students' internships are single, that the ability of teachers in hospitals to teach is uneven, that there is a lack of professional ethics education in internship education, that assessment and evaluation work is not homogenized, and that nursing students are not involved in top-level internship management.

Table 1 The score proportion of internship planning dimension (n=80)

sub item	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformity with
The school has carefully carried out the pre-internship training, so that you can fully understand the situation of the internship unit.	1.3%	17.5%	48.8%	22.5%	10.0%
The school has done a full mobilization work before the internship	1.3%	5.0%	10.0%	60.0%	23.8%
Before the internship, you received the internship program issued by the school, and it was requested according to the college Please, according to their own needs to put forward the proposal	0.0%	10.0%	38.8%	37.5%	13.8%
Before the internship, you have already learned about your own school management teachers and hospital teaching teachers in the internship	10.0%	23.8%	30.0%	32.5%	3.8%

Table 2 Score Proportion of internship mobilization dimension (n=80)

subitem	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformity with
The internship program formulated by the school is closely related to the practical teaching content and talent training program of your major	1.3%	8.8%	37.5%	41.3%	11.3%
You have read the internship management Manual carefully as required	0.0%	0.0%	1.3%	45.0%	53.8%

Table 3 The portion of the implementation dimension of the internship program (n=80)

subitem	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformat
Throughout the internship process, the hospital strictly implemented the internship program	1.3%	0.0%	21.3%	61.3%	16.3%
During the internship, the hospital actively cooperated with the school to arrange students' internship, and assisted students to complete the internship tasks	1.3%	5.0%	28.8%	41.3%	23.8%

Table 4 Score proportion of school practice guidance dimension (n=80)

subitem	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformat
The school has selected experienced practice instructors with good professional quality and strong sense of responsibility to guide the whole process and manage students' practice	1.3%	6.3%	36.3%	48.8%	7.5%
The internship instructors selected by the school pay attention to the education of students' professional ethics, and put the cultivation of students' professional ethics all through the internship process	0.0%	13.8%	47.5%	26.3%	12.5%
The internship instructors selected by the school can integrate their professional skills when guiding the study	1.3%	7.5%	47.5%	27.5%	16.3%
The practice instructors selected by the school attach importance to safety education, and can timely deal with the relevant problems in the practice	1.3%	5.0%	27.5%	43.8%	22.5%

Table 5 Score proportion of internship guidance (n=80)

subitem	It doesn't fit	The comparison is not	Generally conform to	Compare in line with	be completely in
The teachers arranged by the hospital are skilled and have strong guidance ability	1.3%	7.5%	27.5%	37.5%	26.3%
The teachers arranged by the hospital attach importance to the education of professional ethics and professional spirit in the practice	1.3%	11.3%	38.8%	28.8%	20.0%
The teachers arranged by the hospital can give effective business guidance on vocational and technical skills and operation during the practice	1.3%	5.0%	26.3%	40.0%	27.5%
The teachers arranged by the hospital have sound safety production rules and regulations, operation procedures, attach importance to safety education and safety management, and students	1.3%	5.0%	26.3%	43.8%	23.8%

Table 6 Score Proportion of internship tracking dimension (n=80)

subitem	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformity with
During the internship, the school will regularly understand, check and track the students' labor security, personal safety and other conditions during the internship	1.3%	7.5%	35.0%	32.5%	23.8%
During the internship, the school and related instructors will often pay attention to the psychological state of students, and give timely guidance and intervention	1.3%	25.0%	27.5%	30.0%	16.3%
During the internship, students' opinions can be timely feedback and followed up by the school	1.3%	20.0%	28.8%	25.0%	25.0%

Table 7 Sportion of internship evaluation dimension (n=80)

subitem	It doesn't fit	The comparison is not consistent	Generally conform to	Compare in line with	be completely in conformity with
During the internship, the hospital teachers made a detailed record of the internship performance of nursing	1.3%	15.0%	35.0%	31.3%	17.5%
In the middle of the internship, the school organized an exchange meeting for nursing students and teachers	1.3%	10.0%	16.3%	32.5%	40.0%
After the end of the single subject internship, the teacher made a detailed evaluation of the professional spirit, skills, cooperation ability and so on	5.0%	18.8%	30.0%	26.3%	20.0%

Table 8 Score of Practice Management of Higher Vocational Nursing Students (T±3; n=80)

Dimensions and sub-items	average value	standard deviation
Internship planning	3.87	0.56
Internship mobilization	3.40	0.72
Implementation of the internship program	3.86	0.72
School internship guidance	3.56	0.74
Internship guidance of the hospital	3.77	0.86
Internship tracking	3.52	0.95
Internship evaluation	3.62	0.93
average	3.65	0.11

Summary of the investigation**(I) Summary of the investigation of pre-internship management**

1. The school attaches great importance to internship work, and can formulate internship plans before internship, connect with internship hospitals, have a relatively perfect internship management system, and

organize pre-internship training and mobilization; The school did not communicate with the hospital and nursing students when formulating the internship program, which resulted in that the hospital teachers and nursing students did not pay attention to the requirements in the internship manual and did not complete the internship in strict accordance with the

quality and quantity of the internship manual.

2. The hospital did not participate in the pre-internship mobilization organized by the school; The school also did not put forward requirements for pre-service training in hospitals, leading to the non-homogeneity of pre-service training in hospitals.

3. Nursing students attach great importance to internship and can learn the internship manual according to the requirements of the school and understand the requirements of internship.

(II) Summary of the investigation of the management in the post practice

1. The management teachers of the school have not fully performed their duties of guidance and management. Although they can roughly understand the situation of nursing students in the internship site by regular understanding of the practice situation and symposium, and monitor the learning effect of nursing students by theoretical examination, they have not done in-depth follow-up management and have not fully grasped whether the practice effect and clinical practice ability of nursing students have been improved. The professional ethics and psychological guidance of nursing students are not in place.

2. The supervision of nursing students in hospitals is better than that in schools. The hospital basically implemented the internship plan according to the internship plan and completed the internship contents. However, due to the lack of communication between the school and the hospital, some hospitals did not pay enough attention to the internship plan, and some hospitals adjusted the internship plan at will. In the process of clinical teaching, clinical teachers

generally do not pay attention to the professional ethics education of nursing students, and the professional ethics education lacks teaching objectives and referable teaching content.

3. Nursing students did not participate in on-site practice management. Nursing students passively accepted the practice, did not take the initiative to think about the practice process, did not take the initiative to feedback the practice suggestions, did not take the initiative to communicate with the school management teachers, the hospital teachers.

(III) Summary of the investigation of post-internship management

1. Schools and hospitals do not pay attention to internship evaluation. The school and hospital did not jointly evaluate the clinical practice ability of nursing students, and the evaluation method was single. Some hospital teachers do not pay attention to the evaluation work; The hospital does not achieve the same management of evaluation work.

Cause analysis

According to the research perspective of benchmarking management, the author attributes the problems in the practice management of higher vocational nursing specialty of Shanghai Lida College to the limitation of the understanding of practice teaching, the disunity of curriculum teaching design and practice teaching, the imperfection of the practice management system, the insufficiency of the number of teachers in practice teaching, the lack of effective practice control means, and the insufficiency of the motivation of optimization reform. In addition, according to the two dimensions of quality management link and optimization cycle, the causes of problems

in practice management are classified and analyzed.

The author thinks that the essence of practice management is to control and improve the quality of practice teaching. From the perspective of quality management, the causes of internship management of Shanghai Lida College in higher vocational nursing can be attributed to the defects of quality planning, quality control and quality improvement.

From the perspective of optimization cycle

dimension, the causes of problems in nursing practice management of Shanghai Lida College can be divided into short-term factors and long-term factors. The short-term factors include cognition, system and mechanism, which are mainly caused by the internal reasons of the school. The long-term factors are mainly subject to national policy orientation, industry development trend and faculty constructio

Table 9 Causes Analysis of the management problems in nursing in Shanghai Lida College

Quality management link	Optimize the cycle	
	short-term	over a long period of time
Quality design	The limitation of practice teaching understanding	The course teaching design and the practice teaching are not unified
quality control	The practice management system is not perfect and the lack of effective	The number of practice teachers is insufficient
quality improvement	Lack of motivation for optimization and reform (teacher level)	Lack of motivation for optimization and reform (school level,

Conclusion and Discussion

Through the investigation and analysis of the current situation of practice management of higher vocational nursing major in Shanghai Lida College, the author finds that there are a series of problems in practice management of higher vocational nursing major in Shanghai Lida College, such as poor improvement effect of students' comprehensive quality, poor communication and coordination of practice management, lack of effective guidance in the process of practice, which seriously restricts the realization and improvement of the quality of practice teaching and has the necessity of optimization.

After analyzing the demand of practice management optimization reform in Shanghai Lida College, the author thinks that it is feasible to implement benchmarking management in practice management optimization reform. From the perspective of benchmarking management, the author finds that the main causes of practice management problems in Shanghai Lida College are the limitation of understanding of practice teaching, the imperfect practice management system, the shortage of the number of practice teachers, the lack of effective practice control means, and other defects in practice teaching design and practice management. It is also the core

content of practice management optimization reform.

Combining literature, benchmarking, and personal work experience, suggestions for strengthening internship management are put forward: (1) Give full play to the advantages and strengthen cooperation between institutions, including the use of advantages to develop cooperative projects; establish full-process cooperation; strengthen internship management; implement measures such as dual tutor teaching . (2) Actively guide and strengthen moral education, including increasing the importance of colleges and universities; optimizing professional ethics teaching methods; exerting teachers' influence on nursing students and other measures. (3) Information helps to achieve efficient management, and discuss the application of information methods in student practice management, teaching quality management, and teaching evaluation management. (4) Multi-dimensional assessment implements comprehensive assessment, including measures such as enriching assessment content, reforming assessment forms, and broadening assessment dimensions. (5) Strengthen training to improve teaching ability, including pre-job training for hospital teaching teachers; establish a continuous training mechanism; standardize the assessment of teaching results and other measures.

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Deficiencies and outlook

In this study, the Questionnaire on the Status Quo of In-post Practice Management was used to collect the actual management measures of schools and hospitals before, during and after in-post practice to find out the weak points of management. Analyze the cause of the problem. Finally, according to the problems and reasons, combined with literature, interviews, researchers' work experience, put forward suggestions. It is hoped that the research can provide some help for vocational schools and practicing hospitals to carry out college cooperation, professional ethics training, information management, improve the practice evaluation mechanism, and build a standard clinical teacher training system.

However, due to insufficient professional knowledge reserve of researchers, imperfect research design and small sample size, the research is not in-depth enough and the suggestions are not mature enough. In the future, the scope of the study will be expanded, the sample size will be increased, and the proposed improvement strategy will be verified, revised and further perfected in the management practice of top post practice in schools and hospitals.

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