Introduction

Clinical competence is one of the objectives in clinical nursing education which are necessary to fulfill the professional nursing role.(1,2)

During the clinical component of nurse education, student nurses have to transform theory into practice.(4) The qualified nurses act as the students’ supervisors during the clinical periods and become important models in the development from a task-oriented care to one where the patients’ needs are cared for in a more individualized way.(5)

Nursing, however is more than a mere performance of individual skills or a specific of affect. It is the application of a scientific problem solving process known as the nursing process, and the ability to function as a self-reliant, independent nurse practitioner.(1,3)

The nursing process provides a framework in which the individualized needs of the patients and the family are met, When integrated in an application of knowledge, skills and affect.(6) Nursing assessment is the first phase of the nursing process. It was traditionally concerned with obtaining physiological data, while psycho-social aspects were often forgotten. Today the assessment of patients’ needs is carried out from amore holistic perspective and includes psycho-social as well as physical information.(5,6)

Patients nursing care must be based on the assessment of patients need. It is obvious that the nurse must be able to identify patients’ needs to determine patients’ care in addition she must understand which needs takes priority.(7)

To ensure students’ clinical competence, it is essential to evaluate whether nursing education attains these basic objectives to apply the nursing process and to adequately assess patients’ individual needs.(8) The assessment of patients’ needs is not, however, an easy task, especially since studies have revealed differences’ between patients’ and nurses’ assessments of the patients’ problems and needs within several hospital settings.(1)

Lauri *et al* (1997) found that nurses in surgical and medical words identified fewer patient needs than did the patients, and the nurses underestimated all kinds of patient needs a part from environmental ones.(9)

So attention should be paid both in nursing education and in clinical practice to the need for individualization of patients care.

Therefore, this study was carried out to ensure clinical nursing competence for patient’s need as perceived by patients, nurse interns and their preceptors at Alexandria University Hospital.

Material and methods

Setting:

This study was conducted at Alexandria University Hospital in the following intensive care room in each of this unit: burn, urology, neurosurgery, CCU and orthopedics units.

Sample

The study was consisted of three groups (i.e., patients, nurse intern, and their preceptor).

**Group I:** They were represented 30% (i.e. 50 nurse interns) of the total number of nurse interns who attending their practical year of internship. They were selected randomly by the researcher.

**Group II:** The patients were selected by the nurse interns and their preceptors who were hospitalized for the treatment at least five days earlier. The patient also had to be viewed as competent to answer the questionnaire. The selected patients were 27 males and 23 females, had a mean age of 40.79 SD = 15.01. Most patient were married (72%) and half of them were illiterate (50%).

**Group III:** They were comprised of nine preceptors who were acting as supervisors to nurse interns during the period of the study. Their number of observations was ranged between 3-7 times for each preceptors according to the number of nurse interns who are under their supervisors in the same unit (Total No. 50 observations).

Tools of the study

A structured questionnaire was developed to assess the patients physical and emotional needs during their hospital study. It was derived and developed from Henderson 1966, Orem 1971, Maslow 1971, Yura and Walsh 1983 and Farrel 1991 in relation to patients’ needs during hospitalization.(10-14)

It included three main parts:

**Part I**: Was intended to obtain information about sociodemographic characteristics of the study subjects. This includes their age, sex level of education, marital status, and years of experience for both nurse interns and their preceptors.

**Part II:** Consisted of physical and emotional needs.

A- Physical needs were included the following items

• Physiological functions (Air, drinking, eating, sleeping …. etc)

• Comfort and safety (cleanliness, comfort, avoiding injury and worry about being injured assistance to maintain physical integrity, medication considerations).

• Environment (presence of noise, number of patient, cleanliness of toilet…..etc).

• Hospital policy (Number of patients in the wards, time of visit, hospital regulation of its effect on the patient, schedule of nursing care …..etc).

B- Emotional needs were included the following items

• Relationship and social contact (changes in his/her your role in family and at work; isolation, loneliness, opportunity to talk to nurses and easier to talk with doctor, getting to know other patients).

• Privacy and dignity (privacy to talk, privacy generally, availability of choice for basic needs, knowledge of his/her condition).

• Coping-stress (i.e. desire to increase his/her information about illness, feeling of helplessness and accepting his/her present illness).

• Cognitive process and worry (worry about self/future, home, concentration and memory levels…. etc.)

Methods

Written approval was obtained from the head of the previous mentioned settings and dean of the Faculty of Nursing at Alexandria University.

A jury from five experts in nursing field examined the content validity of the tool.

The tool was translated by the researchers to Arabic language for the patients and was tested by the same previous nursing experts.

A pilot study was carried out in order to assess the clarity and applicability of the tools.

Patients, nurse interns and preceptors was informed about the purpose of the study and their consent was obtained. Nurse interns and their preceptors were asked to select a patient they both know well.