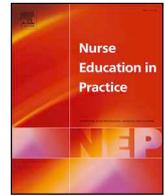




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“I try to act like a nurse”: A phenomenological qualitative study

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ABSTRACT

Practicums help nursing students to become familiar with nursing roles and to acquire a proper understanding of nursing behavior, functions, and values. Initial clinical practice experiences are highly important, especially for first-year nursing students, in terms of professional socialization. The aim of this study was to explore the initial experiences of first-year nursing students during clinical practices. This study was designed as a qualitative study based on Heidegger's hermeneutic phenomenological approach. The data were collected from diaries written by 12 first-year nursing students on their first clinical experiences. The obtained data were analyzed using van Manen's thematic analysis, the results of which helped to identify four themes: *Conflict between feelings and professionalism*, *Trying to act like a nurse*, *Growth through challenges*, and *Care outcomes*. Although the students experienced some emotional conflicts on the first clinical practice days, by the end of the term, they had achieved many accomplishments, including personal development, satisfaction with caring, and a feeling of belongingness. It was found that they needed support from the faculty and nurses to develop a caring vision and professional identity. While the students' initial nursing experiences seemed to be satisfactory, it can nonetheless be recommended that educators and nurses adopt approaches that serve to facilitate students' professional socialization.

1. Introduction

One of the ultimate aims of nursing education is to teach nursing students to think and behave like a nurse. In practicums, students synthesize theoretical knowledge with practice and learn how to think and behave like a nurse and be prepared for their nursing roles (Mariet, 2016; Okumuş et al., 2015; Öner Altok, 2016). However, clinical practice is known to generate feelings of apprehensiveness in first-year nursing students due to insufficient experience, unknown environment, difficult patients, and fear of receiving negative reactions from clinicians, causing possible harm to patients and making mistakes (Elçigil and Yıldırım Sari, 2011; Mankan et al., 2016). Practicums can even be traumatic for some students (Thomas et al., 2015), which can result in their clinical practice having a negative effect on their professional socialization. This is why the exploration of meanings attributed by nursing students to their first clinical experiences is important in terms of supporting their professional socialization.

1.1. Conceptual framework: professional socialization

Professional socialization refers to a process wherein professional knowledge, skills, attitudes and identity are acquired (Karagözoğlu,

2009; Öner Altok, 2016). Professional socialization in nursing was clarified by Benner (1982) theory, “From Novice to Expert”. Benner hypothesized that practical skills are based on theoretical knowledge. According to the theory, there are five levels of nursing experience, namely, novice, advanced beginner, competent, proficient, and expert (Benner, 1982): (1) *The novice* strictly adheres to the rules since they cannot yet comprehend situations. They focus on objective, measurable behavior, like vital signs. (2) *The advanced beginner* starts to exhibit behavior based on attitudes and opinions. (3) *The competent* becomes aware of their roles and plans standard, routine tasks. (4) *The proficient* reaches a stage where they can understand what is unimportant. (5) *The expert* stops strictly adhering to the rules and takes initiatives based on improved understanding, tactics and foreseeability.

The hypothesis of this study was that the first experiences gained by novices with the acquisition of practical skills during practicums have lasting effects on their lives and form the basis of their professional socialization. During professional socialization, nursing students are expected to acquire a nursing identity (Mariet, 2016; Öner Altok, 2016; Sabancıoğulları and Doğan, 2012). Professional socialization starts in nursing education and continues in work life (Benner, 1982; Mariet, 2016). In nursing education, the students learn to think critically and solve problems like a nurse (Nesler et al., 2001; Zarshenas et al., 2014).

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2. Background

There have been a few qualitative studies from various countries on students' experiences regarding practicums. In a study by [Tiwaken et al. \(2015\)](#), practicums were described as the “real world”, while in a study conducted in Iran, students described practicums as “an unpleasant experience” ([Moonaghi et al., 2015](#)). In other studies carried out in Iran, students reported that the incompetence of educators and an un-supportive clinical environment made their learning difficult ([Baraz et al., 2015](#); [Karimi et al., 2017](#)). A qualitative study conducted in Australia about the experiences of senior students identified four emerging themes: “autonomy in practice”, “working with highly skilled nurses”, “focusing on holistic care” and “showing genuine interest in educating students” ([Peters et al., 2015](#)). It is important that nurse educators and staff focus on ensuring that students learn clinical skills, how to care and how to cure patients. Research has shown that an un-supportive clinical environment has a negative effect on students' acquisition of professional nursing knowledge and skills ([Okumuş et al., 2015](#)).

Nursing education in Turkey involves four years, or 4600 h, of theoretical and clinical education. Half of this consists of theoretical education, and the other half, of clinical education ([Kocaman and Arslan Yürümezoğlu, 2015](#)). In Turkey, there are several programs that aim to develop critical thinking skills in nursing students through the combination of theoretical education and practices involving simulation models in skill laboratories ([Aydoğan, 2016](#)). Prior to their clinical practices, first-year nursing students must take the course, *Fundamentals in Nursing*, which addresses the nursing philosophy on care and the application of professional nursing practices, as well as the course, *Interpersonal Relations*, which focuses on communication techniques in patient care ([HUÇEP, 2013](#)). In general, clinical nursing education in Turkey is carried out by faculty members following the completion of or in conjunction with theoretical courses.

In some schools in Turkey, there are only limited clinical training opportunities and a shortage of qualified clinical instructors ([Can, 2010](#)). In the studies carried out in Turkey, it has been found that nursing students are not sufficiently supported by clinical nurses ([Dikmen Aydın et al., 2017](#); [Karadağ et al., 2013](#)). The study by [Akgün Kostak et al.](#) reported that only 20.6% of students stated that nurses contributed to their nursing education ([Akgün Kostak et al., 2012](#)). In [Engin et al.](#)'s study, instructors and nurses were stated as being the biggest sources of stress on students ([Engin et al., 2018](#)). Furthermore, in [Ateş et al.](#)'s study, nursing students stated that they were mostly exposed to mobbing by nurses in their clinical practices, the results of which led to negative effects on their personal and professional identity development ([Ateş et al., 2014](#)). In line with these findings, it is recommended that in clinical teaching environments nurses be made aware of their contributions to the personal and professional development of nursing students and exhibit a supportive approach.

2.1. Aim and research questions

In Turkey, no studies have been conducted on the initial clinical experiences of first-year nursing students and the meanings attributed by the students to these experiences. This lack of studies on this subject is significant, as it is necessary to identify the effects that the experiences of first-year nursing students have on the students themselves, considering that the first real step to ensuring the progress of the nursing profession is to improve the quality of nursing education and to create a supportive clinical environment. The aim of this study, therefore, was to explore the initial experiences of first-year nursing students during their clinical practices. The following research questions were developed for this study:

- What meaning does the first clinical practice have for students?
- How are students affected by their first clinical practices?

- On what level and how do clinical instructors and nurses affect the transition of students to their professional socialization processes?
- How do students define the approach of clinical instructors, particularly in terms of clinical stressors?
- What meaning does the idea of care have for students in their first clinical practice?

3. Methods

This qualitative study is based on Heidegger's hermeneutic phenomenological approach ([Laverty, 2003](#)). Van Manen's method was used to reveal how the participants were affected by their experiences ([Van Manen, 2014](#)). Hermeneutic phenomenology requires that researchers identify participants' perceptions on a subject and apply their own interpretation of these perceptions. In effect, it allows researchers to interpret and analyze meanings and suppositions which participants find difficult to express.

3.1. Setting and sample

The study sample included first-year nursing students enrolled in the Akdeniz University Nursing Faculty in the spring term of the 2015–2016 academic year. Inclusion criteria were ability to speak and write in Turkish, agreement to participate in the study, and first-time attendance to practicums. Data were retrospectively collected from the diaries kept by the students on their initial clinical experiences during practicums. These diaries underwent a document analysis.

Although there is no established principle regarding the sample size in qualitative studies, data collection is considered finished when satisfactory data are gathered, no new information emerges anymore and when the same data start to appear ([Polit and Beck, 2006](#)). In following this norm, data collection for the present study was terminated once no new appeared and the same data reappeared. The saturation point in data collection was reached after examining 12 students' diaries.

3.2. Data collection

The researchers created a personal characteristics form and a diariequestions form based on the relevant literature ([Chesser-Smyth, 2005](#); [Cooper et al., 2015](#); [Currie et al., 2015](#); [Elçigil and Yıldırım Sarı, 2011](#); [Frazer et al., 2014](#); [Gale et al., 2015](#); [Jonsén et al., 2013](#); [Mankan et al., 2016](#); [Papp et al., 2003](#); [Porteous and Machin, 2018](#); [Thomas et al., 2015](#)). The personal characteristics form included 10 questions about age, gender, income, and social security. Data about the students' experiences were obtained from their diaries. These diaries questions were developed to identify the feelings, thoughts and experiences of students regarding their first clinical practices, their first nursing experiences and their care-giving moments, and to gain a deeper understanding of these experiences. At the beginning of the clinical practices, the students were provided explanations on how to keep their diaries. They were asked to make entries in their journals at the end of each day and were also given a written guide for keeping a diary. The following are the journal questions:

- * What are your thoughts on attending clinical practice and working with a real patient?
- * What are your thoughts about performing nursing practices?
- * What are your thoughts on acting like a nurse?
- * How have your experiences influenced you? How do you feel?
- * What issues have affected you most? Can you explain them?
- * What facilitated your practices? What made your practices difficult? What were the barriers to your practices?

At the end of the practicum, the students handed in their diaries to the researchers. In accordance with the hermeneutic phenomenological approach, the students were asked whether they wanted to add

anything about their experiences after they had submitted their diaries.

3.3. Data analysis

Data were analyzed with van Manen's thematic analysis (Van Manen, 2014). Microsoft Office was used to transcribe the contents of the diaries. The created transcripts were examined in three stages: (1) examination as a whole (identifying the sentences reflecting the main idea of each diary), (2) selective reading (highlighting the sentences pertaining to the phenomenon under question), and (3) line-by-line reading (each sentence was read to interpret what the phenomenon revealed). From this examination, the researchers identified meaningful units, and the coding was performed based on these units. Next, a sequence of the codes generated from the application of a consistent coding method was created. The units in the sequence of the codes were derived from the words and sentences used by the participants, and the units with similar meanings were categorized into themes and subthemes. After reexamining and revising the codes, the final themes and subthemes were determined.

3.4. Rigor of study

To ensure the dependability of the study, the methods and the analyses used were described in detail. The researchers evaluated the data independently of one another to assure the credibility of the study. For reliability, the students participating in the study were asked to read and confirm the data, while to secure confirmability, peer debriefing was used, and an expert who was specialized in the relevant field but not involved in the study evaluated the data. Lastly, for transferability of the data, the sample and the data were described in detail.

3.5. Ethical considerations

Ethical approval to perform the study was obtained from the Akdeniz University Ethics Committee (approval number: 686, date of approval: 06/11/2014). All the students participating in the study gave their written informed consent. The participating students were assured that their participation in the study was voluntary and informed that they had the right to withdraw from the study at any time, without reason. They were also informed that the obtained data would be kept confidential. To secure the participants' privacy and the confidentiality of their data, in place of their real names, code names were used throughout the text.

4. Results

This study, performed to explore the initial clinical experiences of first-year nursing students in clinical practice, included 12 students, three of whom were male and nine, female. The students were all between the ages of 18 and 20 years.

The students reported feelings of excitement, anxiety, restlessness, fear, curiosity, confusion and disappointment. One student expressed her feelings as follows: "I felt as if I had breathed in something different when I entered the hospital." (P2, female). The four themes and nine subthemes derived from the analysis of the data are presented in Table 1.

4.1. Theme 1. conflicts between emotions and professionalism

Almost half of the nursing students reported experiencing conflicts between their feelings and professionalism during their interactions with patients. One student providing care to a 15-year-old patient with hydrocephaly expressed this conflict as follows: "I will always remember this short life story. I didn't show how upset I was ... Although I was experiencing storm and stress, I kept cool and hid my feelings." (P2, female).

Table 1

Themes and subthemes derived from the clinical practice experiences of the students.

Themes	Subthemes
1. Conflicts between Emotions and Professionalism	Effort to hide feelings Questioning profession and self
2. Acting Like a Nurse	Use of caring behaviors In-depth understanding of nursing
3. Growth through Challenges	Caregiver faculty Challenging environment
4. Care Outputs	Be the cause of healing Development of sensitivity to others Sense of belonging

4.1.1. Subtheme 1. effort to hide feelings

All the students experienced a conflict between their feelings and professionalism, with some responding to this conflict by preferring to stay away from the environment for a short time to cope with it, while others hid their feelings. One student, who provided care to a nine-year-old patient with a fracture of the left foot and tissue deficit after a traffic accident, commented, "I thought I would have difficulty in my job if I became sad and showed it. I felt that I had to accompany my patients, hold their hands, and help them, instead of giving up." (P3, female).

4.1.2. Subtheme 2. questioning profession and self

Nearly half of the students questioned whether they could work as a nurse on the first day of clinical practice. As an example, one of the students said, "I became very sad when I saw the patients. I couldn't help asking myself whether I could be a nurse." (P3, female), while another stated, "After I met the patients, I asked myself what I was doing and said I couldn't work as a nurse." (P4, female). One of the students talked about the burden of taking responsibility for a human life.

4.2. Theme 2. acting like a nurse

A few students reported that administering treatment made them feel like they were a nurse. "I'm getting used to working like a nurse. When I administered intramuscular treatment, I felt more satisfied, since performing an intramuscular treatment is like performing a surgical operation for a first-year nursing student." (P6, female). Another student commented that administering the right treatment to a patient was sufficient to become a nurse.

4.2.1. Subtheme 1. use of caring behaviors

Some students became aware that administration of treatment alone is not sufficient to be a nurse. A nursing student giving care to an unconscious patient explained the need to inform the patient before interventions: "... The patient was completely unconscious, but I was explaining all the interventions I would perform. The patient was not responding, but I was sure he heard me." (P7, female). One student, who demonstrated caring behavior while providing care to patients, said the following: "... The patient was constantly shouting. I went to the room to administer intravenous fluids and he hid his hand. I talked to him and held his hand. He looked at me and smiled for two minutes." (P7, female).

4.2.2. Subtheme 2. in-depth understanding of nursing

One student talked about her awareness that nursing goes beyond technical tasks: "Although I'm a novice nurse, I know that nursing does not only involve injecting drugs and measuring blood pressure. When I told her that she would get better, her gestures reflected a feeling which I'll always remember." (P5, female). Another student pointed out that nursing care should make patients feel good: "... I thought making the patient smile was equal to giving care." (P3, female).

4.3. Theme 3. Growth through challenges

One student commented that her caring experiences changed her view of life and helped her to mature: *"I looked at the patient, who was vibrant. I was embarrassed because I had got upset and cried about nonsense things. I went out of the room and washed my face. I felt at that moment that I had grown up and became more mature."* (P2, female).

4.3.1. Subtheme 1. caregiver faculty

Some students revealed that the faculty played the role of facilitator in the difficulties they faced during clinical practice. They explained that the calmness and relaxing attitudes of the faculty diminished their worries: *"The first day of clinical practice ... I was late ten minutes, but my teacher had a welcoming attitude. I got rid of my stress when I saw her smiling."* (P2, female). Some students expressed their satisfaction with the support they received from the faculty during clinical practice, as shown in the following statement made by a student: *"A nurse was getting prepared to obtain blood for tests from a patient. I wanted to do it. My teacher told me to calm down and said I could do it."* (P3, female).

4.3.2. Subtheme 2. challenging environment

The physical environment of the hospital caused challenges for the students. A few students admitted that the smell of the hospital made their adaptation difficult: *"The rooms smelled terrible due to drugs. That's why I felt bad."* (P1, female). *"I was wondering whether I could get used to the hospital. I had nausea due to the smell of the hospital"*. (P5, female).

4.4. Theme 4. care outputs

Care outputs were described in the diaries as being satisfied and appreciated. One of the students made the following comments about her satisfaction with patient care: *"Regardless of everything, I cannot get satisfied with anything else except for offering care to a patient and seeing them getting better."* (P5, female).

It was expressed in one student's diary that nursing students need to be appreciated by health professionals: *"A baby patient had wheezing. I told the doctor about it. The doctor thanked me for my attention. The supervisor nurse also appreciated it, and my teacher was smiling with pride, which made me feel proud of myself."* (P7, female).

4.4.1. Subtheme 1. Be the cause of healing

Two nurses commented that they played a role in the improvement of a patient's status and were satisfied with the care they offered: *"I feel happy since people have accepted me and since I know I have been part of their improvement ..."* (P5, female). The student who provided care to the patient with hydrocephaly explained how he contributed to the patient's improvement: *"... The patient is getting better day by day ... I'm happy with it, as I think I also play a part, though little, in the patient's improvement ... Maybe I can't cure my patient by myself, but I can contribute to her cure"* (P8, male).

4.4.2. Subtheme 2. development of sensitivity to others

Most of the students were found to be sensitive to the patients' need for help. One student explained her willingness to help: *"The patient's crying influenced me so deeply ... Nursing will be my job, I will help people as much as I can, and both my conscience and knowledge will guide me."* (P5, female). Another student explained how proud he was of having an occupation that was directed towards helping people: *"... It is very nice to help patients. Nursing is an occupation which exactly suits me. I have once more understood that this is a very important occupation."* (P12, male).

4.4.3. Subtheme 3. sense of belonging

Some students explained that for the first few days they did not have a sense of belonging to the clinic, but that after that the feeling of belonging emerged: *"I tried hard to get used to many things on the first day (on day one). I got used to many things as days passed. I wasn't as worried*

as before. I took care of two patients (on day four)." (P7, female). One student added that her motivation for learning improved after she developed a sense of belonging: *"I adapted to the clinic, my classmates and the patients. I really want my teachers to ask me to do something, and I'm carefully observing what other nurses are doing, not missing a moment (on day four)."* (P5, female).

5. Discussion

This study, carried out to reveal the initial clinical practice experiences of first-year nursing students, was completed with 12 students. One of the most important findings of the study was that almost all the students developed a sensitivity to the call for help from individuals who need care. The students, in making an effort "together with" and "for" the individuals in need of care, noted that they were satisfied with the care they offered. In a study by [Ten Hoeve et al. \(2017\)](#), it was concluded that a person who is unable to empathize and unwilling to help people should not become a nurse.

Becoming a nurse requires more than performing a sequence of activities and acquiring a number of skills. In fact, the professional socialization process involves the development and internalization of a professional identity ([Dobrowolska and Palese, 2016](#); [Zarshenas et al., 2014](#)). In the present study, some of the nursing students reported that they attempted to become a nurse by performing medical practices for patients, while others noted that they tried to act like a nurse by exhibiting caring behaviors, like calling patients by their names, touching, smiling, listening and comforting and giving them hope. This may suggest that the nursing students have strong beliefs about and are enthusiastic in offering nursing care. In a study by [Aydin Er et al. \(2017\)](#), first-year nursing students emphasized interpersonal relationships and communication skills and pointed to the importance of geniality, patience, calmness, love of nursing, loyalty to nursing and not attaching importance to material values. In a study by [Gale et al. \(2015\)](#), nursing students reported that not only knowledge and skills but also communication with patients are of significance in nursing. In other studies, first-year nursing students highlighted that interaction with patients facilitated their learning ([Currie et al., 2015](#); [Manninen et al., 2013](#)).

With the positive effect clinical educators and clinical environments have on the development of professional socialization, they both have an important role in facilitating learning and contributing to the development of professional identity in students ([Mariet, 2016](#); [Meyer et al., 2016](#); [Porteous and Machin, 2018](#)). In their research, [Hanson and Smith \(1996\)](#) stated that uncaring clinical instructors provoked negative feelings in student nurses, such as rejection, discouragement, loss of confidence, hopelessness, and emotional turmoil. Clinical educators are ideal role models for nursing students, as they are in a position to show the value of caring and contribute to the moral development of students ([Gale et al., 2015](#); [Meyer et al., 2014](#)). In addition, they have a key role in helping to reduce the stress students experience in the transition from being a student to being a caregiver ([Anderson and Kiger, 2018](#); [Gale et al., 2015](#); [Porteous and Machin, 2018](#)). [Sawatzky \(1998\)](#) stated that nursing students face four primary sources of stress, namely, personal, social, academic, and clinical practice, with the last being the biggest stressor. Nursing students need clinical educators who they can rely on, show real interest and encourage them to be successful ([Meyer et al., 2016](#)). In the present study, the nursing students highlighted the sensitivity of the faculty and expressed their satisfaction with their availability and supportive attitudes during practicum. In a study conducted in Finland and Sweden, first-year nursing students used the analogy of a safe harbor to represent the faculty in pointing out how the faculty encouraged, showed interest in and directed the students towards practice and allowed them to see and try new things ([Jonsén et al., 2013](#)). In a study by [Porteous and Machin \(2018\)](#), first-year nursing students noted that they were not sure about what a nurse was or did, and that support from the faculty was important in helping to eliminate

their uncertainty. The literature shows that support and positive feedback from the faculty improve coping skills, motivation and self-confidence in nursing students (Meyer et al., 2016; Porteous and Machin, 2018).

Clinical nurses are as effective as clinical educators in the development of professional socialization of nursing students. In the present study, the students, as members of the health staff, expressed their willingness to get involved in care practices and emphasized their needs of being appreciated for their successful care practices. In qualitative studies, student mentors have been shown to make learning easier in clinical practice (Currie et al., 2015; Frazer et al., 2014; Papp et al., 2003). A qualitative study conducted by Elçigil and Yıldırm Sari (2011) reported that third-year nursing students expressed that having good relationships with team members in the clinical environment positively affected their learning process. Studies have shown that nurses who exhibit negative role modeling have negative influences on the self-confidence and professional identity development of students, whereas nurses who exhibit positive role modeling contribute to students developing their knowledge, skills, values, and beliefs (Baraz et al., 2015; IP & Chan, 2005; Zarshenas et al., 2014). The support given to students by team members has been shown to increase their motivation in the professional socialization process and to facilitate the development of a positive professional perspective (Öner Altıok, 2016). The literature recommends that faculty and nurses should adopt the values and behaviors of a good role model, show empathy for and interest in students and be accessible (Meyer et al., 2016; Porteous and Machin, 2018; Zarshenas et al., 2014).

In the current study, the students felt that they did not have a sense of belonging to the clinic for the first three days of clinical practice, but that soon after, their sense of belonging gradually began to develop. As this feeling of belonging developed in the students, it was observed that their motivation for learning, their coping skills and their self-confidence improved and that they became more courageous. In a study by Chesser-Smyth, first-year nursing students reported that in the first two weeks of clinical practice they mostly observed and experienced feelings of incompetence, uneasiness and confusion. However, it was reported that after the first two weeks, they went from being a passive observer to an active participant (Chesser-Smyth, 2005). A study by Porteous and Machin (2018) found that first-year students who experienced uncertainty at the beginning of clinical practice reported that their autonomy, self-confidence, self-efficacy, coping skills, and resistance had increased by the end of clinical practice. Having a sense of belonging helps students to get more involved in caring practices, to be more enthusiastic about learning, and to be more self-confident (Cooper et al., 2015; Manninen et al., 2013).

6. Implications

6.1. Implications for nursing education

In light of the results of this study, it can be argued that faculty should introduce the clinical environment, staff and patients to students on the first day of clinical practice in order to mitigate their anxiety and hasten their adaptation. They should also assure students that they are ready to listen to them and are accessible. This will help the students to overcome conflicts they are likely to experience and to reduce their emotional burden. Watson termed this type of faculty as a caregiver faculty. The philosophy governing a caregiver faculty should be adopted in nursing education (Hills and Watson, 2011).

6.2. Implications for research

Further qualitative research should focus on identifying the changes that first-year nursing students' experiences go through in the following years of practicum. Moreover, clinical experiences can be examined in different cultures and contexts that are exposed to different educational

methods. Lastly, further study should be conducted on testing different methods directed at facilitating students' adaptation to clinical practices.

6.3. Limitations of the study

This study did have three significant limitations, the first being the hermeneutic paradigm that was used to examine the nursing students' experiences, which prevented the results of from being generalizable. Secondly, the study was performed by one clinical educator and in a single clinical environment, which further contributed to preventing the results from being generalizable. Replication of this study in different clinical environments and in larger samples and by different educators could serve to generate a greater variety of findings. Lastly, the study did not include focus group interviews, which could have provided more in-depth descriptions of the students' experiences. Nonetheless, the results of the present study are of great importance in that they show the individual attempts by first-year nursing students to act like nurses.

7. Conclusions

This study has provided important insights into the initial experiences with clinical practices of first-year nursing students in Turkey. In their first practices, nursing students took the opportunity to internalize the nursing values, norms and professional identity characterizing nurses. In conclusion, this study indicated that a supportive clinical environment has positive effects on the ability of nursing students to behave and feel like a nurse in the first clinical practice.

First-year nursing students adopt a humanistic approach and focus on the emotional dimension of care rather than on its instrumental aspect in their efforts to act like nurses. In addition, they need support from caregiver faculty and clinical nurses while developing a care vision and a professional identity. These students also must cope with difficulties that can prevent professional socialization. However, handled correctly, this difficult process could help students to be satisfied with care, grow in maturity, gain courage and acquire self-confidence.

Contributors

Conception and design of the study: Teskereci, G; Boz, İ
Acquisition of data: Teskereci, G; Boz, İ
Interpretation of data: Teskereci, G; Boz, İ
Drafting the article: Teskereci, G; Boz, İ
Final approval: Teskereci, G; Boz, İ

Conflicts of interest

None.

Ethical approval details

Ethical approval was obtained from the Akdeniz University Ethics Committee (approval number: 686, date of approval: 06/11/2014).

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Appendix A. Supplementary data

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