



The Role Of Practical Placements In The Development Of The Professional Autonomy Of The Trainee Learner In Public Health

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Abstract:

This study focused on the role of practical placements in the development of the professional autonomy of the trainee learner in public health; during his immersion in a professional situation internship. Its objective is to explore whether this internship actually contributes to this evolution or not. The hypothesis put forward is that the simulation internship does not fully promote the development of autonomy in this learner. A field survey has demonstrated the crucial importance of alignment between theoretical and practical training, adequate pedagogical supervision, an enabling internship environment, and the ability of learners to think critically about their practice.

Keywords: Training; Professional autonomy; practical training; Professional situation internship.

Introduction

In the field of paramedical training, the adoption of a work-study programme, including the establishment of work experience placements, offers a privileged learning opportunity for students. These courses should enable the learner to transform practical knowledge into formal knowledge (PERRENOUD, 1996. P 45), thus requiring strong learner autonomy. Indeed, to take full advantage of this professional experience, students must mobilize intensively on the cognitive, metacognitive and motivational levels (Hart &;2013. PP 50-52). The objective of this pedagogical approach is to train competent and autonomous students capable of

taking charge of their own professional development.

However, the implementation of such a training device is not as obvious and raises, for us at least, questions about the quality of theoretical and practical training, as well as on the coherence between these two components and on the preparation of the student for this internship of professional situation realized at the end of the cycle of paramedical training (Semester 06) in order to allow him to acquire and develop his professional autonomy. It is therefore necessary to conduct a rigorous study to assess the effectiveness of this system in terms of developing the autonomy of the public health trainee, and to identify any weaknesses that require improvement and remediation.

In this context, the present study aims to examine the practical training system adopted during the work placement internship in Algeria, based on various key variables, such as the quality of the prior preparation of the student for the practical internship, and the internship of professional situation, the quality of the supervision, the challenges encountered by nursing students throughout their practical internships, see the objectives assigned to these courses to assess the consistency or discrepancy between what is prescribed in the official texts (training offer/ study program) and what is actually achieved, as well as possible solutions .

1. Literary journal on professional autonomy:

The professional autonomy of nurses is a complex and multidimensional concept that has been widely studied in the nursing literature. The objective of this literature review is to explore previous studies on the professional autonomy of nurses, with a focus on key outcomes, limitations and implications for nursing practice. We will take as an example the thesis of Catherine Piguet (2008) entitled "Autonomy in hospital nursing practices: contribution to an agentic theory of professional development" (Piguet, 2008. P59), which made a significant contribution to understanding professional autonomy in hospital nursing practices.

«Professional autonomy» is «The ability to deal with solving a problem in a specific sector. Ability to deal with problem solving in a specific area" (French dictionaries, 2023).

Professional autonomy is a key concept in the field of work. In this regard, a multidimensional approach provides a comprehensive perspective on this concept. According to Dethoor, Hainselin and Duclos (Dethoor, Hainselin; and Duclos 2021) in their article "Towards a multidimensional approach to autonomy", professional autonomy can be understood from different angles, taking into account its multiple dimensions. They stress that autonomy is not limited to the freedom to make work-related decisions, but also encompasses aspects such as responsibility, self-organisation, mastery of skills and personal fulfilment.

In addition, Renault (2013) explores the link between autonomy and identity at work in its article "Autonomy and identity at work". It highlights the importance of autonomy for the development of professional identity, job satisfaction and employee

motivation. Autonomy allows individuals to feel more engaged, responsible and valued in their work. (Renault, 2013. pp. 125-145)

Thus, by combining the perspectives of Dethoor, Hainselin, Duclos and Renault, we understand that professional autonomy is not limited to a simple control over its tasks, but also includes elements such as responsibility, self-organisation, mastery of skills and impact on professional identity. It is essential to promote job satisfaction, motivation and personal development of individuals, while contributing to the success of organizations.

Professional autonomy is also important for patients, as it ensures the quality of care and patient safety. Public health nurses are able to provide quality care by using their knowledge and expertise, in collaboration with other health professionals, and by involving patients and their families in their management.

In Algeria, the professional autonomy of public health nurses is recognized and regulated by Law No. 18-11 of 18 Chaoual 1439 corresponding to 2 July 2018 relating to health; This Act defines the competencies and duties of public health nurses and establishes their professional responsibility. It also states that public health nurses can practice their profession independently, in accordance with professional standards and ethical rules. (<https://www.joradp.dz/FTP/jo-francais/2018/F2018046.pdf>, 2018)

1.1. The contribution of theories in the construction of the professional autonomy of public health trainees:

Several theories offer a thorough understanding of professional autonomy among public health trainees. The theory of professional autonomy of Berka, De Groof and Penneman emphasizes the role of the learner in the construction of his professional autonomy by integrating different dimensions (Berka ,DeGroof,and Penneman. 2000). Deci and Ryan's self-determination theory highlights the importance of intrinsic motivation and supportive internship environments to support professional autonomy (Deci, & Ryan , 2000. P 68-78). Finally, Schön's theory of reflective practice emphasizes the importance of reflection on action and continuous improvement in the development of professional autonomy. (Schön, 1983.)

Referring to these different theories, it becomes clear that work placements play an essential role in the development of professional autonomy among public health trainees. Internships offer trainees concrete opportunities to integrate theoretical knowledge into practice, observe models of experienced professionals, receive constructive feedback and reflect on their experiences. These internship experiences contribute to strengthening professional autonomy by enabling trainees to make decisions, act independently and develop their own professional identity. By facing the real challenges of the professional environment, public health trainee interns have the opportunity to apply their theoretical knowledge and practical skills, which strengthens their confidence in their professional abilities. Internships also promote social interaction with health professionals, allowing trainees to observe and learn

effective practice models, while building valuable professional connections. Theories of professional autonomy highlight the importance of the intrinsic motivation of trainees. Internships that offer meaningful tasks and appropriate support promote the motivation and commitment of public health trainee interns. When they feel competent and autonomous in their work, they are more likely to develop their professional autonomy and take initiatives to improve their practice. In addition, internships encourage reflection on action and continuous improvement. The trainees are invited to reflect on their actions, analyze the results obtained and identify areas for improvement. This critical reflection promotes awareness of their own strengths and weaknesses, as well as the development of reflective skills necessary for professional autonomy. Public health trainees learn to challenge their practices, seek innovative solutions and adapt to the changing needs of public health nursing practice.

In summary, work placements play an important role in the development of professional autonomy among public health trainee. They offer opportunities to integrate theoretical knowledge, develop practical skills and strengthen intrinsic motivation. In addition, internships encourage reflection on action, continuous improvement and the development of a solid professional identity.

2. Provision of practice training in the work placement phase:

The work placement internship is a key step in the training of nursing students. The practical training arrangements for this internship may vary depending on the institution and the specific objectives of the internship. However, it is important to establish clear objectives and adapted modalities to promote learning. In general, nursing students must complete several general care practical placements in different care settings under the supervision of a tutor. (ovic L. Goldszmidt.2010.p 81-90)

2.1. Objectives and terms of practice:

It is important to note that the objectives and terms of the practicum may vary between health facilities and nursing education programs.

In the following table we will present the main objectives:

Table 1: The objectives and modalities of the practical internship

Objective	Modalities
Acquire knowledge theoretical and practical	Participate in classroom and online theoretical training sessions.
Familiarize yourself with the professional environment	Observe professional practices in the field.
Develop professional skills	Participate in hands-on activities supervised by experienced professionals

Develop professional autonomy	Handle situations under the supervision of an experienced professional.
Promote integration into the work team	Participate in team meetings and social events.
Promote personal and professional development.	Receive regular feedback on performance and participate in reflection and personal development activities.

Modalities may include theoretical training sessions, field observations, supervised practical activities, management of situations under supervision, team meetings and social activities, as well as regular feedback and reflection and personal development activities. The objectives are to acquire theoretical and practical knowledge, to become familiar with the professional environment, to develop skills and professional autonomy, promote integration into the work team and promote personal and professional development.

3. Professional autonomy of public health trainees:

The professional autonomy of the public health trainee should develop during his work placement internship which is of paramount importance in the development of solid professional skills and practices. Indeed, the professional autonomy of the future health professional is closely linked to that developed by the student trainee throughout his training.

The professional autonomy of the public health trainee refers to his ability to exercise his care practice independently, making informed decisions and taking responsibility for his actions. This implies a mastery of the theoretical and technical knowledge acquired during his training, as well as an ability to apply them in a suitable way in concrete professional situations. By developing their professional autonomy, the public health trainee gradually gains confidence in their skills and ability to take initiatives to meet the health needs of the population.

In addition, the professional situation of the public health trainee intern plays a fundamental role in the construction of the professional autonomy of the future health professional. Indeed, the professional practices developed and the skills acquired by the public health trainee throughout his internship are a solid foundation for his future practice as a public health nurse. Professional autonomy is the result of an active and progressive learning process, where the public health trainee is exposed to real situations, faced with professional challenges and encouraged to make decisions independently.

The development of professional autonomy in the future health professional therefore depends largely on the supervision and quality of the placement internship. Proper coaching allows the public health trainee to receive appropriate support and supervision, thus promoting learning and professional autonomy.

When exposed to varied and challenging clinical situations, the trainee has the opportunity to develop his ability to analyze, solve problems and make independent decisions.

However, it should be recognized that the development of the professional autonomy of the public health trainee is not without obstacles. These barriers include lack of practice experience in care, organizational constraints, and external standards and expectations that can limit independent decision-making. It is therefore essential to understand these obstacles and put in place measures and strategies to overcome them, in order to promote the optimal development of the professional autonomy of the public health trainee.

3. 1. Issues related to supervising internship students:

The supervision of internship students is an important issue in professional health training. Indeed, this key step of the training allows students to put into practice the theoretical knowledge acquired in class and to confront the realities of the field. However, this supervision can be confronted with several issues that can hinder the smooth running of the internship and hinder the learning of students. In this perspective, this literature review aims to identify and explain the various issues related to the supervision of students on placement. (Lamasse. 2010.)

3.2. Issues related to the planning of the internship: The planning of the internship must take into account the pedagogical objectives of the internship, the skills to be acquired, the availability of tutors and students, as well as the necessary material resources. Proper planning can promote student learning and facilitate coaching.

3.3. Communication issues: Effective communication between tutors and students is essential for supervising internship students. It is important to clarify the expectations and responsibilities of each party, provide constructive and regular feedback, and quickly resolve any issues that may arise.

3.4. Issues related to the quality of supervision: The quality of supervision is a crucial issue for the learning of students on internship. Tutors must be qualified and experienced, and must provide coaching tailored to the needs of students. They must also be able to assess student progress and provide constructive feedback to help them progress.

3.5. Patient safety issues: Patient safety is a priority in care settings. Tutors must ensure that students adhere to safety standards and good professional practices to ensure patient safety.

3.6. Issues related to student autonomy: Internships in care settings allow

students to develop their professional autonomy. Tutors must be able to provide appropriate supervision to enable students to develop their autonomy while ensuring their safety and that of patients.

Mentoring internship students is a complex and multidimensional issue that requires rigorous planning and quality supervision. The various issues related to this coaching must be taken into account to ensure effective student learning and a positive experience in the care setting. In short, close collaboration between the different actors involved in supervising students in internships is essential to meet the challenges associated with initial training. (Tourangeau, & Cranley, 2006. P p 497-509)

To this end, the central problem of this study was articulated around the following question: **does the practical training system adopted during the work placement stage make it possible to it is up to the trainee learner in public health in 3rd year to develop his professional autonomy?**

Question to which we answer by the following hypothesis:

The work placement internship, as it is currently done, does not allow the 3rd year trainee teaching learner in public health to develop his professional autonomy.

4. Research Methodology:

To achieve this, two study populations were targeted namely trainee learning in public health 3rd year and paramedical teacher, involved in the training of 3rd year learners, at the training site selected for the study that lasted 05 months from 27/04/2022 to 12/11/2022 at the Paramedical Training Institute of Guelma, Algiers. The study explored the various variables related to the development of the professional autonomy of trainee learners in a work placement. It helped to identify the key factors that influence this autonomy, such as the management, the objectives of the internship and the issues encountered... The study aimed to describe the current reality of the development of professional autonomy of learners. It will provide an overview of student and teacher practices in this area.

4.1. Type and location of search:

To carry out this research, we chose the quantitative method with descriptive exploratory that we considered the most suitable for the treatment of the problem and the verification of the research hypothesis carried out through a field survey by self-administered questionnaire to a workforce of 60 students 3rd year and 10 teachers involved in the teaching/learning of the general care specialty at the level of the Paramedical Training Institute of Guelma.

5. Presentations and analysis of results

These are the results of two questionnaires administered to students (60 participants) and teachers (10 participants) (see appendix), in order to explore their perception of the practical experience and the development of professional autonomy of Public health learners. The analysis of the results obtained aims to highlight the different opinions and concerns expressed by the two groups and to identify the specific aspects of the internship that can influence the development of autonomy.

The analysis relies on the answers provided by the participants to discuss several key points, such as the clarity of the objectives of the internship, the supervision offered, the internship environment, the pedagogical methods used and the evaluation of the learners. The results of the analysis reveal divergences and convergences of opinions between students and teachers on these different aspects.

5.1. Analysis and discussion of student outcomes:

-The importance of theoretical knowledge:

The majority of students (51.6%) believe that the theoretical knowledge acquired in class was useful to them during their internship of professional situation. This underlines the importance of theoretical learning as a foundation for professional practice. However, it is also important to note that a significant percentage (23.3%) remains neutral about the usefulness of theoretical knowledge, suggesting some uncertainty or a mixed perception of their impact on the internship. This may indicate a need to strengthen the link between theory and practice, perhaps by promoting concrete opportunities for the application of theoretical knowledge during the internship.

-The importance of practical training:

The majority of students (30%) claim to have carried out a practical demonstration of the techniques learned in the practical classroom. However, almost 8.3% of students did not have the opportunity to practice these techniques. It is essential that the practical training prepares students adequately to the reality of the field and allows them to acquire the necessary skills for their future professional role. The results highlight the need to ensure that all students have adequate opportunities for practical demonstration of technical skills.

-Alignment of practical training with objectives:

The student responses indicate that the practical training (practical work) was only partially aligned with the objectives intended to prepare them for the work placement. Only 3.3% of students consider that the training was fully aligned, while 25% find it partially aligned and 3.3% believe that it was not at all aligned.

This highlights the need to improve the relevance and practical preparation of students for their internship. It is important to assess the learning objectives and adjust the practical training accordingly in order to better prepare students for the expectations of the internship field.

-The importance of coaching:

More than half of the students (60%) reported having been mentored during their work placement, which is positive in terms of support and guidance during this critical period. However, it is worrisome that 40% of students did not receive supervision. Proper supervision plays a fundamental role in the professional development of internship students, and it is important to ensure that all students receive quality supervision.

-Role of nurse tutors in coaching:

Among the students who were supervised during their internship, a large majority 85% were supervised by nurse tutors, who are often experienced professionals but not trained specifically for supervision. On the other hand, only 15% were supervised by teachers. This suggests that nurse tutors play an essential role in mentoring students during their internship. It is important to recognize and value their contribution, while ensuring that they are trained and supported in their leadership role.

The link between management and professional autonomy:

The results indicate that students' perception of the impact of supervision on their professional autonomy is mixed. A majority (53.3%) have a neutral perception, while 21.66% believe that the management has favored their autonomy, and 25% consider it unfavorable. It is essential to improve supervision to further support the development of professional autonomy of students on internships. This may involve more personalized coaching, more open communication and promotion of self-evaluation and critical thinking.

-Internship field challenges:

Almost half of the students (46.6%) have a neutral perception of the impact of the internship field on their development of professional autonomy, but a significant proportion (33.3%) believes that the internship field has had an adverse effect on their autonomy. It is important to identify the factors that limit the development of professional autonomy on the internship field and to implement measures to overcome them. This may include regular discussions with practitioners in the field, identifying additional resources, and enhancing opportunities for independent learning.

-The effectiveness of the supervisor's explanations and remedies (teaching methods):

The results reveal that the majority of students (41.6%) believe that the

explanations and remediation of their supervisor during their practical internship were not very effective to develop their professional autonomy. It is important to improve the quality and diversity of teaching methods to better support the development of professional autonomy of students. This may involve clear communication, practical examples and constructive advice to strengthen students' understanding and confidence in their skills.

-The importance of communication and feedback:

The results indicate that the majority of students (56.6%) have a neutral perception of the impact of communication and feedback with the actors of the internship field on their development of professional autonomy. However, a significant percentage (15%) believes that this had a negative impact. It is crucial to set up effective communication mechanisms and encourage constructive feedback to support the development of professional autonomy of internship students. This may include regular meetings, structured feedback sessions and opportunities to exchange ideas and experiences.

-The importance of evaluations and feedback:

The opinions of the students are mixed regarding the impact of evaluations and feedback received during the internship on their reflection and self-evaluation for the development of their professional autonomy. It is essential to set up evaluation and feedback mechanisms that encourage reflection and self-evaluation to promote the development of professional autonomy of students. This may involve clear evaluation criteria, specific feedback and opportunities to identify areas for development.

-Perceived support from supervisors:

The results highlight a perceived lack of support from supervisors during the internship. It is essential to strengthen the support of supervisors in order to promote the development of professional autonomy of students on internship. This may include regular follow-up sessions, opportunities to ask questions and discuss challenges encountered, as well as encouragement and advice to foster student confidence and motivation.

-The importance of physical resources:

Nearly half of the students (45%) have a neutral perception of the contribution of the material resources available on the internship field to their professional autonomy. It is important to evaluate and improve the material resources to effectively support the development of professional autonomy of students in internships. This may include access to up-to-date equipment, proper tools and equipment, and training on their use and maintenance.

-Opportunities to make decisions:

The results indicate that the majority of students did not have sufficient opportunities to make decisions to act spontaneously and voluntarily during their work placement. This suggests a lack of autonomy and decision-making in their internship experience. A small proportion (3.3%) of students reported having had many opportunities, while the majority reported having had few opportunities (36.6%) or no opportunities at all (11.6%). About (28.3%) of students reported having had some opportunities and (20%) took a neutral position on the opportunities offered. These results highlight the need to create an internship environment that promotes student autonomy and encourages student decision-making.

Barriers encountered:

The main obstacles identified by students for the realization of care acts in autonomy during their internship include the lack of supervision (73.3%), the need to be reassured to overcome fear (72.5%), the lack of self-confidence (71.6%), and lack of material resources (58.3%). These findings highlight the challenges students face when trying to practice independently. They also stress the importance of providing adequate support, both in terms of supervision and material resources, to promote the development of professional autonomy among students.

-Suggestions for improvement:

The suggestions of students to promote their development in professional autonomy during the internship include the establishment of regular reflection and discussion sessions between learners and supervisors, the reinforcement of practical work and simulations of real situations, the encouragement of self-reflection and self-evaluation, the offer of specific training on professional autonomy, the implementation of individualized monitoring throughout the internship, promoting collaboration between learners and increasing the duration of the internship. These suggestions highlight the importance of creating an environment that encourages reflection, the exchange of ideas, self-assessment and individualized support to promote the development of professional autonomy of students on a work placement. In addition, the increase in the duration of the internship is also suggested to allow students to gain more practical experience and strengthen their autonomy.

5.1.1. Summary:

The analysis highlights the importance of theoretical knowledge for professional practice, while highlighting the need for adequate practical training. It is essential to improve the alignment between the training and the objectives of the internship, as well as to ensure quality supervision for all students, by training and supporting

nurse tutors. The development of the professional autonomy of internship students requires improvements in the explanations and remediation of the supervisor, as well as in communication, feedback and assessments. It is important to create an internship environment conducive to autonomy and decision-making, by providing perceived support and adequate material resources. Obstacles such as lack of supervision, need for reassurance, lack of self-confidence and lack of material resources must be overcome. Suggestions for improvement include regular reflection sessions, reinforcement of practical work and simulations, encouragement of self-evaluation, specific training on professional autonomy and individualized monitoring throughout the internship. By implementing these recommendations, it will be possible to better prepare students for the demands of the professional field and foster their development as independent and competent professionals.

5.2. Analysis and discussion of teacher's outcomes:

First, it is encouraging to note that the majority of teachers recognize the usefulness of theoretical training in the practical training of learners (60% consider it useful, while 20% consider it totally useful). This underlines the importance of acquiring theoretical knowledge to support professional practice. However, it is also important to note that some teachers remain uncertain about the usefulness of theoretical knowledge, suggesting the need to better explain and illustrate the links between theory and practice for these teachers and for students.

-With respect to practical demonstration, it is positive that most teachers (40%) demonstrate most laboratory techniques with learners. However, it is important to note that some teachers (20%) use only a few techniques or no technique at all, indicating the need to ensure adequate practical demonstration opportunities for all learners.

-The clarity of the objectives defined for the stage of vocational training in terms of the development of learners' autonomy is an aspect that requires particular attention. Almost half of teachers (50%) feel that the goals are unclear, which can lead to confusion about expectations of the stage and how learners should develop their professional autonomy. It is therefore essential to clarify objectives and communicate effectively to learners.

-Coaching during the internship is a crucial element for the development of learners' professional autonomy. Unfortunately, a majority of teachers (60%) believe that the supervision they provide only slightly promotes the development of professional autonomy of learners. This highlights a need to improve coaching, providing more active support and providing opportunities for professional autonomy to learners.

-The internship environment also plays a crucial role in the development of professional autonomy. Unfortunately, the majority of teachers (70%) believe that the internship environment in which learners evolve does not at all promote their development of professional autonomy. This raises concerns about the barriers and limitations that exist in:

-The internship field, and it is essential to identify and overcome these obstacles to support the development of learner autonomy.

-The pedagogical methods used for practical training during the internship are also evaluated, and it is interesting to note that the majority of teachers (40%) They consider that they are not very effective in promoting the development of learners' professional autonomy. This suggests a need to explore and adopt more appropriate and effective pedagogical approaches to support the autonomy of internship learners.

-Institutional support and the support of the teaching team are essential to encourage the development of the professional autonomy of learners on placement. Unfortunately, a majority of teachers (40%) believe that they are poorly supported by the institution and the teaching team in this process. This underlines the importance of strengthening institutional support and promoting a culture of encouragement and support for learners' professional autonomy.

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-The alignment of the objectives defined for the internship with the development of professional autonomy is another aspect that deserves special attention. The majority of teachers (60%) believe that the objectives are poorly aligned with the development of learners' professional autonomy, indicating a need to adjust and realign the objectives to better support this aspect of learner development.

-The resources available in the internship field are also evaluated, and unfortunately, the majority of teachers (60%) believe that they do not promote the development of professional autonomy of learners at all. This raises concerns about the adequacy and availability of the necessary resources to support the autonomy of internship learners.

With regard to evaluations and feedback, it is worrying to note that the majority of teachers (70%) believe that they only allow learners to reflect and self-assess to develop their professional autonomy. This highlights a need to improve assessment and feedback practices to further encourage learner reflection and self-assessment.

-Finally, suggestions for improvement proposed by teachers are largely in favour of strengthening the continuing training of supervisors, the establishment of regular reflection and discussion sessions, the integration of practical activities and real situations, the encouragement of self-reflection and self-evaluation, specific training on the development of professional autonomy, individualized monitoring of learners and peer collaboration. These suggestions are consistent with the previous results and highlight key areas to focus on to improve the development of professional autonomy of internship learners.

5.2.1. Summary:

The analysis of the results of the teacher questionnaire highlights challenges and gaps in the work placement of 3rd year public health trainees, particularly in terms of clarity of objectives, supervision, the internship environment, pedagogical methods and institutional support. The suggestions for improvement proposed by the teachers offer concrete ways to improve the development of the professional autonomy of learners on placement. It is important to take these results into account and implement corrective measures to improve the experience and outcomes of learners on placement.

5.3. Comparison of Results

Table 2: cross-sectional results (convergence/divergence)

Questions	Teachers	students	Divergence/Convergence
Useful training Theoretical	Useful (60%) Totally useful (20%)	Useful (51,66%) Very useful (5%)	Divergence
Démonstration pratique	Most techniques (40%)	Most techniques (30%)	Convergence

coaching	Unfavorable (60%) Neutral (20%)	Unfavorably (25%) Neutral (53.33%)	Divergence
Internship environment	Unfavorably (70%)	Unfavorably (33.33%)	Divergence
Professional teaching methods	Low efficiency (40%) Neutral (40%)	Low efficacy (41.66%) Neutral (26.66%)	Convergence
Support from the institution	Low Support (40%)	Not sustained (25%)	Divergence
Objectives alignment	Not aligned (20%)	No, partially aligned (25%)	Convergence
available resources	Insufficient (30%)	Insufficient (31%)	Convergence

➤ **Interpretation :**

Teachers generally believe that theoretical training is more useful than students think. Practical demonstration in the TP room with learners:

-Both groups recognize the importance of hands-on demonstration, although teachers use a wider range of techniques.

-Supervision during the internship promoting the development of professional autonomy:

Teachers consider that they provide a more favourable framework than students perceive:

Internship environment promoting the development of professional autonomy: Teachers have a more negative perception of the internship environment than students.

Effectiveness of teaching methods used for practical training prior to practical placement to promote the development of professional autonomy:

Both groups believe that teaching methods are not very effective:

Support from the institution and the teaching team to encourage the development of professional autonomy:

Students receive less support than teachers think they can provide.

Alignment of the objectives defined for the internship with the development of professional autonomy:

Teachers believe that the goals are less aligned than students think.

Available resources for the development of professional autonomy:

Both groups feel that the resources available are insufficient.

This comparison highlights certain convergences and divergences between the opinions of students and teachers. Overall, students and teachers agree on the usefulness of theoretical training and the lack of relevance of the objectives of the internship for the development of professional autonomy. They also share similar concerns about the internship environment, available resources and assessments and feedback.

However, there are some differences of opinion. Teachers generally feel that the objectives of the internship are less clear than what students perceive. Moreover, teachers appear to use a wider range of practical demonstration techniques than what students report. Teachers are also more critical of their own supervision and the effectiveness of the pedagogical methods used to promote the professional autonomy of students.

6. Global discussion:

The overall discussion of the results of the student and teacher questionnaire highlights several important points concerning the practical placement of third-year public health trainee's learners and the development of their professional autonomy. The results of the questionnaire indicate that students generally recognize the usefulness of theoretical training as part of the practical internship. This suggests that the upstream training is relevant and helps prepare students for their field experience.

However, there are differences of opinion regarding the clarity of the objectives of the internship. Teachers expressed greater dissatisfaction with the clarity of these objectives, stressing the importance of reviewing them and communicating them more explicitly to students. A better understanding of the objectives could promote the development of learners' professional autonomy by providing them with clear benchmarks and helping them set personal goals.

The results also reveal concerns about the coaching provided during the internship. Teachers, but also students, believe that the current framework is not very favourable to the development of professional autonomy. It is essential to strengthen the continuous training of supervisors to help them better support the autonomy of learners. In addition, the implementation of regular reflection and discussion sessions between learners and supervisors, as well as individualized and personalized monitoring throughout the internship, could help improve supervision and promote the development of professional autonomy.

The internship environment is also perceived as unfavourable to the development of professional autonomy. Both students and teachers feel that the resources available on the field do not sufficiently promote autonomy. To remedy this, it is necessary to integrate more practical activities and real-life situations during internships, in order to allow learners to acquire concrete skills and develop their professional autonomy. The pedagogical methods used during the internship also raise questions. Teachers

are more critical of their effectiveness in promoting the development of professional autonomy. It is important to review these methods and adapt them to meet the needs of learners, particularly by promoting self-reflection and self-assessment in their professional practice.

Regarding evaluation and feedback, the results indicate that students feel that these elements allow them little to reflect and self-assess to develop their professional autonomy. It is necessary to review the assessment modalities and provide more constructive feedback, in order to encourage self-reflection and self-evaluation of learners.

Finally, it is interesting to note that both groups, students and teachers, share similar concerns about the relevance of the objectives defined for the internship. They both consider that these objectives are of little relevance for the development of professional autonomy. It is important to look closely at these goals and adjust them accordingly, taking into account the real needs of learners and the skills they need to develop to become independent professionals.

The discrepancies and concerns raised in the various aspects of the internship highlight the need to improve the clarity of objectives, supervision, the internship environment, pedagogical methods and evaluations to promote the professional autonomy of public health trainees.

In conclusion, the analysis of the results of the questionnaire of students and teachers reveals differences of opinion, but also points of convergence, regarding the different aspects of the practical internship and the development of professional autonomy. These results highlight the need to improve the clarity of objectives, coaching, internship environment, teaching methods and assessments to promote the professional autonomy of public health trainees. They also highlight the importance of better communication and collaboration between students and teachers to improve the practicum and meet learners' expectations.

7 Suggestions:

Based on the results of the study and key findings, in terms of initial and practical training we propose to review the practical modalities of the internship and training at the level of the institute to prepare the learner for a best practice on the field of internship and make it operational and autonomous.

Following an analysis of the questionnaires addressed to the two actors of the pedagogical act, the following suggestions are proposed:

-Strengthen the continuous training of supervisors: It is essential to provide supervisors with continuous training to help them better support the autonomy of learners. This training should include skills in coaching, communication, as well as strategies to promote the development of professional autonomy.

-Set up regular reflection and discussion sessions: Organizing regular

sessions where learners can reflect and discuss their practical experience with supervisors can promote their development of professional autonomy. These sessions allow you to share challenges, successes, and learning and receive tips to improve your practice.

-Integrate more hands-on activities and real-life scenarios: It is crucial to provide opportunities for learners to apply their theoretical knowledge in real-life situations. This can include simulations, practical cases, internships in a professional environment, in order to prepare them in a concrete way to the expectations of the field.

-Encourage self-reflection and self-assessment: Learners should be encouraged to reflect on their actions, assess their skills and identify areas for improvement. Self-reflection and self-assessment promote professional awareness and the development of autonomy.

-Offer specific training on the development of professional autonomy: It is important to organize training dedicated to the development of professional autonomy for learners. Such training should include skills such as autonomous decision-making, managing complex situations and adapting to change.

-Set up individualized and personalized monitoring: Ensuring attentive and personalized monitoring of learners throughout their internship can promote their development of professional autonomy. This can be done through individual meetings, regular exchanges with supervisors and monitoring of the personal objectives of each learner.

-Foster collaboration between learners: Encouraging collaboration and peer learning can be beneficial for the development of professional autonomy. Learners can share experiences, exchange advice and support each other in their career progression.

-Review evaluation modalities and feedback: It is important to review the evaluation methods used during the internship and provide constructive feedback to learners. Assessments should allow learners to reflect on their practice and to assess themselves, identifying their strengths and areas for improvement.

-Revise the objectives of the internship for better alignment: It is important to review the objectives of the internship to align them more closely with the development of professional autonomy. The objectives should be clear, relevant and reflect the essential skills to be acquired to be autonomous in professional practice.

-Improve the resources available in the internship field: Gaps in material resources should be identified and measures put in place to improve them. Learners need a supportive internship environment that allows them to act independently and practice their skills in realistic conditions.

By implementing these recommendations, it is possible to improve the work placement of learners and promote their development of professional autonomy. It is important to take into account their specific needs, to promote collaboration between the various actors involved and to ensure regular monitoring to assess the effectiveness of the measures put in place.

Conclusion:

This in-depth and insightful study scrupulously explored the development of professional autonomy among training learners during their work placement internship. The results obtained highlighted crucial aspects of these dynamic and generated relevant recommendations for the improvement of training and professional development of learners.

Despite the limitations related to the small sample size and specificity of the context studied, the quality of the results was not altered. Reproducing this research on larger samples and in various contexts would make it possible to obtain more representative and generalizable data. The exclusive use of a questionnaire as the main data collection instrument did not limit the wealth of information collected, but the integration of other collection methods, such as direct observations or interviews, could bring complementary perspectives.

This study highlighted the importance of harmony between theoretical and practical training, pedagogical supervision, the internship environment conducive to autonomy and critical reflection of learners in the development of their professional autonomy. The recommendations provide concrete guidelines for improving the training of future nurses and promoting independent and competent practice.

It should also be noted that this study provides a solid basis for future research in this area. Further investigations, such as longitudinal studies or comparative studies between different training programmers, could make a valuable contribution to our understanding of the development of professional autonomy among learners.

In summary, this in-depth study allows to explore the development of professional autonomy among students in practical internship, and the recommendations offer concrete opportunities to improve their training and preparation for the challenges of professional practice.

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Annexe 1

Questionnaire addressed to students:

Question 1: In your opinion, to what extent are the theoretical knowledge acquired in class useful to you in your work placement internship?

Question 2: Did you conduct a practical demonstration of the techniques learned in the classroom with the teachers?

- Question 3: Did you find that the practical training (practical work) you received at the institute was aligned with the objectives intended to prepare you for the work placement internship?
- Question 4: Were you mentored (e) during your internship?
- Question 5: If yes, please identify the quality of your supervisor
- Question 6: To what extent did the coaching provided to you during your work placement internship enhance your professional autonomy?
- Question 7: To what extent did the internship field promote your development of professional autonomy?
- Question 8: How do you assess the effectiveness of your supervisor's explanations and remediation during your practical internship in terms of developing your professional autonomy?
- Question 9: To what extent has communication and feedback with the actors in the field of practical training contributed to the development of your professional autonomy?
- Question 10: Did the evaluations and feedback received during your internship allow you to reflect and evaluate yourself to develop your professional autonomy?
- Question 11: How do you assess the level of support you received from your supervisors during the internship?
- Question 12: To what extent have the material resources available in your field contributed to your professional autonomy?
- Question 13: In your opinion, did the internship field give you the opportunity to spontaneously and voluntarily make decisions to act?
- Question 14: Which of the following obstacles hindered the implementation of self-care during your work placement internship?
- Question 15: Which of the following suggestions could promote the development of your professional autonomy in a work placement internship?

Annexe 2

Questionnaire 2: Questionnaire addressed to PEPM teachers:

- Question 1: How do you assess the usefulness of theoretical training in the practical internship of 3rd year public health learners?
- Question 2: To what extent do you conduct the practical demonstration in the TP room with the learners?
- Question 3: How do you assess the clarity of the objectives defined for the work placement internship in terms of developing the autonomy of 3rd year training learners?
- Question 4: In your opinion, does the coaching you provide during the work placement internship promote the development of professional autonomy of learners?
- Question 5: Do you think that the internship environment in which learners work

promotes their development of professional autonomy?

Question 6: How do you assess the effectiveness of the teaching methods you use during the internship to promote the development of professional autonomy of training learners?

Question 7: Do you feel supported (e) by the institution and the teaching team to encourage the development of professional autonomy of learners during the internship?

Question 8: Do you feel supported by the institution and the teaching team to encourage the development of professional autonomy of training learners during the internship?

Question 9: In your opinion, do the resources available in the internship field promote the development of professional autonomy of training learners?

Question 10: Do the assessments and feedback you provide to training learners during the work placement allow them to reflect and self-assess to develop their professional autonomy?

Question 11: you that the objectives defined for the internship are relevant for the development of autonomy

Question 12: What modifications or improvements could be made to promote the development of professional autonomy of training learners in a work placement?