Minnesota Summer Nurse Intern Consortium (MNSNIC)

Organizational Guiding Principles

 Guide to the Clinical and Educational Management

For Summer Nurse Interns in MN

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# Summer Nurse Intern (SNI) Program

## Background

The Student Nursing Internship (SNI) program was established by a collaboration of partners from many clinical health systems in Minnesota as well as pre-licensure nursing educational programs in response to the MN Nurse Practice Act exemption language which requires nursing students to be enrolled in a nursing course in an approved nursing program to participate in a summer internship experience.

The SNI program provides students the opportunity to enhance their understanding of the nursing profession while working alongside a registered nurse. Through this program, nursing students (with less than one year of nursing school remaining) work alongside their designated nurse preceptor which assists in bridging the gap between school and practice.

The SNI program is a vital component to recruiting and training our future nurse workforce in the state of Minnesota. Student nurse internships have traditionally been in the acute care setting. The consortium is expanding the internships to nonhospital settings given the range of employment settings for nurses such as long term care, ambulatory care, home care, palliative care and hospice.

## Project

The 8 to 10 week summer program comprises of shadow days, educational offerings, and a life-skills development course. Students who complete the program often receive offers of employment from the health system where they completed their internship.

Student nurse interns are recruited from various colleges and universities from numerous states. Students apply and interview at health systems throughout the Minnesota region. Placements are made based on the preference of the interns and each site’s ability to accept and supervise interns. Clinical partners may apply for grant funding through the Summer Health Care Internship Program (SHCIP) that is administered by the Minnesota Hospital Association on behalf of the Minnesota Department of Health.

The Summer Nurse Intern program has been able to grow in numbers over the years due to the collaboration between the clinical partners. Once employed after graduation, nurses who have completed the program have a better understanding of patient care, and in turn, patients are receiving care from compassionate, knowledgeable, and caring nurses.

# Academic Affiliations

Student interns must be enrolled in a Summer Intern Course at a University or College within Minnesota for the duration of the internship in order to participate in the SNI Program (see Scope of Practice).

# Scope of Practice of Nursing Students during Work Experiences per MN Board of Nursing

Please visit the Minnesota Board of Nursing web site at <https://mn.gov/boards/assets/FAQ_Stdent_Nurse_Wk_Exp_12-2019_tcm21-354921.pdf> for current information regarding the Scope of Practice for a professional nursing program student who is employed and performing patient care.

# Educational Partners

Each educational partner will have a course curriculum that meets the required SNI dates that have been agreed upon by the consortium. Educational Partners are Academic Institutions that have internship courses that are aligned with Minnesota Board of Nursing and utilize the Summer Nurse Internship documents (see Attached documents).

## Educational Partners who participate in the Summer Nurse Internship Program

Current Educational Partners are listed in the table below. St. Cloud State University, Minnesota State University Mankato, Winona State University, and College of St. Scholastica are programs that are open to non-degree seeking students.

|  |  |  |
| --- | --- | --- |
| College/University | Credits | Internship Course Information |
| **St. Cloud State University\*** | **3 credits** | **See Attachment K** |
| **St. Benedict/ St. John’s University**  | **1 credit** |  |
| **Minnesota State University Mankato\*** | **1 credit online** | **See Attachment I** |
| **College of St. Scholastica\*** |  **1 credit** |  |
| **Bemidji State University** | **1 credit** |  |
| **St. Catherine University** | **0 credits** | NURS4600 for Baccalaureate students,NURS6990 for entry level masters degree students. |
| **University of Minnesota** | **1 credit** |  |
| **St. Olaf College** | **0.25 to 1.0 credit** |  |
| **North Hennepin Community College** | **1 credit** |  |
| **Winona State University\***  | **1 credit online** | **See Attachment J** |
| **Bethel University** | **1 credit** |  |
| **Metropolitan State University\*** | **1 credit** | Open to visiting (non-degree seeking) students **See Attachment L** |

\* open to non-degree seeking students

#  Clinical Partners

Each clinical partner will set up an individualized process that meets the required SNI dates that have been agreed upon by the consortium. A clinical partner is a health system that offers a summer nurse internship, follows the agreed upon dates, and utilizes the SNI program documents (see Attached documents).

## Clinical Agencies who participate in Summer Nurse Internship Program

Some clinical agencies will offer 8 week internships from the dates (June 1 through July 24) and other agencies may offer 10 weeks (June 5 through August 13, 2020). The student must identify the time period for course school program to be covered during the internship.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Facility | # 2019Interns | #2021 Interns | Paid/Unpaid | BSN or AD |
| **Allina** | **143** |  | **Paid** | **BSN** |
| **HCMC** | **6** |  | **Paid** | **BSN** |
| **Carris Health/Rice Hospital-Willmar** | **2** |  | **Paid** | **BSN** |
| **Mayo Clinic Health System (Mankato)** | 17 |  | **Paid** | **BSN** |
| **St. Cloud Hospital-24 inpatient and one in Centra Care Outpatient** | **40** |  | **Paid** | **BSN** |
| **Long Prairie-Centra Care** | **2** |  | **Paid** | **8 weeks clinical** |
| **Fairview** | **79** | **67** | **Paid** | **BSN** |
| **Park Nicollet** | **9** |  | **Paid** | **BSN** |
| **Redwood Falls** | **1** |  | **Paid** | **BSN** |
| **Essentia Health Duluth** | **10** |  | **Paid** | **BSN** |
| **Essentia Fargo Hospital** | **36** |  | **Paid** | **BSN** |
| **Sauk City** | **2** |  | **Paid** | **BSN** |
| **Sanford Bemidji** | **20+** |  | **Paid** | **BSN** |

# Process for Summer Intern

Every year clinical and educational partners collaborate to set up a formalized process for the state of MN summer interns for the following year. Dates are reviewed annually and posted by colleges/universities and agencies

Minnesota Summer Nurse Intern Consortium

The education and clinical partners meet twice a year to discuss the following topics and align the details of the program:

1. Details of the Minnesota Summer Nurse Internship Consortium (MNSNIC)
	1. Application deadline
	2. Offers
	3. Dates of the program
	4. Reasons for paid/versus unpaid
2. Evaluation of previous years MNSNIC
	1. Review conversion to hire data
	2. Process improvement
3. SNI document review
	1. Restricted Activities of SNI
	2. SNI self-assessment
	3. Essentials of Baccalaureate Nursing Education
	4. Goals
	5. Feedback of Intern by preceptor
	6. Final SNI feedback of preceptor
	7. Final SNI Evaluation of internship program

#

# Expectations for Nursing Student Internship Experience

Student Responsibilities

1. Adhere to clinical agency/organization policies and procedures and provide safe care.
2. Identify learning goals and strategies and communicate learning needs on an ongoing basis.
3. Participate in evaluation of progress toward meeting learning goals.
4. Adhere to negotiated schedule and work agreement and communicate necessary changes according to agreed upon process.
5. Acknowledge preceptor contributions to progress toward student achievement of learning goals.
6. Attend all required course related functions
7. Complete all related course work by established due dates
8. Communicate concerns about meeting learning goals related to internship to clinical agency/organization coordinator or faculty.
9. Notify preceptor/mentor and faculty if any event occurs that jeopardizes student or patient safety.

Preceptor/Mentor Responsibilities

1. Adhere to clinical agency/organization policies on student clinical experiences.
2. Collaborate with student on identifying experiences to achieve learning goals; provide ongoing feedback to student regarding performance.
3. Notify agency/organization coordinator immediately with any concerns regarding student’s clinical performance.
4. Notify agency/organization coordinator immediately if any event occurs that jeopardizes student or patient safety.
5. Function as a role model and resource person for student; maintain responsibility for patient care.

Provide feedback on student performance

Clinical Agency/Organization Coordinator Responsibilities

1. Complete all agency/organization orientation and regulatory requirements prior to student providing patient care.
2. Provide structured orientation for student and preceptor that includes objectives, strategies for meeting objectives and information on each person’s responsibilities, including regulations unique to agency type.
3. Communicate with preceptor/mentor and student on an ongoing basis.
4. Follow-up in a timely manner on any issues that may arise with the experience.
5. Provide feedback on student performance
6. Notify faculty immediately if any event occurs that jeopardizes student or patient safety.
7. Provide student with processes/means to communicate in case of emergency or need for additional information

Faculty Responsibilities

1. Determine learning strategies that facilitate attainment of course objectives.
2. Communicate with the student on an ongoing basis and the preceptor and clinical agency/organization coordinator as needed.
3. Follow-up in a timely manner on any issues that may arise with the experience.
4. Evaluate student learning; provide feedback on assignments.

Approved by Internship Implementation Group April 23, 2003; Affirmed 4.27.2010; Reviewed 4.24.2012; no changes 2014, 2015, 2016, 2017, 2018, 2019, 2020

# Clinical and Educational Partner Documents

* Attachment A - Summer Nursing Student Internship Restricted Activities and Psychomotor Skills
* Attachment B - Nursing Student Intern Self Assessment of Skills
* Attachment C - Student Self Assessment of Educational Competencies (Associate Degree-NLN or Baccalaureate Essentials-AACN)
* Attachment D - Goal Sheet
* Attachment E - Final Nursing Student Intern Feedback Form
* Attachment F - Summer Intern Program Evaluation
* Attachment G/H - Agency Evaluation of Preceptor/Mentor
* Attachment I – Minnesota State University, Mankato NURS 497: Summer Internship (1 credit) Registration Guide
* Attachment J – Winona State University NURS 460: Cooperative Education in Nursing
* Attachment K –St. Cloud State University NURS 444: Internship

## Attachment A

**Summer Nursing Student Internship**

**Restricted Activities and Psychomotor Skills\***

**Purpose for Restrictions**

Nursing curricula are designed to have students engage in primarily classroom and laboratory learning in the earlier semesters (e.g., the first year) with more clinical experiences in their second or third year. Because nursing student interns typically have at least 1 more year of their nursing program to complete, they are more novice learners than new graduates or students in a “capstone” clinical experience. (Capstone clinical experiences tend to occur during the final semester of a nursing program).

Because nursing student interns are more novice learners, a group of nursing faculty and representatives from clinical agencies identified a list of psychomotor skills and other activities that nursing student interns **may not perform** because they are “more invasive” procedures with significant risk or activities that have particular legal requirements (e.g., verification of informed consent, perform Outcome and Assessment Information Set (OASIS).

In some cases, clinical agency policies related to performance of psychomotor skills are more or less restrictive than the activities listed in following list. The agency policy always takes precedence over the restrictions identified below and can further restrict activities. However, agencies should not be less restrictive even if their policy would allow for this.

**List of Restrictions**

Nursing student interns may perform many nursing activities under the direct supervision of an RN. However, Nursing student interns **absolutely MAY NOT** do any of the following activities at any time. These activities need additional training or specifically require a license:

• Administer IV Medications via Port-A-Cath

• Titrate IV medication drips or pumps

• Administer chemotherapy via any route (oral, IV, Port-A-Cath, etc.)

• Initiate or hang TPN or Lipids

• Perform Central Line Tubing Change

• Discontinue Central Lines

• Perform Line Blood Draws (from any line)

• Administer Blood

• Program a PCA pump

• Manage Epidural Infusion, Tubing or Pump Settings

• Manage Passey Muir (tracheostomy speaking valve)

• Remove any type of Wound Drain (Penrose, JP, Duval, etc.)

• Do EKG or Fetal Monitoring Interpretation

• Take Verbal or Telephone Orders

• Verify Informed Consent

* Independently perform comprehensive assessment or re-assessment e.g. OASIS in home care, MDS for Medicare or Medicaid
* Initiate a plan of care (may contribute)
* Supervise Unlicensed Assistive Personnel (UAPs)

Student Nurse Intern documentation follows the clinical agency/organization policy (e.g., for required co-signing, etc.)

**Special Category:** Nursing Student Interns may manage maintenance, administer IV piggy back medications (IVPB), or administer IV push medications under the **direct supervision** of an RN if the agency/organization policy allows these activities. In other words, the preceptor must be at the side of the intern for any of these higher level activities. **Interns—be absolutely sure you know and follow your clinical agency/organization’s policy.**

**Expectations of all**

Students providing care in any setting need to be aware of personal and patient safety. This includes access to mobile communication in case of emergency or a need for additional faculty/agency assistance.

**Observation of Restricted Activities: Added Value**

Keep in mind that nursing student interns can learn a great deal by observing experienced RNs carry out the restricted activities list above. Interns can enhance learning by following up their observations in a variety of ways such as reviewing the agency/organization policies and procedures related to the activity, reviewing the risks associated with the activity, asking questions to clarify why the activity was carried out in a particular manner, etc.

\*List approved by representatives from baccalaureate and associate degree nursing programs and clinical agencies on April 15, 2008. Reviewed annually and edited as needed; approved 4.21.15. No changes 2017 List approved by representatives from baccalaureate degree nursing programs 2/28/19.

##

## Attachment B

**Summer Student Internship**

**Data Collection and Evaluation Strategy**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Tool** | **Initiated By** | **Completed By** | **When****Implemented** | **Responsible to Collect** | **Data Used for:** | **Purpose** |
| Nursing Student Intern Self Assessment of Skills | School | Student | Student brings to share with preceptor at first clinical meeting | Preceptor | Course & Agency Use | Provide preceptor with baseline to guide student experience to date |
| Student Self Assessment of Educational Competencies (Associate Degree-NLN or Baccalaureate Essentials-AACN)  | School | Student | Preceptor | Course & Agency Use | Provide preceptor with baseline to guide student experience to date |
| Goal Sheet | School  | Student | Preceptor | Course & Agency Use | Provide preceptor with student goals for the internship |
| Final Nursing Student Intern Feedback | School | Preceptor | Student gives to preceptor to complete at the end of the experience | Preceptor mails to Instructor | Course use only | Course feedback of student clinical performance. |
| Summer Intern **Program** Evaluation | Clinical Agency | Student | End of Internship | Agency | Agency only | Evaluation of the program for agency use to improve experience. |
| Agency Feedback of Preceptor/Mentor | Clinical Agency | Student | End of Internship | Agency | Agency only | Evaluation of preceptor effectiveness for agency use. |

## Attachment C

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nursing Student Intern Self-Assessment of Skills 2020

**Direction:** During your internship, you will be working with a preceptor/mentor. This tool has been designed to help you communicate to your preceptor/mentor(s) the clinical skills you have been taught and your experience with these skills. Please check the appropriate box(es) for the clinical skills listed below. Bring the completed form with you to the first meeting with your preceptor/mentor.

|  | Student Completes |
| --- | --- |
|  | I have only had theory on this skill | I have been observed performing this skill in the laboratory setting | I have observed this skill on or with a patient | I have performed this skill with assistance | I have perform this skill Independently |
| **Circulatory System** |  |
| Assess heart sounds  |  |  |  |  |  |
| Vital Signs |  |
| * Apical pulse
 |  |  |  |  |  |
| * Radial pulse
 |  |  |  |  |  |
| * Manual BP
 |  |  |  |  |  |
| * Orthostatic BP
 |  |  |  |  |  |
| Assesses peripheral perfusion |  |
| * Assesses presence & quality of peripheral pulses
 |  |  |  |  |  |
| * Assess capillary refill of extremities
 |  |  |  |  |  |
| * Assess skin temperature and color
 |  |  |  |  |  |
| * Edema
 |  |  |  |  |  |
| Apply peripheral circulation devices and assessment of effectiveness |  |
| * Ted stockings
 |  |  |  |  |  |
| * Ace bandages
 |  |  |  |  |  |
| * Sequential compression devices
 |  |  |  |  |  |
| **Pulmonary System** |  |
| Auscultation of lung sounds |
| * Crackles
 |  |  |  |  |  |
| * Rales
 |  |  |  |  |  |
| * Diminished
 |  |  |  |  |  |
| * Absent
 |  |  |  |  |  |
| Assess respiratory rate and rhythm |  |  |  |  |  |
| Inspects sputum for color, quality and amount |  |  |  |  |  |
| Turn, cough and deep breath |  |  |  |  |  |
| Incentive spirometer |  |  |  |  |  |
| Percussion/vibration |  |  |  |  |  |
| Nasal Tracheal suction of a patient |  |  |  |  |  |
| Use a mouth to mask resuscitative device |  |  |  |  |  |

|  |  |
| --- | --- |
|  | Student Completes |
|  | I have only had theory on this skill | I have been observed performing this skill in the laboratory setting | I have observed this skill on or with a patient | I have performed this skill with assistance | I have perform this skill Independently |
| Apnea monitor |  |  |  |  |  |
| Pulse oximeter, oxygen saturation |  |  |  |  |  |
| Capnography  |  |  |  |  |  |
| Trach care |  |  |  |  |  |
| Suction tracheotomy |  |  |  |  |  |
| Chest tube |  |
| * Examine chest tube system for water seal, suction and airleak
 |  |  |  |  |  |
| * Totals output of chest tube drain
 |  |  |  |  |  |
| * Dressing change of a chest tube
 |  |  |  |  |  |
| **Gastrointestinal System** |  |
| Performs a basic assessment of abdomen: |
| * Symmetry
 |  |  |  |  |  |
| * Size
 |  |  |  |  |  |
| * Distention
 |  |  |  |  |  |
| * Firmness
 |  |  |  |  |  |
| * Pain
 |  |  |  |  |  |
| Measures abdominal girth |  |  |  |  |  |
| Performs a basic assessment of bowel function |  |
| * Bowel sounds
 |  |  |  |  |  |
| * Flatus
 |  |  |  |  |  |
| * Stool color
 |  |  |  |  |  |
| * Consistency of stool
 |  |  |  |  |  |
| Give an enema |  |  |  |  |  |
| Places nasal gastric tube |  |  |  | ` |  |
| Checks nasogastric tube placement |  |  |  |  |  |
| Check NG fluid pH |  |  |  |  |  |
| Places a rectal pouch |  |  |  |  |  |
| Cares for a rectal pouch |  |  |  |  |  |
| Assess stomas |  |  |  |  |  |
| Empties colostomy/ileostomy |  |  |  |  |  |
| Empty T-tube |  |  |  |  |  |
| Assist with oral feeding |  |  |  |  |  |
| Calorie counts |  |  |  |  |  |
| Cares for a patient with a tube feeding: |  |
| * Check placement
 |  |  |  |  |  |
| * Check patency
 |  |  |  |  |  |
| Cares for a patient with a gastrotomy |  |  |  |  |  |
| Care for a patient with jejunostomy |  |  |  |  |  |
| Care of patient with a PEG |  |  |  |  |  |
| Blood glucose monitoring |  |  |  |  |  |
| **Renal System** |  |
| Performs daily weights |

|  |  |
| --- | --- |
|  | Student Completes |
|  | I have only had theory on this skill | I have been observed performing this skill in the laboratory setting | I have observed this skill on or with a patient | I have performed this skill with assistance | I have perform this skill Independently |
| * Standing scale
 |  |  |  |  |  |
| * Liter scale
 |  |  |  |  |  |
| * Chair scale
 |  |  |  |  |  |
| Assess urine for  |  |
| * Color
 |  |  |  |  |  |
| * Odor
 |  |  |  |  |  |
| * Specific gravity
 |  |  |  |  |  |
| * Multistix
 |  |  |  |  |  |
| * Amount
 |  |  |  |  |  |
| Accurately measure intake and output |  |  |  |  |  |
| Place Foley catheter |  |  |  |  |  |
| Performs Foley catheter care |  |  |  |  |  |
| Place condom catheter |  |  |  |  |  |
| Care for a superpubic catheter |  |  |  |  |  |
| Care for ureteral stints |  |  |  |  |  |
| Care of ileal conduit |  |  |  |  |  |
| Cares for continuous bladder irrigation |  |  |  |  |  |
| Collect UA/UC |  |  |  |  |  |
| Care for fistula |  |  |  |  |  |
| **OB and Gynecology**  |  |
| Breast exam and education |  |  |  |  |  |
| Provide care to nursing and non-nursing mothers |  |  |  |  |  |
| Anatomy and physiology of human lactation |  |  |  |  |  |
| Inspect breast for consistency, tenderness, nipple shape and integrity |  |  |  |  |  |
| Assists mother with proper breastfeeding positions |  |  |  |  |  |
| Identify signs of correct latch-on |  |  |  |  |  |
| Alert mother to feeding cues of infant |  |  |  |  |  |
| Nursing interventions/plan to support the laboring woman |  |
| * Supportive labor care
 |  |  |  |  |  |
| * Assess woman’s educational needs and provide appropriate information
 |  |  |  |  |  |
| * Post delivery immediate assessment of newborn
 |  |  |  |  |  |
| * Maternal nursing care immediately post delivery
 |  |  |  |  |  |
| * Induction/Augmentation of labor
 |  |  |  |  |  |
| * Mother and baby bonding/attachment issues
 |  |  |  |  |  |
| Information on menopause |  |  |  |  |  |
| Physiology of hysterectomy |  |  |  |  |  |

|  |  |
| --- | --- |
|  | Student Completes |
|  | I have only had theory on this skill | I have been observed performing this skill in the laboratory setting | I have observed this skill on or with a patient | I have performed this skill with assistance | I have perform this skill Independently |
| **Neurological System** |  |
| Perform a neurological assessment on patient  |
| * level of consciousness
 |  |  |  |  |  |
| * orientation
 |  |  |  |  |  |
| * verbal response
 |  |  |  |  |  |
| * motor response
 |  |  |  |  |  |
| * response to pain
 |  |  |  |  |  |
| * PERLA
 |  |  |  |  |  |
| * Follow commands
 |  |  |  |  |  |
| * Reflexes (cough and Babinski)
 |  |  |  |  |  |
| **Skeletal/ Muscular Systems** |  |
| Uses correct body mechanics |  |  |  |  |  |
| Properly position and turn  |  |  |  |  |  |
| Transfer patient to chair from bed |  |  |  |  |  |
| Use a transfer belt |  |  |  |  |  |
| Performs PROM and AROM |  |  |  |  |  |
| Applies traction appropriately |  |  |  |  |  |
| Care for a patient with a cast |  |  |  |  |  |
| Uses immobilizer |  |  |  |  |  |
| Can assist patient with walker, cane or crutches |  |  |  |  |  |
| Use of adaptive equipment |  |  |  |  |  |
| **Integumentary System** |  |
| Skin assessment |
| * Color, moisture, turgor
 |  |  |  |  |  |
| * Breakdown and pressure areas
 |  |  |  |  |  |
| * Incisions staple, stitches,
 |  |  |  |  |  |
| * Infection of incision
 |  |  |  |  |  |
| Eye irrigation |  |  |  |  |  |
| Care for abdominal wounds |  |
| * Sterile dressing change
 |  |  |  |  |  |
| * Irrigation and packing
 |  |  |  |  |  |
| Assess wounds tissue appearance, color, presence of odor, size and location |  |  |  |  |  |
| Peripheral Edema |  |  |  |  |  |
| * Inspect sacral, ankles, feet, abd, periorbital
 |  |  |  |  |  |
| * Palpate and rate edema
 |  |  |  |  |  |
| Heat therapy (aqua K) |  |  |  |  |  |
| Cold therapy (ice bags) |  |  |  |  |  |
| Bathing |  |  |  |  |  |
| Oral hygiene |  |  |  |  |  |
| Shampoo hair while pt in bed |  |  |  |  |  |
| Shave |  |  |  |  |  |
| Back massage |  |  |  |  |  |
| Bedmaking |  |  |  |  |  |
|  | Student Completes  |
|  | I have only had theory on this skill | I have been observed performing this skill in the laboratory setting | I have observed this skill on or with a patient | I have performed this skill with assistance | I have perform this skill Independently |
| **Immune System** |  |
| Wash hands before entering & leaving pt room |  |  |  |  |  |
| Assesses local signs of infection: redness, swelling and pain |  |  |  |  |  |
| Assess systemic physical signs related to immune function |  |  |  |  |  |
| Demonstrates appropriate precautions for infection |  |  |  |  |  |
| Follows Standard precautions |  |  |  |  |  |
| Recognize and adapt behavior based on type of isolation precautions |  |  |  |  |  |
| **Mental Health Assessment** |  |  |  |  |  |
| Signs and symptoms of depression |  |  |  |  |  |
| Coping skills |  |  |  |  |  |
| Signs and symptoms of anxiety |  |  |  |  |  |
| **Medication administration** |  |  |  |  |  |
| Oral medications |  |  |  |  |  |
|  Sublingual |  |  |  |  |  |
|  Buccal |  |  |  |  |  |
| Nasal |  |  |  |  |  |
| Optic |  |  |  |  |  |
| Otic |  |  |  |  |  |
| Parenteral |  |  |  |  |  |
|  Intramuscular |  |  |  |  |  |
|  Subcutaneous |  |  |  |  |  |
|  Intradermal |  |  |  |  |  |
|  Nasogastric |  |  |  |  |  |
|  Intravenous |  |  |  |  |  |
|  Rectal |  |  |  |  |  |
| **Environmental Safety** |  |  |  |  |  |
| Environmental scan |  |  |  |  |  |
| Assessing adaptive equipment |  |  |  |  |  |
| Emergency preparedness |  |  |  |  |  |
| Caregiver support |  |  |  |  |  |
| **Professional Skills** |  |  |  |  |  |
| Time management skill |  |  |  |  |  |
| Ability to prioritize patient care |  |  |  |  |  |
| Implement the chain of command in the hospital |  |  |  |  |  |
| Pain Assessment  |  |  |  |  |  |
| Communication |  |  |  |  |  |
| Interdisciplinary Collaboration |  |  |  |  |  |
| Assessment of and Addressing Patient/Family Learning Needs  |  |  |  |  |  |

Identify Types of Clinical Experiences You’ve Had to Date (medical surgical, psychiatric/mental health, community, maternity, etc.):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from FUMC Skill Inventory List, 2003; Reviewed/revised annually by Summer Nursing Internship Group

Revised by representatives of baccalaureate education 4/8/2020

## Attachment D

Student Self Assessment of Professional Standards

*Essentials* of Baccalaureate Nursing Education

**STUDENT INTERNSHIP PROGRAM**

**THE ESSENTIALS OF BACCALAUREATE NURSING EDUCATION**

**FOR PROFESSIONAL NURSING PRACTICE**

**American Association of Colleges of Nursing (2008)**

**Instructions.** In preparation for your summer internship, review the core components and competencies expected for graduates of baccalaureate programs. Use the following scale to assign a number in each “*Essential”* in the “pre” column that reflects the extent to which you currently incorporate this *Essential* into your practice. Incorporate the results of this reflection into the preparation of your goals for the internship experience. Share your self assessment with your preceptor/mentor. At the end of the experience, assign a number to each “*Essential* area” in the “post” area and then reflect on your growth in each area and design goals for ongoing growth as you return to school.

**1** = ***Have not incorporated*** **2** = ***Limited experience***  **3 = *Some experience* 4** = ***Considerable experience***

**Table 1**

***“Essentials” of Baccalaureate Education for Professional Nursing Practice and Related Outcomes***

| **“Essential”** | **Outcomes** | **Pre** | **Post** |
| --- | --- | --- | --- |
| Essential # 1: Integration of Liberal Education for Baccalaureate Generalist Nursing Practice | 1. Integrate theories and concepts from liberal education into nursing practice.
2. Synthesize theories and concepts from liberal education to build an understanding of the human experience.
3. Use skills of inquiry, analysis, and information literacy to address practice issues.
4. Use written, oral, and emerging technology methods to communicate effectively.
5. Apply knowledge of social and cultural factors to the care of diverse populations.
6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.
7. Integrate the knowledge and methods of a variety of disciplines to inform decision making.
8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.

9. Value the ideal of lifelong learning to support excellence in nursing practice. |  |  |
| Essential # 2: Basic Organizational and Systems Leadership for Quality Care***.*** | 1. Apply leadership concepts, skills and decision-making in the provision of high quality nursing care, healthcare team coordination, and oversight and accountability for care delivery.
2. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.
3. Demonstrate an awareness of complex organizational systems.
4. Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values.
5. Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, communities, populations, and other members of the healthcare team.
6. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.
7. Promote factors that create a culture of safety.
8. Promote achievement of safe and quality outcomes of care for diverse populations.
9. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse sensitive indicators in the microsystem of care.
10. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of health care.
11. Employ principles of quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system-wide practice improvements that will improve the quality of health care delivery.

12. Participate in the development and implementation of imaginative and creative strategies to enable systems to  change. |  |  |
| Essential # 3: Beginning Scholarship and Analytical Methods for Evidence-Based Practice. | 1. Explain the interrelationships among theory, practice and research.
2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
3. Advocate for the protection of subjects in the conduct of research.
4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.
5. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.
6. Integrate evidence, clinical judgment, interprofessional perspectives and patient preferences in planning, implementing, and evaluating outcomes of care.
7. Collaborate in the collection, documentation, and dissemination of evidence.
8. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.
9. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may

 adversely impact patient outcomes. |  |  |
| Essential # 4: Nursing Informatics and Patient Care Technology with the Practice of the Baccalaureate Generalist. | 1. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.
2. Use telecommunication technologies to assist in effective communication in a variety of healthcare settings.
3. Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers.
4. Understand the use of CIS systems to document interventions related to achieving nurse sensitive outcomes.
5. Use standardized terminology in a care environment that reflects nursing’s unique contribution to patient outcomes.
6. Evaluate data from all relevant sources, including technology, to inform the delivery of care.
7. Recognize the role of information technology in improving patient care outcomes and creating a safe care environment.
8. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and client’s right to privacy.
9. Apply patient care technologies as appropriate to address the needs of a diverse patient population.
10. Advocate for the use of new patient are technologies for safe, quality care.
11. Recognize that redesign of workflow and care processes should precede implementation of care technology to facilitate nursing practice.
12. Participate in evaluation of information systems in practice settings through policy and procedure development
 |  |  |
| Essential # 5: Health Care Policy, Finance, and Regulatory Environments | 1. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.
2. Describe how health care is organized and financed, including the implication of business principles, such as patient and system cost factors.
3. Compare the benefits and limitations of the major forms of reimbursement on the delivery of healthcare services.
4. Examine legislative and regulatory processes relevant to the provision of health care.
5. Describe state and national statutes, rules, and regulations that authorize and define professional nursing practice.
6. Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare delivery and practice.
7. Examine the roles and responsibilities of the major regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals’ practice.
8. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.
9. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.
10. Articulate, through a nursing perspective, issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas.
11. Participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy.
12. Advocate for consumers and the nursing profession.
 |  |  |
| Essential # 6: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes. | 1. Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., scope of discipline, education and licensure requirements).
2. Use inter- and intraprofessional communication and collaborative skills to deliver evidence-based, patient-centered care.
3. Incorporate effective communication techniques, including conflict resolution, to produce positive professional working relationships.
4. Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes.
5. Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.
6. Advocate for high quality and safe patient care as a member of the interprofessional team.
 |  |  |
| Essential # 7: Clinical Prevention and Population Health | 1. Assess protective and predictive factors that influence the health of individuals, families, groups, communities, and populations.
2. Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems.
3. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.
4. Use behavioral change techniques to promote health and manage illness.
5. Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan.
6. Use information and communication technologies in preventive care.
7. Collaborate with other health care professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions.
8. Assess the health, health care, and preparedness needs of a defined population.
9. Use clinical judgment and decision-making skills in appropriate, timely nursing care during disaster, mass casualty, and other emergency situations.
10. Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.
11. Participate in clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity.
12. Advocate for social justice, including a commitment to the health of vulnerable populations and elimination of health disparities.
13. Use evaluation results to influence the delivery of care, deployment of resources, and to provide input into the

 development of policies to promote health and prevent disease. |  |  |
| Essential # 8 Professionalism and Professional Values | 1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. Assume accountability for personal and professional behaviors.
3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
4. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
5. Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact on current nursing practice.
6. Reflect on one’s own beliefs and values as they relate to professional practice.
7. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
8. Communicate to the health care team one’s personal bias on difficult healthcare decisions that impact one’s ability
9. to provide care.
10. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults and other vulnerable populations.
11. Protect patient privacy and confidentiality of patient records and other privileged communications.
12. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
13. Act to prevent unsafe, illegal, or unethical care practices.
14. Articulate the value of pursuing practice excellence, lifelong learning and professional engagement to foster professional growth and development.
15. Recognize the relationship between personal health, self renewal and the ability to deliver sustained quality care.
 |  |  |
| Essential # 9 Baccalaureate Generalist Practice | 1. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
2. Recognize the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness using a constructed pedigree from collected family history information as well as standardized symbols and terminology.
3. Implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health-illness continuum, across the lifespan and in all health care settings.
4. Communicate effectively with all members of the healthcare team, including the patient and patient’s support network.
5. Deliver compassionate, patient-centered, evidence-based care that respects patient and family preferences.
6. Implement patient and family care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences.
7. Provide appropriate patient-centered teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.
8. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
9. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.
10. Facilitate patient-centered transitions of care, including discharge planning and ensuring the caregiver’s knowledge of care requirements to promote safe care.
11. Provide nursing care based on evidence that contributes to safe and high quality patient outcomes within the healthcare microsystems.
12. Create a safe care environment that results in high quality patient outcomes.
13. Revise the plan of care based on ongoing evaluation of patient outcomes.
14. Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.
15. Manage care to maximize health, independence, and quality of life for a group of individuals that approximates a beginning practitioner’s workload.
16. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care.
17. Develop a beginning understanding of complementary and alternative modalities and their role in health care.
18. Develop an awareness of patients as well as healthcare professionals’ spiritual beliefs and values and how those beliefs and values impact health care.
19. Manage the interaction of multiple functional problems affecting patients across the lifespan, including common geriatric syndromes.
20. Understand one’s role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self and patients.
21. Engage in caring and healing techniques that promote a therapeutic nurse-patient relationship.
22. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system as related to nursing practice.
 |  |  |

**Reference**

American Association of Colleges of Nursing. (October20, 2008). *The essentials of baccalaureate education for professional nursing practice.* Washington, DC: Author. Retrieved May 4, 2013 from <http://www.aacn.nche.edu/education-resources/essential-series>

##

## Attachment E

Nursing Student Intern

Insert STUDENT Name and School Name here

Student Internship Goals

**This Document is a Learning Contract for the Summer Internship**

Goals are determined by the Student with the Faculty Internship Advisor’s assistance. Student collaborate with preceptor to revise goals as needed.

Identify one or more learning objectives in each of the following categories, with strategies, methods of evaluation, and target completion dates for each objective.

1. **Academic Learning & Application** (related to the ideas, concepts or theories of your field of study (i.e., Review research and theories on the behavioral and emotional problems of abused/neglected children and observe how programs at this organization function to alleviate these problems).
2. **Skill Development** (i.e., oral and written communication, problem-solving, decision-making, teamwork, skills specific to occupation, etc.).
3. **Personal Development** (i.e., career exploration, self-confidence, sensitivity and appreciation for diversity, clarification of values).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives (What I want to learn)** | **Tasks and Strategies (Ways I am going to learn it)** | **Evidence of Accomplishment (How am I going to show what I learned?)** | **Target Completion Date** | **Actual Completion Date** |
| **Academic Learning and Application (theory/didactic)** |  |  |  |  |
| **Skill Development**  |  |  |  |  |
| **Personal Development** |  |  |  |  |

## Attachment F

**Final Nursing Student Intern Feedback form**

|  |  |
| --- | --- |
| Insert Course Faculty Contact Info:  | Student Intern Name: 🞐Intern: check to indicate your consent for this feedback form to be shared with your clinical agency in addition to your course faculty. Preceptor Name:DUE DATE: August 14, 2017 (10 week internship); July 31, 2017 (8 week internship) |

|  |
| --- |
| **Preceptor/Mentor:**Complete this form and share with the Student Intern. Forward the original form to the faculty member at the above address (or via email/fax). This feedback is required for students enrolled in a summer internship course and is therefore protected under Family Educational Rights and Privacy Act Regulations (FERPA). However, if intern has consented to share with the clinical agency (above), you may share this form with your internship coordinator/supervisor per your agency protocol. Thank you very much for taking the time and energy to serve as a preceptor/mentor! |

1. Review the student learning goals established by the student the beginning of the internship. How has the intern successfully achieved the goals stated in the learning contract? (The learning contract is a document with goals called the “Student Internship Goals.”) Please elaborate.
2. Identify the areas of professional growth that you have noticed in the student over the course of the internship.
3. What specific recommendations do you have at this time for student development (i.e., particular areas or activities).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4. Please rate the Student Intern’s performance in the following areas: | Very Good | Satisfactory | NeedsImprovement |  |
| 6 | 5 | 4 | 3 | 2 | 1 | NA |
| Contributes to plan of care |  |  |  |  |  |  |  |
| Uses sound knowledge base to make nursing decisions |  |  |  |  |  |  |  |
| Interacts therapeutically with patients/families |  |  |  |  |  |  |  |
| Shows ability to work independently |  |  |  |  |  |  |  |
| Applies principles of patient safety in assignments |  |  |  |  |  |  |  |
| Exhibits a sense of responsibility |  |  |  |  |  |  |  |
| Able to accept and use constructive feedback |  |  |  |  |  |  |  |
| Communicates information clearly and explicitly with preceptor and health care team |  |  |  |  |  |  |  |
| Manages time effectively |  |  |  |  |  |  |  |
| Exhibits a professional attitude |  |  |  |  |  |  |  |
| Adapts to changing circumstances |  |  |  |  |  |  |  |
| Displays a spirit of cooperation |  |  |  |  |  |  |  |
| Is punctual |  |  |  |  |  |  |  |
| Presents an appropriate personal appearance |  |  |  |  |  |  |  |
| Demonstrates self-confidence appropriate to the situation |  |  |  |  |  |  |  |
| Overall assessment of the Student Intern |  |  |  |  |  |  |  |

Preceptor/Mentor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Attachment G

 **<agency>\_\_\_\_\_\_\_**

**Evaluation of Preceptor/Mentor**

**Unit\_\_\_\_\_\_\_\_\_\_\_\_\_**

Instructions: Please circle the number that best reflects your perceptions related to each statement. Thank you for sharing comments and examples in the space provided.

 Very Much Little Comments

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. My preceptor/mentor made me feel welcome, helped me get accustomed to the agency/unit & introduced me to coworkers.
 | 1 | 2 | 3 | 4 |  |
| 1. I felt ‘safe’ with my preceptor/mentor when I was learning something new, or asked for assistance if I wasn’t sure about things.
 | 1 | 2 | 3 | 4 |  |
| 1. My preceptor/mentor is confident & proficient in her clinical / assessment skills.
 | 1 | 2 | 3 | 4 |  |
| 1. I feel my preceptor/mentor is a good role model and teacher.
 | 1 | 2 | 3 | 4 |  |
| 1. I was comfortable with what my preceptor/mentor authorized me to do.
 | 1 | 2 | 3 | 4 |  |
| 1. My preceptor/mentor knew my learning style & used it when teaching new skills with me.
 | 1 | 2 | 3 | 4 |  |
| 1. My preceptor/mentor role modeled the use of clinical resources to investigate a new med, or look up a procedure, etc.
 | 1 | 2 | 3 | 4 |  |
| 1. My preceptor/mentor is a good ‘coach’ – not always giving me the answer, but asking questions or encouraging me to think-it through myself.
 | 1 | 2 | 3 | 4 |  |
| 1. My preceptor/mentor followed established agency/organization and nursing policies & procedures
 | 1 | 2 | 3 | 4 |  |
| 1. My preceptor/mentor role modeled setting priorities for care for each patient, and adjusted them if patient’s situation changed.
 | 1 | 2 | 3 | 4 |  |
| 1. My preceptor/mentor seemed to have a good rapport/ professional relationship with physicians & other health care professionals (PT,OT, RT, etc).
 | 1 | 2 | 3 | 4 |  |
| 1. My preceptor/mentor was interested in my learning goals and helped me achieve them.
 | 1 | 2 | 3 | 4 |  |
| 1. My preceptor/mentor provided regular feedback to me about my performance, in a caring & respectful manner.
 | 1 | 2 | 3 | 4 |  |

The one thing this preceptor/mentor did for me that was very helpful was

If there were one suggestion I could make for this preceptor/mentor to enhance his/her effectiveness while orienting me, it would be

##

## Attachment H

**Summer Intern Program**

**Intern Evaluation**

Thank you for your participation in <agency name> nursing student intern program. Please take a few minutes to give us your perspective about the program. Your honest feedback is essential to improving the program for future years.

Assigned unit(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please circle the response that best reflects your rating of each statement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent | Good | Fair | Poor |
| Amount of information about the program | 1 | 2 | 3 | 4 |
| Timeliness of communications | 1 | 2 | 3 | 4 |
| Intern orientation | 1 | 2 | 3 | 4 |
| Clarity of intern expectations | 1 | 2 | 3 | 4 |
| Quality of the mentors | 1 | 2 | 3 | 4 |
| Variety of learning experiences | 1 | 2 | 3 | 4 |
| The intern program overall | 1 | 2 | 3 | 4 |
| Program commitment (8 or 10 weeks) | 1 | 2 | 3 | 4 |

Comments:

1. Please comment on the documentation and paperwork (goals, summary, etc.) you had to complete. (Circle all that apply)

Easy to use Too much Reasonable Confusing Helpful

Comments:

1. Did you meet all your goals? Yes No

 Please explain:

1. Did you have any scheduling problems with your mentor(s)? Yes No

 Please explain:

1. Did you feel ‘connected’ enough with other interns? Yes No

If not, please suggest social/learning activities you think would enhance the program.

1. Did you participate in any other learning activities Yes No

(classes, other units or departments)?

A. What did you do?

B. Was it difficult to arrange? Yes No

C. Was it what you expected? Yes No

Please explain:

1. Is there any part of the program you found frustrating? Yes No

 Please explain:

1. How well do you feel the Nursing Student Intern Program prepared you for the "real world" of professional nursing? Excellent Good Fair Poor

Comments:

1. Would you recommend <agency name> Nursing Student Intern Program to other students?

 Yes No

Why or why not?

12. Would you like to work at <agency name> when you graduate? Yes No

Why or why not?

**Thank you again for taking the time to provide this feedback. We wish you the best in your nursing studies and future career.**

## Attachment I



**NURS 497: Summer Internship (1 credit)**

**Registration Guide**

**Course Description**

This course provides clinical based learning opportunities to encourage application of theory and research based knowledge in clinical practice. Students will engage in experiences to enhance the development of their professional nursing role.

***Are you a Visiting Student?*** You are a Visiting Student if you ***are*** currently enrolled at another Minnesota State College or University. In this case, you do not need to apply for admission to the University. Using your StarID/password you can begin registering for this summer course by following the 4 simple steps below. If you are not a Visiting Student, please follow the instructions for a **Non-Degree Seeking Student**.

Step 1: Log in to your Student E-Services account using your Star ID/password

Step 2: Click on Courses & Registration

Step 3: Change institution to Minnesota State University, Mankato

Step 4: Register for NURS 497 under Summer 2017 Semester

**(Summer registration begins for all students on March 20, 2017 at 8:00am)**

\*If you are unable to register for this course, please email the School of Nursing Advisor Kasi.Johnson@mnsu.edu. Include your Name, Star ID, course and the registration error.

***Non-Degree Seeking Student***: If you are currently enrolled at a private, out of state or other non-Minnesota State institution, please follow the steps to apply and register for NURS 497 as Non-Degree Seeking Student.

Step 1: Complete the [University Registration-Non-Degree Seeking Student Form](https://secure2.mnsu.edu/ExtendedLearning/PermissionToRegister/PermissionToRegister.aspx)

Step 2: In 2-3 days you will receive an email granting you permission to attend.

Step 3: Follow the instructions on the email and contact the Registration Help Desk

registration@mnsu.edu and C.C. the School of Nursing Advisor

Kasi.Johnson@mnsu.edu on this email. State you have been accepted as an

undergraduate Non-Degree Seeking Student, provide your Name, Student Tech

ID and the course you wish to register for the summer 2017 semester.

Step 4: Next, Activate your [Star ID](https://starid.mnscu.edu/?_afrWindowMode=0&_afrLoop=621160856690610&_adf.ctrl-state=rbus7eq70_4)

Step 5: Log in to [Student E-Service](https://www.mnsu.edu/eservices/) with new Star ID/password

Step 6: Follow the [Registration Handout](http://www.mnsu.edu/newstudent/orientation/extended/how_to_use_e-service_to_register_for_classes.pdf) to enroll in NURS 497

**(Summer registration begins for all students on March 20, 2017 at 8:00am)**

**I’m Registered! What’s Next?**

**1. Complete the Survey**

We ask that all registered students complete the electronic internship form to begin compiling the necessary materials for your internship site. Click HERE

**2. Electronic Resources**

After registering for NURS 497, please wait 48 hours before your University email (MavMAIL) and D2L Brightspace accounts will be activated. After this waiting period, you can log in using your Star ID/password.

* MavMAIL: <http://www.mnsu.edu/its/mavmail/>
* D2L: <https://mnsu.ims.mnscu.edu/>

**3. Tuition & Fees**

There is not a textbook for this course. The anticipated cost for this 1 credit online course is $350.

If you are an out-of-state learner, please see the non-resident reciprocity rates: <https://www.mnsu.edu/campushub/tuition_fees/onlinelearner/index.html>

Please pay your balance on time. This can be done directly through your

E-Services account. Click [HERE](http://www.mnsu.edu/payment/) for more information about payment options.

***Please contact any of the following individuals if you have any questions:***

**Tricia Young, PhD**

Professor, Graduate Program Coordinator

Instructor of NURS 497

507-389-6824

Patricia.Young@mnsu.edu

**Kasi Johnson, MS**

School of Nursing Advisor

507-389-6022

Kasi.Johnson@mnsu.edu

**Registration Help Desk**

507-389-2252

registration@mnsu.edu

## Attachment J



**Course Number:** Nursing 460 (NURS 460)

**Course Title:** Cooperative Education in Nursing

**Credit Hours:** Students may take this course for 1 - 3 semester credit hours. At least 96 hours of clinical experience hours with a nursing preceptor must be fulfilled. Most students taking this course with their internship will take this course for 1 credit. Only if you need more credits for an elective will you take this course for 2 or 3 credits. It is recommended you take this course for a letter grade.

**Pre-requisites:** Completion of two semesters of clinical courses in the nursing major at a grade of “C” or better, in good standing at school of nursing, acceptance into recognized clinical internship/ externship program or structured clinical learning program, meeting health and background requirements, current CPR certification, and permission of instructor. Winona State University must have a contract with the institution you are employed at.

**Course Description:** Application of theory, research, and evidenced based practice from formal classroom and clinical study in nursing with planned and supervised professional clinical experience that takes place in cooperation with professional nurses in their day-to-day practice. Facility and preceptor accepting student into internship/externship facilitates the student’s internship by emphasizing clinical practice and professional growth toward becoming a registered nurse. The course is online and students need computer access at least once a week.

**Learning Assignments:** The course learning is based on reflection. Assignments will focus on reflection of internship daily practice. Students will write their own objectives with guidance from instructor and preceptor. Students will write reflection based papers (2) pertaining to daily experiences of their internship. Discussion board assignments will explore role socialization based on student experiences. Students will complete self-assessments before and after their internship and evaluate their learning objectives. No exams. No textbook needed.

**Course Cost:**

Approximately 300.00 for 1 credit.

Go to <http://www.winona.edu/billing/winonarates.asp> for exact cost. Please direct questions regarding tuition to **Student Accounts, Maxwell 205, 800-242-8978 Ext 5076.**

**Registration for Non-Winona State University students:**

Send the following information to Professor Sue Sullivan (ssullivan@winona.edu)

Name

Institution of Internship

Unit

Dates of Internship

Go to this website: <http://www.winona.edu/registrar/registration.asp>

Click on: Undergraduate Guest Student Registration Agreement

Print out the form, fill out, and fax to Diane Runkle at 507-285-7175.

Ignore the directions on the form for how to register.

If you have questions, please contact Diane. She will issue you your Warrior ID number and register you for this course.

Diane Runkle

Student and Campus Services - Rochester

Customer Service Specialist

Winona State University

859 30th Ave SE   Box 70

Rochester MN 55904

Office: 507-285-7100

1.800.342.5978

Fax: 507-285-7175

DRunkle@winona.edu

**Registration for Winona State University Students:**

Send the following information to Professor Sue Sullivan (ssullivan@winona.edu). You will then be notified when you have permission to register. You may then register as usual.

Name

Warrior ID

Institution of Internship

Unit

Dates of Internship

For further information contact:

Professor Sue Sullivan

Course Instructor

ssullivan@winona.edu

Christina Pruka

cpruka@winona.edu

Administrative Assistant WSU Nursing in Rochester

##  Attachment K



720 4th Ave South

228 Brown Hall

St. Cloud, MN 56301

Phone: 320-308-1749

Fax: 320-308-1750

St. Cloud State University offers a summer nursing internship course for those students who have accepted an internship in Minnesota. You do not need to be an SCSU student to take our course! We offer a low cost, 3-credit course that is entirely online. For more questions please contact:

Sue Burnett-Pick

Office Manager

St Cloud State University

Office phone: 320-308-5268

email: sppick@stcloudstate.edu

Office phone: 320-308-5268

email: sppick@stcloudstate.edu

**St. Cloud State University Department of Nursing Science**

Steps if you are **not** currently an SCSU student:

1. Register as a “special student,” at this website: http://www.stcloudstate.edu/srfs/registration/non-degree.aspx

2. Contact Sue Burnett-Pick at the above number to let her know of your interest and she will forward the information on to the internship coordinator; and they will work with you in obtaining other needed paperwork.

3. You will be given permission to register for the course, NURS 444.

Steps if you **are** currently an SCSU student:

1. Contact Sue Burnett-Pick at the above number to let her know of your interest and she will forward the information on to the internship coordinator; and they will work with you in obtaining other needed paperwork.

2. You will then be given permission to register for the course, NURS 444.

Nursing Internship Program

***Attachment L***



**Course Number:** NURS 440 Nursing Internship

**Credit Hours:** 1 undergraduate credit

The course is online asynchronous with one synchronous orientation meeting before the internship begins.

**Pre-requisites:** NURS 361 or NURS 2900 (Acute and Complex Care) or permission of instructor. Request for permission should include documentation of internship position offer in the state of Minnesota (offer letter) and documentation showing successful completion of junior year of nursing program or in progress (unofficial transcript). An **Official Transcript** documenting successful completion of junior year of nursing program will be required on the first day of class.

**Course Description:** This course focuses on the application and integration of healthcare and nursing concepts, assessment skills and interventions necessary to provide safe and effective holistic nursing care. Emphasis is placed on the examination of dynamic interrelationships between professional practice and the health and wellbeing of diverse persons and populations. Internships will occur in a variety of settings with a focus on clinical decision-making and the development of the professional nursing role. Internships will occur with a nurse preceptor in a variety of acute-care clinical setting. This course is designated as offering Community Engagement (Service Learning).

**Learning Assignments:** Assignments will focus on reflection on role of the professional nurse as it related to the course learning outcomes: complete a self-assessment, create a personal learning plan with guidance from course faculty and preceptor, and write reflection-based journals addressing course learning outcomes and self-evaluation based on personal learning plan and preceptor evaluation. No exams. No textbook needed.

|  |  |
| --- | --- |
| **Registration for students admitted to Metropolitan State University:**  | **Registration for student who are not currently admitted to Metropolitan State University:**  |
| Send the following information to Dr. Carol Reid, PhD, RN (carol.reid@metrostate.edu) and Dr. Robin Johnson, DNP, RN (robin.johnson@metrostate.edu) NameInstitution of InternshipDates of InternshipCurrent University | Send the following information to Dr. Carol Reid, PhD, RN (carol.reid@metrostate.edu) and Dr. Robin Johnson, DNP, RN (robin.johnson@metrostate.edu) NameInstitution of InternshipDates of InternshipCurrent University |
|  | Visiting student application and registration information: https://www.metrostate.edu/apply/get-started/visiting-student |