



UNIVERSITY
of York

The Department of Health Sciences

Undergraduate Integrated Masters in Nursing Professional Internship Handbook



For Interns, Providers, Teaching and Administration Staff

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1. WHO IS THIS HANDBOOK FOR?

This handbook has been developed following collaboration between academic staff, practice partners, mentors and interns. This guidance is of relevance to:

- Academic staff (personal supervisors and link lecturers)
- Clinical staff
- Professional Internship Co-ordinators (PICs)
- Mentors & sign off mentors
- Interns
- Spoke supervisors
- Learning Environment Managers
- Practice Education Facilitators (PEFs)
- Practice Placement Facilitators
- Allocations Team

2. WHAT IS AN INTERNSHIP?

“We consider an internship to be a project-based, high-quality piece of work, which can be completed within a defined period of time. Projects should provide clear and tangible outcomes for the intern and your organisation, and should be of an appropriate standard and nature.”

(University of York 2018)

<https://www.york.ac.uk/about/departments/support-and-admin/careers/employers/internships/>

3. HOW DOES THIS DIFFER FROM A PRACTICE PLACEMENT WITHIN THE PROGRAMME?

This provides opportunity for a student under the guidance of a mentor to develop personally and professionally and gradually transition from student to employee. This takes place in a workplace setting with clear agreed goals, practice opportunities and training to develop the knowledge, skills and values required of a registrant. The two professional internship modules offer opportunities for students to work collaboratively with the wider inter-professional healthcare team in the allocated organisation and across agencies, using the base and spoke model.

Core Principles:

- Learning contracts are established according to the needs of the employer/provider and the student
- The internship should be mutually beneficial and ‘provide tangible outcomes’ for the employer and the student.

The Professional Internship modules (PI1 and PI2)

The Professional Internships (PI) take place in Years 3 and 4 of the Integrated Masters in Nursing programme. The aim of the Professional Internship modules is to enable interns to develop a heightened awareness of the wider context of care. It draws together all of the elements of the programme and enables students to learn about the organisation within which they are embedded and also includes inter-professional and interagency working

PI1 will identify and review students' personal learning needs in relation to the NMC Standards for Pre-registration Nursing Annex Three third progression point essential skills cluster: organisational aspects of care 14, 15 & 16 to assess their practice development as a leader in health and social care delivery.

PI2 will identify and review students' personal learning needs in relation to the NMC Standards for Pre-registration Nursing Annex Three third progression point essential skills cluster: organisational aspects of care 17, 18, 19 to assess their practice development as a leader in Health and Social Care delivery.

4. HOW ARE THE PROFESSIONAL INTERNSHIPS INCORPORATED INTO THE INTEGRATED MASTERS IN NURSING PROGRAMME?

In the Department of Health Sciences Integrated Masters in Nursing Programme there are two Professional Internship modules (PI/1 and PI/2) which take place in healthcare organisations identified and audited by the Department. These are agreed in partnership with service providers to ensure students can achieve the required learning outcomes. Each module has specific and distinct learning outcomes available in the digital module catalogue.

<https://www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module?query=&department=0026&year=2018-19&max=300&offset=0>

Professional Internship 1 and 2 are modules of 18 and 31 weeks respectively. During these experiences, in addition to the corresponding Professional Internship practice learning outcomes, students are expected to complete all other NMC practice learning outcomes for Stage 3/4 within the E-OAR. The Professional Internships within the programme represent a culmination of programme learning to date. The initial interview for each experience should address the related PI learning outcomes, drawing on previous and concurrent module learning. This facilitates the development of bespoke learning contracts for each PI, in discussion with the PIC, Mentor and personal supervisor. The intern will have access to academic and clinical staff support and guidance throughout each experience.

During the final 12 weeks of PI2 all interns will also be allocated a sign-off mentor who provides quality assurance and verifies all practice outcomes have been met to allow entry to the register. Students must achieve the theoretical and practice outcomes in PI/I and PI/II modules to gain pass marks for each module.

Normally an intern will spend three days (22.5 hours) a week in practice, with one campus based study day and one private study day per week. Both Internship Modules also have an academic credit bearing component attached.

5. WHAT IS EXPECTED OF THE INTERN DURING EACH INTERNSHIP? (see Appendix 1)

For guidance purposes only:

PROFESSIONAL INTERNSHIP 1 (PI/1) requires interns **'work inter-professionally to achieve optimum outcomes for clients'** which requires: **taking responsibility; negotiation; delegating to others; generating solutions and ideas; challenging self and others.**

As PI1 runs concurrently with Health Behaviours and Approaches to Health Promotion and CLG 6: Patient First Team Culture and Values-based Leadership, the student may use learning from these modules (health promotion, person-centred and values-based care and leadership) as the means to demonstrate the ESC *organisational skills* required in the PI1 module learning outcomes (shown above). This could then form the basis of a '*project-based, high-quality piece of work*' expected within an internship (University of York 2018) for the 18-week practice experience. This should be agreed in the learning contract meeting within the first 4 weeks of the internship.

In PROFESSIONAL INTERNSHIP II (PI/II) the learning outcomes focus on **risk management at an individual and organisational level, as well as conflict resolution**. Concurrent modules include the Dissertation/Service improvement project, learning in practice and development of a personal philosophy.

As discussed for PI/I, these can be integrated within the learning contract to form a '*project*' with '*clear and tangible outcomes for the intern and (your) organisation*' (University of York 2018), with the help of the mentor, PIC and personal Supervisor. Service improvement is based on: the assessment and evaluation of current strengths and risks in practice; knowledge of the required standards; is influenced by material and cultural factors; has the potential to cause conflict; requires innovation and creativity to achieve resolution and better outcomes for clients. Discussion of all these elements and agreement of a mutually beneficial focus, in the learning contract, can then form the basis of the 31-week internship, in preparation for the transition to registrant. This provides the student opportunity to achieve the specific PI2 learning outcomes whilst utilising knowledge and skills required in the concurrent modules.

The two Professional Internship modules can be linked by a broad theme providing the module learning outcomes for each are met and show incremental development.

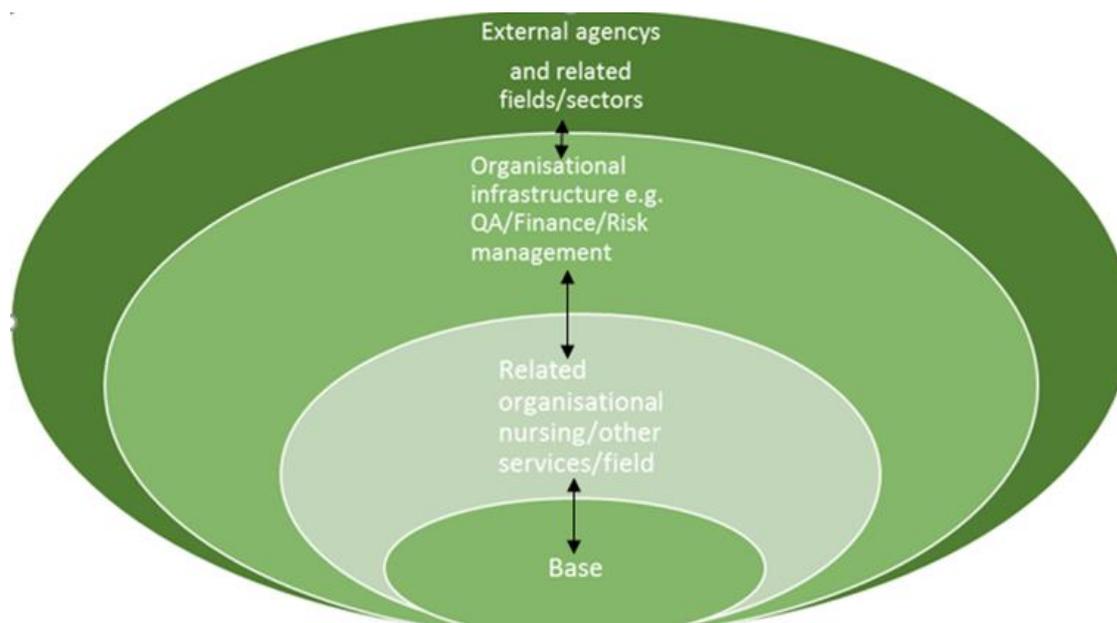
6. LEARNING CONTRACT MEETINGS

The Learning Contract Meeting takes place between the intern, Professional Internship Co-ordinator, mentor and programme link lecturer or personal supervisor, during the first four weeks of each Professional Internship. The aim of the learning contract meeting is for the intern, Professional Internship co-ordinator, primary mentor and link lecturer to develop agreed learning contracts for each Professional Internship. It is the intern's responsibility to organise a mutually convenient time with all parties

Objectives of the Learning Contract meetings

- To facilitate identification of the practice learning needs of interns relevant to the stage of the curriculum.
- To discuss and select learning opportunities most relevant to identified needs and required learning outcomes and explore how those can be best met using base and spoke experiences.
- To discuss the criteria against which achievement of outcomes can be measured and types of evidence interns can use to demonstrate competence.
- To provide a supportive and open climate for practice-based learning in which all contributions are valued and respected.

7. HOW CAN INTERNS USE BASE AND SPOKE OPPORTUNITIES DURING THE INTERNSHIP?



Please note: Interns are also expected to adhere to the general guidance in the Base and Spoke Handbook and should be familiar with the content, in addition to this Internship Handbook

Interns can move between different fields and levels of healthcare practice (as shown above) to explore issues from a clinical and leadership perspective. They may also develop aspects of networking across agencies where this benefits clients and the quality and safety of care. All spoke experiences should be negotiated and planned with the mentor and PIC to ensure they 'add value' to the learning contract, following the principles in the Base and Spoke Handbook.

Students may contribute in different ways during spoke experiences depending on the knowledge, skills and mentor supervision available. The student is expected to work within the NMC Code (NMC 2015) and their level of competence at all times and reflect on the own performance. Consequently, it may be more appropriate in some circumstances or experiences for students to '**shadow**' more senior nurses or other healthcare professionals and staff.

8. WHAT IS THE PURPOSE OF SHADOWING IN EDUCATION?

Shadowing can serve a number of purposes if undertaken in a planned way. This requires careful preparation and planning if it is to be an effective method of learning, simply watching the work of another in an unplanned way is not shadowing.

Shadowing can provide:

- depth to a job description
- a snapshot of a role (but it can also be misleading, so be aware of this)
- understanding of a specific employee's day-to-day schedule and duties
- insight into the accountability and responsibility within a role
- a window into organizational or team culture,
- learning about problem solving, through observation and debrief
- opportunity for skills matching in relation to future job opportunities

Planning and preparation for shadowing should include:

- Selection of a shadowing opportunity that relates to the learning contract agreed for the internship
- Negotiation of an appropriate date and time with the person/organisation, in agreement with the mentor and PIC
- Agreement of the learning outcomes to be achieved during the period of shadowing with the mentor/PIC/host and identification of specific questions you would like answered.
- Agreement about what evidence you will provide to demonstrate your learning through the process of shadowing and how this relates to the learning contract

9. WHO CAN PROVIDE SUPPORT AND GUIDANCE TO INTERNS IN THE BASE AND SPOKES?

Professional Internship Co-ordinator (PIC)

This will be a senior nurse or senior healthcare professional within the field and organisation hosting the Internship. They do not need to be a registered mentor as they will not be making pass/fail decisions relating to the intern, although they will be included in discussions about an intern's progress. They will meet with the intern and their mentor regularly to provide a strategic overview of the organisation hosting the internship and identify potential learning opportunities for intern training, coaching or experience of the broader aspects of the organisation. This will develop their knowledge and understanding of the wider context of healthcare and the strategic decisions that underpin it.

Key Responsibilities:

- To meet with the intern, their mentor and programme link lecturer at the start of the experience to develop a learning contract for the duration of their Internship, taking into account the need for interns to explore the broadest context of care.
- To identify appropriate learning opportunities and /or individuals who can provide insight into and experience of the wider strategic context of care.
- Undertake review meetings every four to six weeks and to support and guide the intern's development.

Registered Mentor

This is a registered nurse appropriately prepared with knowledge of learning and assessment in practice.

Key responsibilities and accountable for:

- facilitating and coordinating learning activities in practice.
- providing supervision in learning situations and constructive feedback on achievements and areas for development.
- setting and monitoring achievement of realistic learning objectives.
- assessing total performances including: skills, attitudes and behaviour.
- providing evidence as required by programme providers of achievement(s) or lack of achievement(s).
- liaising with others such as PIC and personal supervisors to provide feedback, identifying any concerns about performance and agreement of an action as appropriate.
- providing evidence with regard to making decisions about achievement of proficiency at the end of the internship.

- informing the University of any sickness/absence.
- maintaining comprehensive, accurate and legible records; ensuring there is an auditable trail to meet practice outcomes.
- Informing the University of any changes to mentor support.

Sign-off mentor (see Integrated Masters in Nursing student Handbook for general details)

The Sign-off mentor has similar responsibilities to the registered mentor (as above). In addition this is a registered nurse, on the same part of the register and in the same field of practice, and who has met additional criteria identified by the NMC (2008:2.1.3). They confirm that an intern has met the standards leading to registration and a qualification that is recordable on the NMC register. A sign off mentor is required for the final 12 weeks of Professional Internship Two.

Key responsibilities during Professional Internship 2:

- To meet with the intern for at least an hour a week for the final twelve weeks of Professional Internship Two.
- To review the Intern's E-OAR and make a final decision about their suitability to enter the professional register.
- To complete the appropriate documentation by the published due date

Link lecturer

The link lecturer is a named member of academic staff from the University who liaises with practice providers on issues to do with learning and teaching in practice and who undertakes the educational audit. The link lecturer is a resource to both intern and staff in the practice area and can be contacted for information, queries or concerns regarding the learning environment. A personal supervisor may also act as the link lecturer.

Learning Environment Manager (LEM)

The Learning Environment Manager (LEM) is a nurse working in the clinical area who is responsible for allocating students to specific sign-off mentors.

Spoke supervisors

Spoke supervisors are occupationally competent within their workplace and provide appropriate practice opportunities to meet the stated learning outcomes for the spoke experience. They record evidence of the activities in which the student is involved, but they are not responsible for assessing competence.

Practice Education Facilitators (PEF)/Practice Placement Facilitators (PPF)

In addition to mentors and link lecturers, there are senior members of practice staff (either a nurse or a midwife) based in NHS Trusts and large care providers, who have a key role in promoting the quality of the learning environment for students. These individuals have different titles depending on their employing organisation, for example Practice Education Facilitators, Practice Placement Facilitators or Clinical Lead for Education. They work closely with the mentors and managers within placement areas and provide a valuable link with the Department of Health Sciences. The PEF/PPF role is not limited to nursing, but includes support for all healthcare professionals, hence they may have opportunity to facilitate wider experiences within practice settings. They also lead initiatives to support student learning and can be contacted for information and advice, particularly where interns wish to access to wider healthcare services. They may also be involved in the educational audit of placements with service staff and the link lecturers.

10. WHAT SUPPORT IS AVAILABLE TO PRACTICE STAFF?

Academic staff – can provide advice about the curriculum, learning outcomes, student performance

- Personal supervisors
- Link Lecturers
- Module leaders
- Programme leader
- Practice Learning Team (DoHS)
- Student and academic support office

Other

- Practice Education Support website at Department of Health Sciences (DoHS)
- Practice Education Newsletter
- All mentors/PIC/PEFs/interns within practice areas used by the DoHS have access to the website <http://www.york.ac.uk/healthsciences/practice-ed-support/>. This provides up to date information and resources to support clinicians.

11. WHAT ARE THE RESPONSIBILITIES OF PROVIDERS?

Providers should ensure:

- internships enhance education and provide opportunity for deep learning
- the maintenance of interns' supernumerary status
- interns receive meaningful experiences that maximize an intern's time and effort and provides the organisation with a 'return on investment'.
- there is a 'project outline' within the e-portfolio with to-do items, what skills to refine or improve, useful locations to expand learning, and other specific information that can help guide the intern through the internship.
- interns are provided with regular weekly supervision and status updates in relation to the identified learning outcomes from mentors and associates
- there are regular 4-6 weekly meeting with the PIC/mentor to discuss development and progression towards the agreed learning outcomes
- initial, midpoint and final interviews are planned and completed in a timely ways.
- the intern can expand and/or refine technical and transferable skills valued by employers e.g. planning, time management, problem-solving, reporting and record keeping, delegation, contributing to team decisions, resource allocation and budgeting.
- the internship fits with the student's professional aspirations, contributes to their longer term career goals and is flexible enough to address barriers
- concerns are raised with the personal supervisor/link lecturer/programme leader where there are issues about a student's performance; health or professional conduct

12. WHAT ARE THE RESPONSIBILITIES OF INTERNS?

Interns should:

- contact the programme leader to arrange a date and time for the learning contract meeting within the first 4 weeks of each internship
- meet with personal supervisor prior to the start of the internship to discuss the aims of the internship and areas of development

- meet with PIC, mentor and programme link lecturer at the start of each internship to develop a learning contract for the duration of their Internship
- agree meeting dates/times with mentors/PIC/personal supervisor in advance and adhere to them
- adhere to 'professional values' in the E-OAR at all times (NMC 2010) and practice in accordance with the Code (NMC 2015)
- negotiate subsidiary spoke learning outcomes which 'add value' to the internship in partnership with the mentor and spoke supervisor(s) prior to any spoke experience.
- adhere to standards of practice provided in spokes experiences, in addition to The Code (NMC 2015)
- work within their level of competence and acknowledge gaps in their knowledge and skills
- provide and record evidence of progression towards the agreed learning outcomes
- remember interns are a representative of University and an ambassador for the provider
- raise concerns in the event of inappropriate or poor practice (NMC 2013)

13. REFERENCES

NMC (2007: Professional standards of practice and behaviour for nurses and midwives) *Ensuring continuity of practice assessment through the ongoing achievement record*. NMC 33/2007 Oct 2007. NMC: London.

NMC (2015) *The Code: Professional standards of practice and behaviour for nurses and midwives*. NMC: London

NMC (2008) *Standards to support learning and assessment in practice; NMC standards for mentors, practice teachers and teachers*. 2nd Edition July 2008 NMC, London.

NMC (2010a) *Standards for pre-registration nursing programmes*. September 2010. NMC: London

NMC (2015) *Raising and escalating concerns: Guidance for nurses and midwives*. NMC: London

14. APPENDIX 1: MODULE LEARNING OUTCOMES

Module learning outcomes: Professional Internship 1

This module will enable the intern to identify and meet their learning needs in relation to:

1. Exploring solutions and ideas with others to enhance care.
2. Challenge the practice of self and others across the multi-professional team.
3. Working inter-professionally as a means of achieving the optimum outcomes for people and ensuring the safety of themselves and others.
4. Taking responsibility for delegating care to others, including the preparation, support and supervision of others to whom care has been delegated.
5. Negotiating with others to balance competing and conflicting priorities.

Module learning outcomes: Professional Internship 2

This module will enable the intern to identify and meet their learning needs in relation to:

1. Working safely under pressure and maintaining the safety of service users at all times.
2. Assessing and implementing measures to manage, reduce or remove risk.
3. Assessing, evaluating and interpreting risk indicators and balancing risks against benefits.
4. Working within legal and ethical frameworks to promote safety and positive risk taking.
5. Selecting and applying appropriate strategies and techniques for conflict resolution and de-escalation.