

## Internship Manual

### Bachelor of Science in Nursing Program

#### Department of Nursing Sciences

#### College of Applied Medical Sciences

#### Shaqra University



## Part One

### **Introduction**

The internship program provides the students an opportunity to engage in the practical application of theories and guidelines learned in the classroom. This internship student manual is developed by the Department of Nursing Sciences (Bachelor of Science in Nursing Program [BSN]), Shaqra University in order to accomplish the goals of an effective internship program. The graduate should be able to skillfully manage patients in an efficient manner while achieving an effective outcome. The internship covers 12 months or a total of 48- week of hospital-based internship period in a duly recognized hospital that can provide proper training areas to achieve the objectives of the program. Also, it involves both clinical and theoretical experiences enabling the nurse intern to enact competencies in standards of care, professionalism, safe and legal practice, and application of research. Therefore, in order for this tool to be effective and reliable, students must be rated against the standard of a competent clinician who meets the university criteria.

### **Philosophy of Clinical Education (Internship)**

**Clinical Education** is a vital part of the total program in developing a nursing specialist. Clinical Education (Internship) in health care settings provides opportunities for the student to:

- Observe and apply the knowledge required for the practice of nursing care.
- Correlate academic knowledge with clinical practice of nursing care.
- Begin to develop those treatments, administrative, supervisory, and teaching skills appropriate to the practice of nursing care.

### **Purpose of Manual**

This manual is intended to enable effective communication among fieldwork students, cooperating agency fieldwork supervisors, and the university. Policies and procedures are suggested as guidelines to assist with placing, supervising, and evaluating fieldwork students.

## **Definition of Internship**

The term, "Internship", is used to stand for an upper-level undergraduate instructional program that includes supervised pre-professional practice in approved nursing care. The practical experience aspect of the intern involves observation and participation in planning, conducting, and evaluating at the face-to-face, supervisory, and executive levels of professional responsibility. Internship includes many field experiences, but it is a particular program with academic credit requiring a considerable amount of planning and analysis on the part of the student, and supervision from the field work agency and the university.

## **Purpose of Internship**

Students should be able to demonstrate the following competencies at the end of internship:

- Expand academic knowledge base.
- Develop clinical competencies.
- Basic listening skills.
- Understanding of the ethical and legal issues related to nursing sciences.
- Understanding of and ability to evaluate nursing assessments and reports.
- Awareness of how interpersonal and intrapersonal values and beliefs affect professional relationships.
- Advocacy skills that promote full client access to community services.
- Understanding and ability to function in healthcare interdisciplinary teams.
- Assist in nursing care treatment planning.
- Locate and access community resources.
- Respond to supervision appropriately.
- Understand a variety of interview and communication techniques.
- Identify personal areas of interest and/or need.
- Assess future goals and needs.
- Develop good work habits.

## **Internship Training Rules and Regulations**

### **Internship Training Administrative Structure**

- Internship training is directed and supervised by the internship and clinical training unit of the Department of Nursing Sciences.

### **Admission Requirements**

- To be admitted to the College of Applied Medical Sciences Internship training program, the intern must be a Shaqra University, Applied Medical Sciences College graduate who has satisfied all the graduation requirements, and graduation has been approved by the Faculty Board.
- All interns must pass the medical examination and obtain required vaccinations as required by each academic department.

### **Training Period**

- The duration of the program is one continuous Hijri Year.
- Interns training commences at the beginning of new academic year or on date approved by the College.

### **Training Sites**

- Internship training is conducted at recognized government or private institutions or firms.
- Training sites are determined by respective academic departments based on criteria ensuring the highest standards.

### **Training Program Requirements**

- Internship Training is conducted through rotations/sections specific for each specialty as determined by respective academic departments.

- Interns are required to follow the affiliated institution's working hours and meet the internship affairs minimum required working hours of 8 hours a day, 5 days a week.
- Interns are required to perform duties as assigned to them by supervisors and staff at the training sites.
- Clinical rotations are scheduled in such a way that it meets Shaqra university requirements for internship training.
- Interns must abide by the approved internship training rules and regulations of Shaqra university /college of applied medical sciences, and rules and policies set by the training institution.
- Visits to training sites are scheduled to make sure that training is conducted as planned.

### **Attendance/Leaves/Vacations**

- Interns are entitled to official vacation days (Eid Aladha, Eid Alfitr, and the National Day).
- Start and end of vacations are determined by the Department of Training Affairs in an official correspondence with institutions and interns.
- Sick leaves can be exceptionally granted, provided that legitimate medical report is submitted.
- Sick leaves of more than two days during one rotation must be compensated.
- All leaves of 25% or more of rotation period will result in repeating the entire period of the rotation.
- Interns must sign in and out on attendance sheets, or time-keeping schedules.
- Frequent tardiness may result in the followings disciplinary actions:
  - Written a warning letter.
  - Repeating the missed part of the rotation.
  - Repeating the entire rotation

- Interns may attend symposiums/workshops related to their specialty of interest, and time is counted towards the training period provided that:
  - ☞ Attendance does affect continuity of training.
  - ☞ Approval from training site
  - ☞ Approval from the Department of Training affairs after reviewing the scientific program of the symposium.
  - ☞ Submission of an attendance certificate.

### **Students' Roles**

The roles and level of function of students during their clinical experience will be determined by the clinical instructor and stated in the individual internship syllabi. The student is expected to take responsibility for their own learning and demonstrate professional behavior at all times.

### **Documentation**

All patient treatment notes should be read, approved, and countersigned by the clinical instructor. All treatment notes should be signed by the student as well.

## **Students' Program**

### **Information to Students Before Starting the Internship Training.**

#### **Work policy**

Student interns will follow the work hours and policy of the nursing department. Also, the students are expected to work the same weekday schedule as their internship supervisor.

#### **Dress Code**

Students should adhere to the following dress code as outlined in the Department's Policy.

#### **Policy**

Neat conservative clothing with visible identification.

#### **Purpose**

To present a professional appearance.

#### **Procedure:**

- Professional, conservative dress; with neat and tidy appearance.
- Shoes or clean leather sneakers (in basic colors)
- No open toed shoes.
- Name plates (card) must be visible.
- Lab coats encouraged, especially at bedside.
- No walking shorts.
- "Scrubs" may be worn by staff working with patients at bedside who may have the potential for becoming soiled with bodily secretions during treatment.
- In the event that a garment becomes soiled, an extra set must be available on site.
- All students are responsible for the purchase of their own attire.

## **Students' Orientation**

On the first morning of students' training, the clinical coordinator will provide a general orientation to the training hospital, the department of nursing, the students' program, pertinent policies and procedures, and will provide an additional tour of related departments, clinics, and wards. The clinical instructor will give students an orientation to their assigned rotation(s).

## **Rotation Assignments**

Students will be assigned to services they request whenever possible. Specialty experiences will be provided on a limited basis. This will be dependent upon availability, staffing, and students' performance.

## **Documentation**

Students will be expected to write notes following the hospital's format and policies.

## **Student Presentations**

An in service may be required of full-time student interns. This will provide them with a valuable learning experience since it requires independent research, integration of theoretical and clinical knowledge, and an opportunity for public speaking within their assigned clinical area.

## **Additional Assignments**

Students may be given other assignments by their supervisors as well. Students are expected to adhere to these assignments and complete them within specified time schedule.

## **Evaluation and Certification**

- Interns' performance is assessed at the conclusion of each rotation using standards evaluation form designed by the respective academic departments.



- Evaluation of intern's performance is done by person who has been directly supervising the intern at the training site.
- Evaluation reports are to be submitted to the department of training.
- Unsatisfactory performance in particular rotations might require repeating that rotation.
- Satisfactory performance is defined as "Good" or better.
- Interns who have satisfactorily completed the internship training period (1 calendar year / Approximately 48 weeks) will be granted a "certificate of completion".

### **Duties and responsibilities**

#### **Clinical Coordinator**

- Planning, organizing, and developing the internship program, and formulating of the internship manual.
- Developing and testing competency criteria for evaluating interns in their conduct of nursing care procedures.
- Developing and testing behavioural criteria for the "internship performance evaluation form" which is used as an assessment tool for evaluating overall performance of interns.
- Briefing and orienting supervisory nursing specialist (i.e., preceptor) of the affiliated training hospital on the department of nursing sciences' internship program and the internship manual.
- Endorsing student interns to the affiliated training hospital.
- Coordinating and following-up the completion of evaluation forms and/or checklists, monitoring concerns of the interns and affiliated training hospitals as well as the overall status of the internship program. Also, submitting reports to the chairman of the nursing sciences program.

## **Internship Supervisor**

The affiliated training hospital is responsible for the selection of the internship supervisor who will have the following responsibilities:

- Implementation of the internship program in accordance with its aims, objectives, and carry out the various competency activities within his/her duties and responsibilities as set by the affiliated training hospital policies.
- Monitoring, assessment, and evaluation of interns' performance regarding providing feedback, advice, and instructions to help develop professional attitude, draw out special aptitudes, and motivate interns to demonstrate their utmost capabilities.
- Communicate with the nursing clinical coordinator as to the needs and concerns of the interns, developments in the on-going internship course, and provide objective evaluation of the entire internship program.
- Complete and submit the "internship performance evaluation form" to the nursing clinical coordinator at the end of the internship period.
- Facilitate interns' training scheduling and address issues concerning vacation and leave applications submitted by interns.

## **Completion of The Internship Program**

Upon completion of the internship program, the internship supervisor will submit a letter to the board attesting to the applicants.

- Satisfactory or unsatisfactory completion of the internship'
- Level of skill in completion of evaluation, program planning, therapeutic practice, potential ability to practice safely while unsupervised with sound professional judgment, and ethics related to the practice of nursing care.

If at the end of the internship program, the internship supervisor will not recommend to the board that the applicant is qualified to work unsupervised,

the board will, in its discretion, require the applicant to arrange for another internship period equivalent to six months or less. Any change in a preceptor must be approved by the board before completing the change. If at the end of the second internship period, the applicant is not recommended by an internship supervisor as qualified to work independently, the board will, in its discretion, deny certification of completion.

Nothing obligates the internship supervisor's facility to complete a six-month internship, or provide a second internship, for an applicant who is considered unqualified by the internship supervisor to continue the internship.

Termination of the internship program of a student intern before the scheduled completion date by the internship supervisor, must be notified to the board in writing, stating the reasons for termination. Either the student intern or the internship supervisor may request an advisory review of the internship program by the board.

### **Unsuccessful Completion of a Clinical Internship**

A student failing to meet minimum prescribed standards of the internship program they will be expected to repeat the clinical internship in its entirety to meet the requirements for graduation.

### **Nursing Internship Rotations**

The internship training program begins within approximately two weeks after the end of the last semester. However, if the student decides to delay the training period, he or she must write a request letter of request to the college dean. Nurse student interns are rotated within different clinical areas in their respective training hospital. Nurse student interns' clinical assignments should include the following specialty wards/units:

- Medical/Surgical wards, Operating room, Pediatric wards, Obstetric wards, outpatient clinics, Nursery wards, Delivery room, Psychiatric wards, Emergency unit, Intensive Care Units (ICUs), Neonatal Intensive Care Units (NICUs), Pediatric Intensive Care Units (PICUs), Nursing Management departments, Dialysis units, and Endoscopy units.

The internship training program is directed and supervised by the university internship committee and the affiliated hospital training department.

<b>Nursing Internship Rotations</b>		
<b>Nursing Department</b>		<b>Duration (Weeks; Female &amp; Male)</b>
<b>1</b>	<b>Orientation</b>	<b>1 \ 1</b>
<b>2</b>	<b>Medical Wards</b>	<b>5 \ 8</b>
<b>3</b>	<b>Medical Clinics</b>	<b>1 \ 2</b>
<b>4</b>	<b>Nursing Management Department</b>	<b>1 \ 2</b>
<b>5</b>	<b>Surgical Wards</b>	<b>5 \ 8</b>
<b>6</b>	<b>Surgical Clinics</b>	<b>1 \ 2</b>
<b>7</b>	<b>Pediatric Wards</b>	<b>4 \ 0</b>
<b>8</b>	<b>Pediatric Clinics</b>	<b>1 \ 2</b>
<b>9</b>	<b>Obstetric Wards</b>	<b>4 \ 0</b>
<b>10</b>	<b>Obstetric Clinics</b>	<b>1 \ 0</b>
<b>11</b>	<b>Psychiatric Clinics</b>	<b>1 \ 1</b>
<b>12</b>	<b>ICUs\NICUs\ PICUs</b>	<b>3 \ 3</b>
<b>13</b>	<b>Operating Room</b>	<b>2 \ 3</b>
<b>14</b>	<b>Dialysis Units</b>	<b>2 \ 3</b>
<b>15</b>	<b>Emergency Department</b>	<b>2 \ 4</b>
<b>16</b>	<b>Nursery Units / Wards</b>	<b>2 \ 0</b>
<b>17</b>	<b>Delivery Rooms</b>	<b>3 \ 0</b>
<b>18</b>	<b>Endoscopy Units</b>	<b>1 \ 1</b>
<b>19</b>	<b>Elective Area(s)</b>	<b>4 \ 4</b>
<b>20</b>	<b>Elective Area(s)</b>	<b>4 \ 4</b>
<b>TOTAL</b>		<b>48 WEEKS</b>

### **Area of Choice (Elective)**

Nursing student interns are asked to name their preferred care areas as their elective unit(s) to be attached on a request letter for the training department in the affiliated. This will be facilitated by the coordinator of the internship committee at the department of nursing sciences, and the college of applied medical sciences. Among the identified elective areas are the following:

- Intensive care Units (ICU)
- Operating Rooms (OR) and Recovery Rooms
- Delivery Rooms (DR)
- Emergency Department/Room (ER)
- Dialysis Units

## Internship Evaluation Instructions

A periodic evaluation in the last week of every clinical rotation will be given to each nurse intern. A behavioral/ performance evaluation sheet based on predetermined criteria as shown on the evaluation form which will be sent by the college to the designated personnel in the selected hospital. To successfully obtain a passing mark during the evaluation in each area, a nurse intern is expected to have a least a total score of 60%.

Failure to have the identified score, the nurse intern is obliged to repeat the rotation in the specified area. At the end of the internship program, the average of the scores in all assigned areas will be computed. The total grade of the nurse intern during the internship period is calculated as follows: 90% of the grade will be from the calculated mean of rotations' evaluations from their respective assigned clinical areas, and 10% will be calculated from the grand case presentation which will take place at the end of the internship program. The grand case presentation will be the culminating activity of the internship program. The interns will be asked to prepare a case presentation of their choice (preferably special cases). The student interns will present the case to a panel of experts who will be responsible for evaluating the presentation. The format and evaluation sheets of case presentations are attached in appendices of this manual.

### Using the Form

The form is composed of two sections. The first section, “**Professional Behaviors**” evaluates Safety, Standards of Conduct, Initiative, and Communication Skills.

The second section, “**Patient Management**” evaluates the student’s ability to efficiently manage patients with effective outcomes. It is divided into four subsections:

1. **Examination.**
2. **Diagnosis/Prognosis.**
3. **Intervention.**

#### 4. Evaluation.

When evaluating the student on “**Professional Behaviors**,” the frequency of appropriate behavior is the construct being measured. The occurrence of the appropriate behavior is rated as:

1. **Never** (0% occurrence).
2. **Rarely**. (10% occurrence)
3. **Sometimes** (50% occurrence).
4. **Most of the Time** (80% occurrence).
5. **Always** (100% occurrence).

In all clinical experiences, we expect students to practice in a safe manner, act ethically, show initiative, and demonstrate appropriate professional behavior. **Note that you cannot grade/select “Not Observed” on these behaviors,** with the exception of communication skills. You may grade “not observed” for communication skills if the student has not had the opportunity to demonstrate a particular communication skill. For instance, if the student has had no opportunity to communicate with other professionals this would be “not observed.” If there are any concerns, or if you have positive feedback for the student, it will be elaborated in the “Comments” section. We expect students to “**Always**” demonstrate “**Professional Behaviors**” in the clinical field, with the exception of Communication Skills, which may be developing during the initial clinical education experiences.

When evaluating students’ “**Patient Management**” skills, please keep in mind that the student should be compared to a “competent clinician” who skillfully manages patients in an efficient manner to achieve an effective outcome. This form is designed for use with all patient types; thus students can be evaluated based on the clinic population.

**Shaqra University**  
**College of Applied Medical Sciences**  
**Department of Nursing Sciences**  
**(Bachelor of Science in Nursing Program [BSN])**

**Self-Assessment Form**

Student Name: .....

Clinical Site: .....

Rotation Dates: .....

Intern: This form is to be sent to the Internship Supervisor at your next clinical fieldwork site to assist in planning your experiences. Please send it 3-4 weeks before you are scheduled to start there.

- a. I feel that I have competencies in the following areas and can perform with minimal or no assistance:



b. I feel that I am weak or lack experience in the following areas:

c. Knowing the resources of your facility, I am most interested in:

A. Improving in the areas of:

B. Learning the following:

d. I feel that I learn best when supervised in the following manner (see attached learning style inventory):

**Shaqra University**  
**College of Applied Medical Sciences**  
**Department of Nursing Sciences**  
**Bachelor of Science in Nursing Program (BSN)**  
**Clinical Internship Evaluation Form (Tool)**  
**Student Professional Behaviors Skills Evaluation**

**Student Name:**

Standards	Rating					
	Never	Rarely	Sometimes	Most of the Time	Always	Not Observed
<b>Safety</b>						
1. Follows Health and Safety Precautions (e.g., Universal Standard Precautions)						
2. Takes appropriate measures to minimize risk of injury to self (e.g., appropriate body mechanics and movement)						
3. Takes appropriate measures to minimize risk of injury to patient (e.g., chooses correct assistance methods)						
<b>Comments:</b>						
<b>Professional Ethics</b>						
1. Demonstrates compliance with all regulations regarding patient privacy, confidentiality, and security.						

2. Demonstrates positive attitude toward patients/peers during interactions						
3. Demonstrates cultural competence; shows tolerance of and sensitivity to individual differences						
4. Adheres to ethical and legal standards of practice.						
5. Maintains appropriate appearance and attire in accordance with the facility's dress code.						
6. Demonstrates awareness of patients' rights and responsibilities.						
<b>Comments:</b>						
<b>Professional Behaviors</b>						
<b>Initiative</b>						
1. Recognizes and maximizes opportunity for learning.						
2. Accepts and implements suggestions from constructive criticism.						
3. Utilizes available resources for problem solving.						
4. The student is a positive contributor to the efficient operation of the clinic through the demonstration of teamwork and flexibility.						
<b>Comments:</b>						

<b>Communication Skills (Communicates verbally with precise and appropriate terminology and in a timely manner).</b>						
<b>1. With patients, their families, and caregivers.</b>						
<b>2. With healthcare professionals (e.g., MD, nurses, case managers, OT, etc.)</b>						
<b>Communication Skills (Communicates in writing with precise and appropriate terminology and in a timely manner).</b>						
<b>3. Documentation standards (e.g., concise, accurate, legible; conforms with standard procedures)</b>						
<b>4. With professionals (e.g., documentation, letters, plans of care, etc.)</b>						
<b>5. With patients and families/caregivers (e.g., patient home programs, etc.)</b>						
<b>Comments:</b>						

**Student signature: Date:**

**Internship Supervisor signature: Date:**

When evaluating the students “Patient Management skills”, please keep in mind that the student should be compared to a “competent clinician” who skillfully manages patients in an efficient manner to achieve an effective outcome’. This form is designed for use with all patient types; thus, the student can be evaluated based on the clinic population.

- Please compare the student to the competent clinician who is able to skillfully manage patients in an efficient manner to achieve an effective outcome. (Refer to RATING definitions below)
- Please score the Patient Management section as follows:
  1. Well Below: Student requires a great deal of guidance including instructions and verbal cueing to complete a task.
  2. Below: Student requires some supervision and/or has difficulty with time management while completing the task.
  3. At that Level: Student is at the level of a competent clinician. Student can carry an appropriate caseload for your clinic and achieve effective outcomes with patients.
  4. Above: Student is performing above the level of a competent clinician in your clinic.
    - Clinical skills are highly effective and demonstrate the most current evidence in practice.
    - The student can carry a higher-than-expected caseload.
  5. Well Above: This is reserved for the student who demonstrates skills at the level of a master clinician or clinical specialist.
- **Please complete this form and review it with the student at the end of the rotation.**
- **Please contact the Bachelor of Science in Nursing Program management at any time during the internship program with questions or concerns regarding the use of this tool or the student's performance.**

**Shaqra University**  
**College of Applied Medical Sciences**  
**Department of Nursing Sciences**  
**Bachelor of Science in Nursing Program (BSN)**  
**Clinical Internship Evaluation Form (Tool)**  
**Student's Patient Management Skills Evaluation**

**Student Name:**

Standards	Rating				
Patient Management	Well Below	Below	At that Level	Above	Well Above
<b>Examination</b>					
1. Obtains an accurate history of current problem					
2. Identifies problems related to chief complaint using standardized outcomes instruments when available					
3. Performs systems review and incorporates relevant past medical history					
4. Generates initial nursing diagnoses					
5. Recognizes contraindications for further tests and measures.					
6. Demonstrates appropriate psychomotor skills when performing tests and measures					
<b>Evaluation (Analysis and synthesis of exam results; critical thinking skills)</b>					
Patient Management	Well Below	Below	At that Level	Above	Well Above
1. Makes correct clinical decisions based on the data gathered during the examination (confirms/disconfirms initial nursing diagnoses)					
2. Identifies impairments in body structure and function; activity					

limitations; and participation restrictions					
3. Administers further tests and measures					
Diagnosis / Prognosis					
Patient Management	Well Below	Below	At that Level	Above	Well Above
<ol style="list-style-type: none"> <li>Determines a diagnosis for nursing management of the patient.</li> <li>Determines expected outcomes of nursing care interventions (goals)</li> <li>Selects appropriate nursing interventions or makes appropriate consultations or referrals.</li> <li>Determines appropriate duration and frequency of intervention; considers cost effectiveness.</li> <li>Determines criteria for discharge</li> </ol>					
Intervention					
Patient Management	Well Below	Below	At that Level	Above	Well Above
<ol style="list-style-type: none"> <li>Applies effective treatment approaches using appropriate psychomotor skills.</li> <li>Incorporates patient/family education into the treatment plan.</li> <li>Incorporates discharge planning into the treatment plan.</li> <li>Assesses progress of the patient using appropriate measures.</li> <li>Modifies interventions according to patient/client's response to treatment and preference.</li> <li>Recognizes when expected outcomes have been reached and makes appropriate recommendations.</li> <li>Recognizes psychosocial influences on patient management.</li> </ol>					

**Please comment here on the specific areas of concern or areas of strength.**

**Examination:**

<b>Evaluation:</b>
<b>Diagnosis/Prognosis:</b>
<b>Intervention:</b>

**1. Global Rating of Student Clinical Competence**

On a scale from 0 to 10, how does the student compare to a competent clinician who is able to skillfully manage patients in an efficient manner to achieve effective patient/client outcomes in your practice setting?

Place an “X” in the box which best describes the student.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Well Below a competent clinician		Below a competent clinician			At the level of a competent clinician		above the level of a competent clinician		Well above the level of a competent clinician	

**2. Is the student performing at a level that is satisfactory for his/her current level of education?**

**Yes**    
  **No**

**If no, please explain:**

.....

.....

.....

.....



❖ **Student discussd evaluation with the clinical instructor**

<input type="checkbox"/>	<b>Yes</b>	<input type="checkbox"/>	<b>No</b>
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**Student signature:**

**Date:**

**Internship Supervisor signature:**

**Date:**

# Patient Log

Purpose: Allow the student an opportunity to keep a record of the patients they have treated throughout their clinical rotation. This information will help you recall and visualize learning that has taken place from your “patient”. Students can monitor the variety within their learning experiences as well as note possible learning needs for future experiences. It is your patient data base and intended to provide you with information. It is a tool and nothing more.

Student Name: .....

No.	Patient's Name	Diagnosis	Age	Examination Procedures Practiced	Intervention Procedures Practiced
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

### Survey of Patient Diagnosis

**Student:** .....

**Clinical Site:** .....

**Date:** .....

**How many patients did you treat who had the following primary diagnoses? Circle one for each diagnoses listed (A-E).**

No.	Diagnosis	A	B	C	D	E
1	Amputation					
2	Arthritis and related collagen diseases					
3	Burns and wounds					
4	Cancer and benign tumors					
5	Cardiac rehabilitation					
6	CP					
7	CVA					
8	Chronic pain					
9	Developmental disability					
10	Fractures					
11	HIV/AIDS					
12	Joint replacements					
13	Neuromuscular diseases					
14	Myopathy					

15	Neuropathy					
16	Parkinson's disease					
17	Scoliosis					
18	Sprain/strain					
19	Spinal cord injury					
20	Spinal dysfunction					
22	Traumatic brain injury					
23	Pulmonary disorders					
24	Organ transplant					

**A. 0 patients**

**B. 1-3 patients**

**C. 4-6 patients**

**D. 7-9 patients**

**E. 10 or more patients**

**❖ List any other patient diagnoses you treated that were not listed/categorized above:**

### **Clinical Fieldwork Student Project**

**Examples:**

- ❖ Prepare and present a case study for peer review.
- ❖ Participation in departmental Quality Assurance or Peer Review process.
- ❖ Assist with departmental ongoing clinical research.
- ❖ Interdepartmental in-servicing or training sessions if present.
- ❖ Nursing departmental in-servicing or training sessions.
- ❖ Facility directed community wellness/prevention program.

**e. Clinical Project Description:**

.....  
.....  
.....  
.....  
.....

**f. Student Performance:**

**A. Student comments on learning that took place as a result of completing the project.**

.....  
.....  
.....  
.....

**B. Clinical instructor comments on quality of project.**

.....  
.....  
.....  
.....

**Student Signature:**

**Date:**

**Internship Supervisor Signature:**

**Date:**

<b>Prepared by</b>	Program Quality Assurance Committee
<b>Approved by</b>	Department of Nursing Sciences' Council Session 22, 1444 AH
<b>Approved Date</b>	22/11/1444 AH