**Instruction for supervisors care internship 1st year medical student**

**The perspective is care**
The main objective of the care internship is to get to acquainted with the competences which are essential to provide quality care to sick or dependent people. These are: communication, collaboration, promoting health and professionalism. A description of the competencies is given at the bottom of this document.

**Preparing for the internship**
The students had a brief instruction in the aspects of the physical care. Attention has been paid to:
- body: help with washing, making beds with the patient in bed, combing hair, brushing, nail trimming, shaving, help with dressing and undressing, helping in and out of bed, mobilizing, helping with eating and drinking
- interaction with patients and colleagues

In training students learn about professional conduct. The internship provides an opportunity to put theory into practice. Students can mirror their own behavior to that of professionals and experience in practice how patients respond to them. During the internship students do no jobs on their own initiative, but always act in consultation with the work supervisor.

**First day**
1. Ask for the internship plan. The student has a plan of maximum one A4 describing ideas and expectations. This can be the basis for a discussion of mutual needs and expectations. We ask you to do this on day 1 of the internship.
2. Make specific agreements on procedures and guidance. If possible, make an appointment for the final interview. The student writes an internship report. You are asked to give the student the opportunity to make daily notes.
3. Supply the student with your email address. At one of the last days you receive an email allowing you to open a digital assessment form with the internship report attached.

**Internship contents**
Examples of skills that the student meet during their internship:
- dealing with the integrity of the patient;
- dealing with their own feelings while seeing, touching and taking care of the body of a patient;
- observation of the body (perceiving discoloration or damage to the skin);
- observation of the patient's reactions (pain or fear); dexterity (working skilled and caring during washing, lifting or mobilizing);
- communication with the patient:
  - Building a relationship and maintaining (making chat, show interest);
  - Basic communication skills
  - Develop and show empathy;
  - Dealing with perception and meaning of health and illness. What does it mean to be ill or dependent?
  - Understanding the patient's perspective in the relationship and in the relationship with the caregivers of the department.

The student develops an understanding in the need for care and how to meet this need in a professional way. Furthermore in applying the right forms of communication in relationships with patients and staff and the student develops insight in carrying professional responsibility, in engaging in peer relationships and in working in a multidisciplinary setting.

**Final interview**
During the final interview you look back on the internship with the student. The points that are to be assessed are development-oriented and cannot be fully achieved in two weeks. It is sufficient if the student is aware of the skills needed:
A. to provide patient-centered care
B. to be a team player.

The student must have shown that they have a talent for the care internship competencies so that they can be further developed. Attitude and commitment are also important in the assessment. You state the results in the digital assessment form. An instruction for this is on [www.rug.nl/careinternship](http://www.rug.nl/careinternship) under "Manual digital assessment form".

The student attaches the internship report as attachment to the assessment form. This report consists between 4 and 7 substantive pages. It is sufficient when this is in accordance with reality. When you've read it you can place a “tick” in the box "seen".

Next to this you give feedback per competence by naming positive points and points for improvement. The students are experienced in working with this form and it is optional that they help you in filling out.
About the four competencies: What do you assess?
What can be addressed concerning the competencies is described below and might help you in your assessment and in formulating your feedback:

**Communication**
The student
- Is receptive to stories/problems of patients.
- Encourages the patients to tell their story.
- Communicates open and respectful.
- Succeeds in showing understanding and attention to the patient’s feelings.

**Collaboration**
The student
- Can convey information to team members and accepts expertise of others.
- Gives and deals with constructive feedback.
- Understands the value of peer relationships.
- Is a pleasure to work with.
- Listens to other team members.
- Allows others to finish their sentences.

**Promoting health**
The student
- Has an understanding of issues that are important concerning health and illness.
- Knows relevant hygienic regulations and can apply them.
- Demonstrates insight in factors that influence health in dealing with patients and can show this in the way of caring for the specific disease of a patient.
- Has an eye for opportunities to reduce the need for care/prevention.
- Has an eye for efficiency or improvement of the daily care of patients.

**Professionalism**
The student
- Has an internship plan with relevant learning objectives.
- Can reflect on their own behavior. Is able to appoint its own strengths and weaknesses.
- Shows commitment, is benevolent and performs tasks properly, works carefully.
- Does not require constant help, ask for help if needed.
- Can handle feedback from others.
- Tries to improve her/his own performance.
- Is reliable in keeping appointments.
- Appears groomed, clean, not dressed too provocatively.

Valuating competencies
In assessing the competencies values "Fast on track", “On track” and “Not on track” are used. As a guideline, we can say that sufficient and good performance is On Track.
Excellent students can be given Fast on track.
Not on track is insufficient.