

# Clinical Internship

<b>Primary Career Cluster:</b>	Health Science
<b>Course Contact:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code(s):</b>	C14H11
<b>Prerequisite(s):</b>	<i>Diagnostic Medicine (C14H12), Cardiovascular Services (C14H18), Medical Therapeutics (C14H15), Dental Science (C14H21), Pharmacological Science (C14H20), Nutrition Science and Diet Therapy (C19H16), Rehabilitation Careers (C14H08), -OR- Exercise Science (C14H22)</i>
<b>Credit:</b>	1-4
<b>Grade Level:</b>	11-12; <i>Students must be at least 16 years old to be enrolled in this course.</i>
<b>Student-Teacher Ratio:</b>	15:1
<b>Focused Elective Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
<b>POS Concentrator:</b>	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
<b>Programs of Study and Sequence:</b>	This is the final course in the <i>Therapeutic Services</i> program of study and can also be a choice for the final course in the <i>Diagnostic Services, Nursing Services, and Sport and Human Performance</i> programs of study. Students must have had one of the prerequisite courses listed on this document to enroll in <i>Clinical Internship</i> .
<b>Aligned Student Organization(s):</b>	HOSA: <a href="http://www.tennesseehosa.org">http://www.tennesseehosa.org</a>
<b>Coordinating Work-Based Learning:</b>	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit <a href="https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html</a> .
<b>Promoted Tennessee Student Industry Credentials:</b>	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit <a href="https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html</a> .
<b>Teacher Endorsement(s):</b>	577, 720
<b>Required Teacher Certifications/Training:</b>	Teachers must attend WBL training and earn the WBL Certificate provided by the Tennessee Department of Education in addition to the online Clinical Internship training.
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-health-science.html">https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-health-science.html</a>  Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>

## Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21<sup>st</sup> century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

## Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as Organizational Leadership, Prepared Speaking, HOSA Service Project, Creative Problem Solving, and HOSA Service Project.

For more ideas and information, visit Tennessee HOSA at <http://www.tennesseehosa.org/>.

## Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1** | On-the-job training to master course standards. Internship required for industry credential.
- **Standards 2.1-2.4** | On-the-job training to develop professional behavior, including soft skills.
- **Standards 3.1-3.8** | On-the-job training to develop students' mastery of organizational culture, safety, HIPAA regulations, and workplace codes of ethics.
- **Standards 4.1-4.2** | On-the-job training to develop a variety of workplace communication and use of medical terminology in the workplace.
- **Standard 6.1** | On-the-job training to develop students' career portfolios, including resume, artifacts, and the implementation of feedback.

For more ideas and information, visit <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>.

## Course Description

*Clinical Internship* is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a pre-requisite Health Science course. Upon completion of this course, proficient students will be able to pursue certification in the pre-requisite course of *Cardiovascular Services, Exercise Physiology, Medical Therapeutics* or *Pharmacological Science*. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality.

## Work-Based Learning Framework

Clinical experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. The TDOE provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities. Additionally, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>.

## Program of Study Application

This is the final course in the *Therapeutic Services* programs of study (POS) and can also be a choice for the final course in the *Diagnostic Services, or Exercise Physiology* programs of study. Students must have had one of the prerequisite courses listed on this document to be enrolled in *Clinical Internship*. For more information on the benefits and requirements of implementing these programs in full, please visit the Health Science website at <https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-health-science.html>

## Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

## Course Standards

### 1. Personalized Learning Plan

- 1.1 Personalized Learning Plan: A student will have a **personalized learning plan** that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
  - a. application of academic and technical knowledge and skills (embedded in course standards),
  - b. career knowledge and navigation skills,
  - c. 21st century learning and innovation skills, and

- d. personal and social skills.

## 2. Professionalism and Growth

- 2.1 Career Pathways Plan: Apply learning experiences from clinical placement to review and update an **education and career pathways** plan based on the knowledge and feedback acquired. Proactively identify **areas of strength** and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources and support to improve skills.
- 2.2 Personal Behavior: Complete tasks as directed with supervision, knowing **when to ask questions or request guidance**. Exhibit **resourcefulness and initiative** in taking on new tasks and solving problems independently as appropriate to the workplace setting. Demonstrate **how to learn and exhibit personal agency** in identifying and achieving instrumental and ultimate learning objectives. Demonstrate **curiosity to learn more about the tasks, workplace, and/or industry**. Explore deeper content independently and request **opportunities for professional development**. Demonstrate **self-efficacy and confidence** in one's ability to succeed in specific situations.
- 2.3 Professional Behavior: Exhibit **professionalism and respect** when interacting with coworkers, supervisors, and customers. Demonstrate **reliability and responsibility** in attendance and in following through on assigned tasks. Provide **timely communication** with supervisor(s) when circumstances change. Understand and adhere to **appropriate workplace non-discrimination standards** on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity, pregnancy, veteran status, or any characteristic of a person or group unrelated to the workplace. Respect **cultural differences** and work effectively with people from **diverse social and cultural backgrounds**.
- 2.4 Team Membership: Work effectively as a **member of a team** and address conflict with **sensitivity and respect for diverse points of view**. Demonstrate understanding of one's own impact and build on **different perspectives** to strengthen joint efforts. Demonstrate **leadership** where appropriate to collaborate on workplace tasks. Effectively employ **meeting management strategies**, such as agenda setting, time keeping, and meeting **facilitation strategies**, and list action items to identify and schedule next steps.

## 3. Workplace Policies and Behavior

- 3.1 Organizational Culture and Practice: Observe and analyze **organizational culture and practices**. For example, analyze how to **interact with supervisors, clients, and co-workers**, and how to recognize and address **health, safety, and sustainability issues**. Seek information from supervisors and other employees about **appropriate methods of pursuing employment in the industry**, and **determine what knowledge, skills, and educational credentials are required**.
- 3.2 Workplace Ethics and Ethical Issues: Demonstrate **integrity and ethical behavior** when engaging in all worksite activities, including the use of tools and materials, documentation of

hours, handling of money, billing of clients, sharing of information, and completion of all personnel-related forms. Identify an **actual or potential work site ethical issue** and create a plan outlining how the issue should be resolved.

- 3.3 Employee and Facility Safety: Accurately read, interpret, and demonstrate adherence to **safety guidelines** appropriate for the **roles and responsibilities of an employee** of a healthcare facility. Listen to safety instructions and be able to explain why certain rules apply. Demonstrate **safety techniques** and follow all applicable **facility policies** and procedures (such as Standard Precautions) related to the clinical placement. Based on placement, document completion of training topics on the appropriate work-based learning (WBL) and work site forms.
- 3.4 Challenges in the Workplace: Identify and ask significant questions to solve **student-identified challenges or areas of improvement in the workplace**. Brainstorm and select solutions providing rationale for each then discuss the suggested solutions with a workplace mentor.
- 3.5 Flexibility: Exhibit **flexibility** by:
- adapting to varied roles, jobs responsibilities, schedules, and contexts;
  - working effectively in a climate of ambiguity and changing priorities; and
  - dealing positively with praise, setbacks, and constructive criticism.
- 3.6 Time and Project Management: Manage **time and projects** effectively by:
- setting goals;
  - developing and using a system for prioritizing, planning, and managing daily work;
  - persisting in the face of challenges; and
  - seeking assistance and adjusting plans to adapt to changing circumstances.
- Demonstrate **attention to detail and accuracy** appropriate to the task. Demonstrate **accountability to supervisors, coworkers, and customers** by delivering work to agreed-upon standards; accepting **constructive criticism**; completing designated projects on time; and exhibiting **pride in workmanship**.
- 3.7 Quality Assurance Methods: Analyze **patient quality assurance methods** used by clinical sites. Solve problems using **systems thinking**, e.g., by understanding problems in terms of complex processes and environments. Identify key components and relationships that enable, influence, and produce outcomes.
- 3.8 HIPAA: Review the **Health Insurance Portability and Accountability Act (HIPAA) concepts** and investigate **methods to assure confidentiality** within the healthcare setting. Employ techniques to ensure the **client/patient's rights** are maintained.

## 4. Communication

- 4.1 Communication: Articulate ideas effectively in **written personal communications** with supervisors, coworkers, and customers. Verbally articulate ideas effectively in **interpersonal communications** with supervisors, coworkers, and customers. Develop and deliver messages effectively in **oral presentations**. Demonstrate **effective listening skills**, attending to the **meaning and intention of communication**, and accurately paraphrasing

what has been heard. Communicate effectively with individuals of **diverse backgrounds** who may also speak languages other than English, using foreign language skills and facility resources as appropriate.

4.2 Medical Terminology: Analyze, interpret, and use **medical terminology and abbreviations** appropriately in all communications. Master the use of medical terminology appropriate for the assigned clinical area(s).

## 5. Use of Information and Technology

5.1 Information Validity: Access information efficiently, using **sources appropriate to task, purpose, and audience**. Distinguish between **credible and non-credible sources**, including the **difference between advertising and legitimate research**. Evaluate information for **usefulness, bias, and accuracy**, and question information that may not originate from **credible sources**. Demonstrate the ability to organize and manage information effectively and efficiently. Demonstrate **ethical and legal use of information**, including adherence to all **rules and regulations related to sharing of protected information**.

5.2 Effective Use of Technology: Use appropriate **technology in the classroom or clinical setting** for information search and retrieval, synchronous and asynchronous communications, multimedia presentations, document production, quantitative and qualitative analysis, and information management. Use **social networking and online collaboration tools** such as **shared documents and web conferencing** to create, integrate, and manage information in group projects.

5.3 Digital Communication of Patient Information: Access and manage **online communication and information**, such as electronic medical records, using multiple digital devices such as laptop computers, tablets, smart phones, etc. Demonstrate adherence to all **rules and regulations related to the use of electronic tools and the Internet**, including appropriate protection of passcodes and adherence to all security protocols.

## 6. Student Portfolio

6.1 Student Portfolio: Update the **Health Science student portfolio** that illustrates mastery of skills and knowledge outlined in the Health Science pre-requisite course standards and applied in the *Clinical Internship* experience. Compile artifacts and similar work products reflecting thoughtful assessment and evaluation of the progression against goals in the personal growth plan. Artifacts may include:

- a. career and professional development plan;
- b. resume;
- c. documentation of clinical hours at each site;
- d. list of responsibilities undertaken throughout the placement;
- e. examples of materials developed and used throughout the placement;
- f. periodic journal entries reflecting on tasks and activities;
- g. supervisor evaluations and observations;
- h. approved WBL forms; and
- i. WBL coordinator evaluations and observations.

## Standards Alignment Notes

\*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.