



## Advanced Internship



Industry Sector: [Health Science and Medical Technology](#)

Pathway: Patient Care

This course is a capstone course for the Patient Care Pathway, which is designed to integrate concepts and skills students are developing throughout the pathway for work in direct patient care. Students refine professional skills as they participate in 45 hours of supervised internships in local health care settings. Assignments for the course will be considered through these assessment principles: 1) Comprehension of material (understanding of the concepts and facts presented in the readings, lectures, and internship experiences); 2) Analysis of material: Display of understanding of the structure and relationships between the course content and internship experiences; 3) Application of material: Ability to apply concepts and frameworks discussed in the readings and the class to new cases or situations; and 4) Synthesis of the material: Ability to create new ideas or note new conditions from course content and internship experiences.

Emphasis is placed on communication, infection control, knowledge of basic patient care skills, legal and medical ethics, and the Health Insurance Portability and Accountability Act (HIPAA). The culminating project for the course is participation in simulated medical exhibitions that mirror hospital internship assignments, where students demonstrate key principles and practices associated with the department to health care professionals and CTE instructor. The goals of this course are 1) to reflect on and evaluate their internship experiences during their entire time at HSHMC, and 2) to apply their knowledge and skills in the development of constructive criticism on how to improve patient care in hospital settings.

**Last Revised:** August 11, 2017

Program Information	CTE Certification Elements
<p><b>Industries / Pathways:</b> Health Science and Medical Technology Industry: Patient Care</p> <p><b>Grade Levels:</b> 12</p> <p><b>CSU/UC Approval:</b> No</p> <p><b>Community College Course:</b> No</p> <p><b>Pathway Sequence(s) That Include This Course:</b> <b>Patient Care Pathway Course Sequence:</b> Introduction to Health and Human Service Careers or Health Professions and Organizations First Aid, Emergency Response and CPR Career Explorations Anatomy and Physiology Introduction to Public Health or Health and Social Justice or Medical Terminology Hospital/Clinical Internship (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>) Realities of Nutrition or Substance Abuse and Public Health CPR Recertification Advanced Pre-nursing Seminar or <i>Advanced Internship</i></p>	<p><b>Course Level:</b> Capstone</p> <p><b>CALPADS Pathway:</b> HLT - 198</p> <p><b>CALPADS Course Title:</b> Advanced Internship</p> <p><b>State Course ID:</b> 7922</p> <p><b>Total Hours:</b> 45</p> <p><b>Course Length:</b> 1 Semester</p> <p><b>Local Course Number:</b> PC1004</p> <p><b>Board Approval:</b> Pending Board Action on 12/7/17</p> <p><b>Labor Market Demand:</b> High</p> <p><b>Course Type:</b> Career-Technical Preparation</p> <hr/>

## Competencies / Outcomes

This course is not designed to provide medical ACGME-approved credits, but it does introduce students to the six ACGME Core Competencies (listed and explained below).

The [Accreditation Council for Graduate Medical Education \(ACGME\)](#) is a private, non-profit council that evaluates and accredits more than 9,000 residency programs across 135 specialties and subspecialties in the United States. The ACGME establishes educational standards and common program requirements for all training programs, and ACGME accreditation signifies a program's commitment to maintaining quality education for residents and safe care for patients. A program must be ACGME-accredited in order to receive federal graduate medical education (GME) funds.

In 2002, the ACGME launched a competency initiative called the Outcome Project. As a result of this project, ACGME identified six ACGME Core Competencies to be used by GME programs to evaluate their residents in training. The six ACGME Core Competencies are: patient care; medical knowledge; practice-based learning and improvement; interpersonal and communication skills; professionalism; and systems-based practice. Each competency is made up of different milestones residents are required to master at key stages of their medical training.

1. Patient Care: Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.
2. Medical Knowledge: Residents must be able to demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care.
3. Practice-Based Learning and Improvement: Residents must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.
4. Interpersonal and Communication Skills: Residents must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families, and professional associates.
5. Professionalism: Residents must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
6. Systems-Based Practice: Residents must be able to demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

ACGME information was gathered from <http://www.ecfmg.org/echo/acgm...> (accessed July 10, 2017).

## Standards

### California's 2013 CTE Standards

1. CTE.HSMT.B.3.2 [Analyze diagrams, charts, graphs, and tables to interpret health care results..](#)
2. CTE.HSMT.B.4.1 [Conduct basic interview to acquire new knowledge \(e.g., medical and family histories\).](#)
3. CTE.HSMT.B.4.3 [Observe patient actions, interests, and behaviors while documenting responses.](#)
4. CTE.HSMT.B.4.4 [Collect and synthesize information or data about the patient's symptoms and vital signs.](#)
5. CTE.HSMT.B.5.1 [Use medical terminology in patient care appropriate to communicate information and observations.](#)
6. CTE.HSMT.B.6.2 [Use active listening skills \(e.g., reflection, restatement, and clarification\) and communication techniques to gather information from the patient.](#)

7. CTE.HSMT.B.6.3 [Formulate appropriate responses to address the patient's concerns and questions in a positive manner.](#)
8. CTE.HSMT.B.6.4 [Employ sensitivity and withhold bias when communicating with patients.](#)
9. CTE.HSMT.B.6.6 [Maintain written guidelines of the Health Insurance Portability and Accountability Act \(HIPAA\) in all communications.](#)
10. CTE.HSMT.B.7.3 [Document the patient findings and report information appropriately.](#)
11. CTE.HSMT.B.8.1 [Explain the principles of body mechanics.](#)
12. CTE.HSMT.B.8.3 [Demonstrate appropriate transport and transfer methods to accommodate the health status of the patient.](#)
13. CTE.HSMT.B.8.4 [Evaluate equipment for possible hazards.](#)
14. CTE.HSMT.B.9.1 [Know and implement practices to prevent injury and protect health for self and others.](#)
15. CTE.HSMT.B.9.2 [Determine effective health and wellness routines for health care workers \(i.e., stress management, hygiene, diet, rest, and drug use\).](#)
16. CTE.HSMT.B.10.3 [Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.](#)
17. CTE.HSMT.B.10.4 [Demonstrate the use of appropriate personal protective equipment \(PPE\).](#)
18. CTE.HSMT.B.10.5 [Practice proper hand hygiene.](#)
19. CTE.HSMT.B.10.6 [Use various manual and mechanical decontamination and sterilization techniques and procedures.](#)
20. CTE.HSMT.B.11.3 [Adhere to the health care setting's waste management program \(e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials\).](#)
21. CTE.HSMT.B.11.4 [Apply protective practices and procedure for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action.](#)
22. CTE.HSMT.B.12.3 [Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment.](#)
23. CTE.HSMT.C.2.4 [Understand the difference between different patient care provider and support roles \(e.g., health care administrator, clinical](#)

## Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)
3. RST.9-10.9 (9th-10th) [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)
4. RST.11-12.9 (11th and 12th) [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

## Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

# Units

## Unit 1: Advanced Patient Care Process

### Description

The goal of this unit is for students to evaluate the current patient care processes they see at their internships and apply their knowledge to develop new medical approaches and constructive critiques that enhance patient care.

### Key Topics/Activities

This unit reviews topics discussed in earlier internship courses, including: the health care team; communicating within the team; the delegation process; and the roles of nurses and health care interns in patient care. Emphasis is on the types of patient care careers in a hospital setting. The students will reflect and synthesize this information with their internship experiences.

## Unit 2: Advanced Infection Control

### Description

The goal of this unit is for students to evaluate the current infection control procedures they see at their internships and apply their knowledge to develop new medical approaches and constructive critiques that enhance infection control at their internship site.

### Key Topics/Activities

The purpose of this unit is to assure that health care interns understand how bloodborne and airborne pathogens can be transmitted in the hospital environment (patient to health care worker, healthcare worker to patient, and patient to patient). Students will apply current scientifically accepted infection prevention and control principles as appropriate for the specific work environment, and assess how the hospital setting they are assigned to for internship placement minimizes opportunities for transmission of pathogens to patients and health care workers. Students use principles of anatomy and physiology to understand chain of infection.

## Unit 3: Advanced Patient Care, Comfort, and Privacy (HIPAA)

### Description

The goal of this unit is for students to evaluate the current patient comfort and privacy practices they see at their internships and apply their knowledge to develop new approaches and constructive critiques that enhance patient comfort and privacy.

### Key Topics/Activities

The focus of this unit is on the provision of care and comfort to promote healing, recovery, and well being. Key elements for study (readings and application) include understanding the patient as a person, and role of comfort, rest, and sleep in patient recovery. Proper methods of communication with patients will be researched and practiced. Students learn about legal and medical requirements related to patient privacy and ethical decision making (including HIPAA). Students link the 4 principles of healthcare ethics (autonomy, justice, beneficence, and nonmaleficence) to their hospital-based internship assignment (e.g. post-surgical ward, maternity, general nursing). Working through internship-specific scenarios, students apply their knowledge of these ethical frames, including confidentiality, legal mandates, and liability.

## Unit 4: Advanced Study in Disorders, Treatments, and Basic Pain Management

### Description

The goal of this unit is for students to evaluate the current medical treatments they see at their internships for a variety of disorders and apply their knowledge by researching and analyzing multiple treatment plans for actual disorders seen in patients at their internships. The emphasis is to develop diagnostic skills by thinking like a medical professional (topics including: signs, symptoms, multiple treatment options, side effects of treatments, and medical "best practices").

### Key Topics/Activities

The focus of this unit is to synthesize and apply concepts regarding biomedical processes and body systems as they relate to patient care. Students will explore diseases in the following medical categories: nervous system disorder, musculoskeletal disorder, cardiovascular disorder, respiratory disorder, immune system disorder, digestive disorder, endocrine disorder, or reproductive system disorder. Common disorders of each category will be discussed as well as common treatments. For alleviating pain, special attention will be given to non-invasive and non-pharmaceutical techniques to provide comfort. Psychological methods for pain management are reviewed.

## Unit 5: Advanced Patient Safety, Transportation, and Positioning

### Description

The goal of this unit is for students to evaluate the current patient safety, transportation, and positioning practices they see at their internships and apply their knowledge to develop new approaches and constructive critiques that enhance these practices.

### Key Topics/Activities

The focus of this unit is on the importance of physical exercise and activity in a patient's recovery in the hospital. Key elements of study through course readings and application include bed rest, range of motion exercises, and ambulation. Proper use of ambulatory and gait assistance devices are reviewed (e.g., canes crutches, walkers, gait belts, etc.). Students in this unit of study will demonstrate knowledge of appropriate patient safety procedures and techniques, including transfer, transportation, and positioning. Special attention will focus on bed migration and repositioning, risks and prevention of injury for health care workers, and aiding nurses in repositioning and transfer (e.g., line management).

## Unit 6: Symposium Unit for Health Careers Internship

### Description

By the end of this unit, students will synthesize course content and internship experience and develop a presentation, poster, skit, or exhibit. This work will be presented at the annual Symposium event. The emphasis is on applying information from multiple sources that highlights the breadth of knowledge gained during the internship in an integrative, comprehensive format. Additionally, by the end of this unit, students will have a deeper understanding of their career interests and will have made plans for entry into their career field (further education, training, worksite applications, etc.).

### Key Topics/Activities

The final unit is on a full synthesis of the internship course content as well as their internship experiences they've had over their entire time at HSHMC. Students will use the case management patient disorder protocol developed in the previous unit and present it to an audience of hospital preceptors and industry representatives.