

Hospital/ Clinical Internship (Grades 10, 11, 12)



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

Pathway: Patient Care

This course is within 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 90 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.

Last Revised: August 14, 2017

Program Information	CTE Certification Elements
<p>Industries/Pathways: Health Science and Medical Technology Industry: Patient Care Pathway K-12 Subjects: Physical / Health Education</p>	<p>Course Level: Concentrator CALPADS Pathway: HLT - 198</p>

<p>Grade Levels:10-12 CSU/UC Approval: Yes Community College Course: No Pathway Sequence(s) That Include This Course: 1. Patient Care Pathway Course Sequence: 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 <i>Hospital/Clinical Internship (10th, 11th, 12th)</i> Realities of Nutrition or Substance Abuse and Public Health CPR Recertification Advanced Pre-nursing Seminar or Advanced Internship</p>	<p>CALPADS Course Title: Hospital/Clinical Internship State Course ID: 7921 Total Hours: 90 Course Length: 1 Semester Local Course Number: PC100 Board Approval: Pending Board Action on 12/7/17 Labor Market Demand: High Course Type: Career-Technical Preparation</p>
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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.1.1 [Know relationship and use of an integrated healthcare delivery system.](#)
2. CTE.HSMT.B.1.2 [Understand the range between prevention, diagnosis, pathology, and treatment procedures.](#)
3. CTE.HSMT.B.2.1 [Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment](#)
4. CTE.HSMT.B.3.1 [Apply mathematical computations related to health care procedures \(metric and household, conversions and measurements\).](#)
5. CTE.HSMT.B.3.2 [Analyze diagrams, charts, graphs, and tables to interpret health care results.](#)
6. CTE.HSMT.B.4.1 [Conduct basic interview to acquire new knowledge \(e.g., medical and family histories\).](#)
7. CTE.HSMT.B.4.4 [Collect and synthesize information or data about the patient's symptoms and vital signs.](#)
8. CTE.HSMT.B.5.1 [Use medical terminology in patient care appropriate to communicate information and observations.](#)
9. CTE.HSMT.B.6.2 [Use active listening skills \(e.g., reflection, restatement, and clarification\) and communication techniques to gather information from the patient.](#)

10. CTE.HSMT.B.6.3 [Formulate appropriate responses to address patient concerns and questions in a positive manner.](#)
11. CTE.HSMT.B.6.6 [Maintain written guidelines of the Health Insurance Portability and Accountability Act \(HIPAA\) in all communications.](#)
12. CTE.HSMT.B.7.1 [Demonstrate observation techniques.](#)
13. CTE.HSMT.B.7.3 [Document the patient findings and report information appropriately.](#)
14. CTE.HSMT.B.7.4 [Plan basic care procedures within the scope of practice to assist with patient comfort.](#)
15. CTE.HSMT.B.8.3 [Demonstrate appropriate transport and transfer methods to accommodate the health status of the patient.](#)
16. CTE.HSMT.B.8.5 [Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.](#)
17. CTE.HSMT.B.9.1 [Know and implement practices to prevent injury and protect health for self and others.](#)
18. CTE.HSMT.B.10.2 [Demonstrate use of facility policies and procedures of infection control while performing patient care.](#)
19. CTE.HSMT.B.10.3 [Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.](#)
20. CTE.HSMT.B.10.4 [Demonstrate the use of appropriate personal protective equipment \(PPE\).](#)
21. CTE.HSMT.B.10.6 [Use various manual and mechanical decontamination and sterilization techniques and procedures.](#)
22. CTE.HSMT.B.10.7 [Document and analyze sanitation and infection control procedures.](#)
23. CTE.HSMT.B.11.3 [Adhere to the health care settings waste management program \(e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials\).](#)
24. CTE.HSMT.B.11.4 [Apply protective practices and procedure for airborne and bloodborne pathogens for equipment and facilities and identify unsafe conditions for corrective action.](#)
25. CTE.HSMT.B.12.2 [Describe the various roles and responsibilities of health care workers as team members in an integrated healthcare delivery system.](#)
26. CTE.HSMT.C.1.1 [Understand the specific roles and responsibilities of health care workers, including the health care administrative role of leadership for individuals and the organization within a variety of health care delivery systems.](#)
27. CTE.HSMT.C.1.6 [Understand the full process of health care delivery \(e.g., from patient illness or injury to recovery\).](#)
28. CTE.HSMT.C.2.3 [Understand the major forms of health care interventions \(e.g., preventive, curative, palliative\).](#)
29. CTE.HSMT.C.5.1 [Understand the alignment of personal and organizational conduct management with ethical and professional standards.](#)
30. CTE.HSMT.D.8.2 [Use appropriate safety equipment.](#)
31. CTE.HSMT.D.8.4 [Demonstrate appropriate inventory control systems \(e.g., distribution, consumption, intentional loss of materials or supplies\).](#)
32. CTE.HSMT.D.8.5 [Demonstrate proper care in handling and storage of sterile and non-sterile items.](#)
33. CTE.HSMT.C.8.3 [Follow security guidelines to protect patient data.](#)
34. CTE.HSMT.C.7.3 [Identify patients accurately using appropriate strategies \(e.g., continual verification\).](#)
35. CTE.HSMT.F.12.1 [Understand the roles of a patient advocate to ensure treatment quality and resources.](#)
36. CTE.BCT.KPAS.6.6 [Maintain a safe and healthful working environment.](#)
37. CTE.HSMT.KPAS.10.1 [Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector.](#)
38. CTE.HTR.KPAS.6.7 [Be informed of laws/acts pertaining to the Occupational Safety and Health Administration \(OSHA\).](#)
39. CTE.T.KPAS.6.3 [Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.](#)

- 40. CTE.HSMT.C.7.2 [Recognize the critical nature of accurate and complete documentation \(e.g., medical allergies, conflicting prescriptions\).](#)
- 41. CTE.HSMT.KPAS.11.1 [Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Health Science and Medical Technology sector program of study.](#)
- 42. CTE.FID.C.5.3 [Use professional respect, courtesy, and demeanor at all times when working with clients and other professionals](#)
- 43. CTE.BF.KPAS.7.7 [Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession](#)
- 44. CTE.AME.D.9.3 [Use personal assessment tools to identify personal and professional strengths and weaknesses.](#)

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: Assisting with the Patient Care Process
<p>Description</p> <p>This is the introductory unit for the Health Careers Internship. Key elements include: the health care team; communicating within the team; the delegation process; and the roles of nurses and health care interns in patient care. Special emphasis is placed on reporting and recording, records handling, and management. Students read and apply concepts at their internship sites. (10th/11th/12th Grade)</p>
<p>Key Topics/Activities</p>

Students interview their assigned hospital preceptor to determine expectations, guidelines, and professional protocols related to their department assignment. These interviews will be used by the student to write a detailed reflection about the requirements for the internship, their goals and plans for success, and next steps to fulfill the academic requirements of the course (e.g., time management, completing readings, study skills, and American Psychological Association (APA) writing requirements for professional writing).

Key concepts and skills will be assessed through demonstration of performance of skills, written and oral examination (multiple choice, short answer, and short constructed essay).

Unit 2: Infection Control in Patient Care

Description

10th Grade:

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. Assigned readings and application accompany this unit. Students use principles of anatomy and physiology to understand chain of infection.

11th/12th Grade(s):

Students will review the 10th grade topics. The instructors will develop increasingly exploratory and challenging activities that inspire deeper thinking skills. Current research and updated “best practices” in the field will be analyzed.

Key Topics/Activities

Students will perform a written analysis of their internship setting, noting the general and specialized risks associated with their department placement (e.g., post-surgical care for Cesarean patients in maternity), identify factors which can enhance or inhibit the spread of pathogens in this environment, and describe the specific procedures used in the setting to prevent the spread of pathogens and among healthcare workers and patients. Students will report on the location-specific steps to follow for post-exposure follow-up, and assess risks as outlined in the Bloodborne Pathogens Needlestick Prevention Act (OSHA). The format of the 1000-1500 word written analysis will follow APA guidelines, including proper use of references and formatting.

Unit 3: Patient Privacy and HIPAA

Description

10th Grade: Students revisit legal and medical requirements related to patient privacy and ethical decision making, which were first introduced in the Introduction to Health Careers course. 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. Assigned readings and application accompany this unit.

11th/12th Grade(s):

Students will review the 10th grade topics. Further exploration of the 4 principles of healthcare ethics will accompany analysis of the internship assignments. Additional readings and applications will facilitate an understanding of the advanced topics related to Patient Privacy and HIPAA.

Key Topics/Activities

Student partners select a current event from the MedPageToday medical ethics newsfeed

(<http://www.medpagetoday.com/PublicHealthPolicy/Ethics/>) to analyze the report using the lenses of the 4 principles of health care ethics. Partners present the written analysis information to the class using an amended Case Management Standards Association protocol (Assessment, Problem/Opportunity, Identification, Planning, Monitoring, Outcomes). This case management protocol will be used throughout the course, and follows guidelines established by the American Psychological Association (APA) for writing style, references, and formatting.

Unit 4: Patient Care and Comfort

Description

10th Grade:

The focus of this unit is on the provision of care and comfort to promote healing, recovery, and wellbeing. Key elements for study (readings and application) include understanding the patient as a person, and role of comfort, rest, and sleep in patient recovery. Technical skills for this unit include bed making (unoccupied), grooming and hygiene assistance, and assisting with nutrition and fluids. A component of this unit includes communication skills when working with patients.

11th/12th Grade(s):

Students will review the 10th grade topics. The emphasis of the 11th/12th grades is to hone specific patient care technical skills (bed making, grooming and hygiene assistance, and assisting with nutrition and fluids. Instructor will facilitate a deeper exploration of communication skills in a healthcare setting (with patients, families, medical staff, support staff, etc.).

Key Topics/Activities

Students will use prepared scenarios to role-play special communication circumstances with patients. These scenarios include a patient who speaks a language other than English, a young patient, and elderly patient, and a patient with an intellectual disability. Students will work in teams as health care worker and patient, then receive feedback from the CTE teacher and peers. Teams will then switch roles and apply recommendations to improve communication. Students will submit written reflections on the exercise and their learning.

Unit 5: Basic Pain Management

Description

10th Grade:

The focus of this unit is on non-invasive and non-pharmaceutical techniques to provide comfort for alleviating pain. Special attention will be given to the use of hot and cold application (including placement and monitoring), the use of warming and cooling blankets, and principles of elevation and positioning for managing pain. Students will complete readings on basic wound care and healing, use of elastic stockings, and other binding and compression garments. Psychological methods for pain management are reviewed.

11th/12th Grade(s):

Students will review the 10th grade topics. The technical skills associated with this unit are further developed and practiced. Psychological pain management methods are discussed in detail. At the instructor's discretion, some pharmaceutical, CAM (complementary and alternative medicine), and integrative medical techniques may be explored. An emphasis on pain prevention is included.

Key Topics/Activities:

Students read and discuss psychological and physical methods for pain management (distraction, active listening, controlled breathing, and relaxation techniques). Students complete a month-long reflective log of their use of one or more of these techniques with patients at their internship site. They complete a research paper based on their practicum application of these principles and techniques (750-1000 words, APA).

Unit 6: Patient Safety, Transportation, and Positioning

Description

10th Grade:

Students in this unit of study will demonstrate knowledge of appropriate patient safety procedures and techniques, including transfer, transportation, and positioning. Key elements for study (reading and application) include: mobility assessment; types of transfers (turn, sit-to-stand, bed-to-gurney); and types of equipment (portable and ceiling-mounted lift devices, friction sheets). 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). Students will draw on academic content learned in Anatomy and Physiology to understand its relationship to body mechanics.

11th/12th Grade(s):

Students will review 10th Grade topics. The technical skills for this unit will be honed. Students will explore in-depth connections between Anatomy and Physiology and body mechanics.

Key Topics/Activities

Students will review 10th grade topics. The technical skills for this unit will be honed. Students will explore in-depth connections between Anatomy and Physiology and body mechanics.

Students will apply principles of patient safety using scenarios (e.g., hemodynamically unstable patient, patient of size, patient identified as a fall risk). Students will present a positioning or transfer case specific to their internship, using an amended Case Management Standards Association protocol (Assessment, Problem/Opportunity, Identification, Planning, Monitoring, Outcomes) introduced in Unit 3. Case management presentations include a written component as well as an oral presentation to peers.

Unit 7: Ambulatory and Gait Assistance

Description:

10th Grade:

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 utilize knowledge gained in Anatomy and Physiology to consider the musculoskeletal and metabolic demands of ambulation with patients in a variety of conditions.

11th/12th Grade(s):

Students will review 10th grade topics. Technical skills from this unit are honed. Updated research on ambulation best practices will be introduced as well as discussion about new ambulatory and gait assistance devices. Students will explore in-depth connections between Anatomy and Physiology and body mechanics.

Key Topics/Activities:

Students are presented with patient scenarios and work in teams to complete a series of range of motion activities and explain the body mechanics involved, including joint flexibility, musculoskeletal and cardiovascular demands, and condition of the patient's operative site. Student teams write a technical report detailing these points, using APA formatting.

Unit 8: Disorders and Their Treatment

Description

10th Grade:

The focus of this unit is to synthesize concepts learned in the Anatomy and Physiology course and to apply this knowledge to understand a patient case they have encountered in their internship placement. They will work with their hospital preceptor to identify a patient case for deeper analysis. Students select a patient for case management review who has a primary disorder in one of these categories: Nervous system disorder, musculoskeletal disorder, cardiovascular disorder, respiratory disorder, immune system disorder, digestive disorder, endocrine disorder, or reproductive system disorder.

11th/12th Grade:

While introduced in the 10th grade, the body systems listed above and a variety of medical conditions will be explored in greater detail. Examples based on real patient case studies will be analyzed with an emphasis on treatment methods. Application of concepts from this unit culminates in students analyzing complicated medical cases (comorbid disorders, psychological aspects of chronic conditions, rare diseases, etc.).

Key Topics/Activities

Students use the amended Case Management Standards Association protocol (Assessment, Problem/Opportunity, Identification, Planning, Monitoring, Outcomes). The presentation must include a detailed explanation of the anatomical and physiological features of the disorder to demonstrate strong foundational knowledge. Case management presentations include a written component as well as an oral presentation to peers.

Unit 9: Symposium Unit for Health Careers Internship

Description

10th/11th/12th Grade(s): The emphasis of the final unit is on a full synthesis of the internship course content. Students will apply course content to their internship experience over the course of the year. These individual or small group projects will be presented in a public forum, with the intended audience being the hospital preceptors and industry representatives. Students should begin working on this early in the semester and will have dedicated time directly before the Symposium event as well.

Key Topics/Activities

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.