



HEALTHCARE SCIENCE

COURSE: 25.525 General Medicine

UNIT: 11.1 Clinical Practicum – Part 1



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

This unit will provide information on setting up a practicum for students to rotate to healthcare facilities and apply knowledge and skills consistent with the individual facility's policies and procedures within the specified scope of practice. The General Medicine course accommodates students with varying interests in healthcare and also contains the skills standards for students who have successfully completed Nursing Essentials and become Certified Nursing Assistants gain the advanced skills for Patient Care Technician. Students who have successfully completed classroom and laboratory requirements to the teachers' satisfaction may have the opportunity for this experience. It is expected that students have consistently demonstrated the employability qualities that potential employers would expect to be present for students who are allowed to come to their facilities for training; in some school settings it may be very difficult to provide this. Where there is limited to no feasible access to inpatient facilities, teachers may need to be creative in providing for students to have this opportunity and the actual practicum hours at a facility may need to be supplemented with planned experiences or special projects at alternative sites such as clinics, physicians' offices, day care centers, assisted living facilities, school based clinics, etc.

Grade(s):

☐	9 th
☐	10 th
☒	11 th
☒	12 th

Time: Recommended practicum hours is 40, however, limited access to facilities may require creativity for students

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

HS-TGM-2. Students will demonstrate professional demeanor at all times, both in the classroom and within the healthcare facilities.

- a. Understand and demonstrate dependability as it relates to being present, on time, and ready to participate.
- b. Understand and demonstrate compassion as it relates to being sensitive to the needs of patients and co-workers.
- c. Understand and demonstrate flexibility as it relates to their willingness to adapt to changes, accept added responsibility, and be a team player.
- d. Understand and demonstrate honesty as it relates to willingness to admit mistakes, to get help when unsure of a procedure, and to act in the interest of client safety.
- e. Understand and demonstrate integrity as it relates to client privacy and client confidentiality.
- f. Understand and demonstrate the importance of personal appearance to include appropriate dress code, good personal hygiene, and professional demeanor.
- g. Understand and demonstrate the importance of good organizational skills.
- h. Understand and demonstrate excellent time management skills including completion of assignments.

HS-TGM-4. Students will demonstrate an understanding of professional ethics and legal responsibilities.

- a. Demonstrate techniques for maintaining confidentiality and privacy to include HIPAA regulations.

HS-TGM-5. Students will understand the importance of and demonstrate data collection as it relates to the goals, objectives, and implementation of the treatment plan according to their scope of practice.

- a. Observe, record, and report client behavior.
- b. Assist treatment team in observing, reporting, and recording client healthcare needs, strengths, and problems.

- c. Follow policies and protocols of the facility.
- d. Understand and demonstrate all necessary interventions of the patient treatment plan as it relates to their scope of practice.
- e. Examine and demonstrate the importance of client collaboration and acceptance in identifying and implementing appropriate interventions in the treatment plan.
- f. Assist in identifying potential educational needs.

HS-TGM-6. Students will understand and apply infection control guidelines including techniques for maintaining isolation.

- a. Demonstrate understanding of and practice standard precautions.
- b. Demonstrate understanding of isolation techniques

HS-TGM-9. Students will acquire skills according to career interest and apply those skills in a clinical setting for a minimum of 40 hours.

- a. Demonstrate understanding of knowledge and skills for career focus.
- b. Perform objectives and complete assigned tasks in assigned clinical area according to facility standards according to their scope of practice.

GPS Academic Standards:

SCSh3. Students will identify and investigate problems scientifically.

SCSh4. Students use tools and instruments for observing, measuring and manipulating scientific equipment and materials.

SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

An important aspect of student learning is the opportunity to apply the knowledge and skills to work-based learning. Participation in a practicum must be earned by students successfully completing course requirements to the teacher's satisfaction. Students must behave professionally at all times both prior to and during any clinical practicum experience. Students must work to the satisfaction of the training site.

Students must understand that the availability of training sites may be limited for some school systems and students will be matched as closely as possible to training sites consistent with their career goals.

Essential Questions:

- Is the student demonstrating the behaviors, knowledge, and skills expected by the teacher and according to facility standards to participate in a clinical practicum?
- Is the student demonstrating growth in professionalism, knowledge and skills while at the healthcare agency site?

Knowledge from this Unit:

- How to work as a team member in a healthcare related setting.
- How to apply skills within their scope of practice in a healthcare related setting.
- How to communicate effectively with staff, patients, clients, and other in a healthcare related setting.
- How to protect client, patient confidentiality based on HIPAA guidelines.
- How to practice employability skills.

Skills from this Unit:

- Communicate
- Apply technical skills
- Follow directions of supervisor
- Communicate effectively with staff, patients, clients and others
- Ask appropriate questions at appropriate times and in the appropriate setting
- Demonstrate adherence to HIPAA guidelines for confidentiality
- Adheres to dress code
- Demonstrate good attendance and punctuality
- Demonstrate respect for authority
- Accepts constructive criticism



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
- ☐ Quizzes/Tests

- ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☒ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☒ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

- Evaluation for Clinical Interns
- Master Skills Checklist-Rhonda Dunn, Clinical Learning Log-Rhonda Dunn, Employability Log
- Student Standards-Based Evaluation

Assessment(s) Description/Directions:

Clinical performance is evaluated before students start the clinical practicum, during the practicum and at the end of the practicum.

Attachments for Assessment(s): Please list.

Master Skills Checklist-Rhonda Dunn, Evaluation for Clinical Interns-Rhonda Dunn, Clinical Learning Log-Rhonda Dunn, Employability Log, Student Standards-Based Evaluation



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

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SCSh3. Students will identify and investigate problems scientifically.

SCHSh4. Students use tools and instruments for observing, measuring and manipulating scientific equipment and materials.

SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.

2. Review Essential Questions.

- Is the student demonstrating the behaviors, knowledge, and skills expected by the teacher and according to facility standards to participate in a clinical practicum?
- Is the student demonstrating growth in professionalism, knowledge and skills while at the healthcare agency site?

3. Review Unit Vocabulary.

4. Assessment Activity. Practicum will be individualized based on training sites used. Forms attached may be used for evaluating and students at the site. Refer to the Career Related Education Manual at the DOE website <http://www.ctaern.org/wbl/manual/default.asp?SysId=601&PLD=11&profile=11> for additional guidelines and documents.

Develop tasks lists for what students will be doing during the practicum. This can help guide the amount of “hands-on” experience the students’ gains.

5. Learning goals should be established by the instructor.

6. It is good to have a dress rehearsal prior to students going to clinical , teacher should develop a dress code for students based on facility and school requirements then develop a rubric to use for grading.

Attachments for Learning Experiences: Please list.

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

<http://www.ctaen.org/wbl/manual/default.asp?SysId=601&PLD=11&profile=11>

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

Clinical Rotations by Lois Thomson. Delmar. ISBN 0-8273-6290-0 Sample Textbook that may be helpful in planning Practicum

What 21st Century Technology was used in this unit:

☐	Slide Show Software	☐	Graphing Software	☐	Audio File(s)
☐	Interactive Whiteboard	☐	Calculator	☐	Graphic Organizer
☐	Student Response System	☐	Desktop Publishing	☐	Image File(s)
☐	Web Design Software	☐	Blog	☐	Video
☐	Animation Software	☐	Wiki	☐	Electronic Game or Puzzle Maker
☐	Email	☐	Website		