

# Public Health Practicum

<b>Primary Career Cluster:</b>	Health Science
<b>Program Manager:</b>	Sloan Hudson, (615) 532-2839, <a href="mailto:sloan.hudson@tn.gov">sloan.hudson@tn.gov</a>
<b>Course Code(s):</b>	6184
<b>Prerequisite(s):</b>	<i>Health Science Education (5998), Behavioral and Community Health (6130), and Global Health and Epidemiology (6132)</i>
<b>Credit:</b>	1
<b>Grade Level:</b>	11, 12
<b>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>Programs of Study and Sequence:</b>	This is the capstone course in the <i>Public Health</i> program of study.
<b>Aligned Student Organization(s):</b>	HOSA: <a href="http://www.tennesseehosa.org">http://www.tennesseehosa.org</a> Pamela Sieffert, (615) 532-6270, <a href="mailto:Pamela.Sieffert@tn.gov">Pamela.Sieffert@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="https://www.tn.gov/education/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/career-and-technical-education/work-based-learning.html</a>
<b>Available Student Industry Certifications:</b>	None
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
<b>Teacher Endorsement(s):</b>	577, 720, 722
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_resource_health_science.pdf">https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_resource_health_science.pdf</a>

## Course Description

*Public Health Practicum* is a capstone course in the *Public Health* program of study that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the

*Public Health* program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

## Work-Based Learning Framework

Internship standards outlined below may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, 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/career-and-technical-education/work-based-learning.html>. The Tennessee Department of Education 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.

## Program of Study Application

This is the capstone course in *Public Health* program of study, providing an opportunity for an internship experience. 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/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:

- 1) 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
- d. Personal and social skills

### **Employment Research and Preparation**

- 2) Research and select an organization for a work-based learning project in a public health area of choice. Cite specific textual evidence from the organization's literature, as well as independent news articles to summarize:
  - a. The mission and history of the organization
  - b. Headquarters and organizational structure
  - c. Products or services provided
  - d. Credentials required for employment and how they are obtained and maintained
  - e. Policies and procedures
  - f. Reports, newsletters, and other documents published by the organization
  - g. Website and contact information
- 3) Research and examine the roles public health organizations play in emergency response. Interview employees at a local public health organization to determine how their facility and employees are trained to respond in emergencies such as: disease outbreaks, natural disasters, and acts of terrorism. Create a visual product that would educate new employees at this organization on what emergency training/certifications must be completed, what their role would be in the above-mentioned emergencies, and how their organization coordinates with additional organizations during emergency response.
- 4) Search for the resumes of public health professionals retrieved from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of public health professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
- 5) Conduct a job search and simulate the experience by researching local employment options. In preparation for a future career in public health, complete an authentic job application form and compose a cover letter following guidelines specified in the vacancy announcement.
- 6) Participate in a mock interview. Prior to the interview, prepare a paper that includes the following: tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.

### **Professionalism and Ethics**

- 7) Collaboratively, develop a professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:

- a. Attendance/punctuality
  - b. Professional dress and behavior
  - c. Positive attitude
  - d. Collaboration
  - e. Honesty
  - f. Respect
  - g. Responsibility
  - h. Appropriate technology use
- 8) Select and research a professional organization in a public health area of choice. Cite specific textual evidence from the organization and news articles to summarize:
- a. The mission of the organization
  - b. Benefits of belonging to the organization
  - c. Credentials provided and how they are obtained and maintained
  - d. Journals, newsletters, and other documents and reports it publishes
  - e. Educational opportunities provided
  - f. Conferences held
  - g. Membership costs, levels, student memberships
  - h. Website, contact information
- 9) Collect Codes of Ethics from various public health related professional organizations such as: the American Public Health Association, the National Environmental Health Association, and the Society for Public Health Education to examine areas of commonality. Participate in a class discussion on the significance of including specific standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics.

### **Transferring Course Concepts to Practicum**

- 10) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based project. Create a plan to demonstrate skills outlined in previous courses.
- 11) Identify a problem faced by a local public health organization to define a project proposal. Incorporate organization interviews into the research, as well as public health concepts from the prior three courses. Prepare a written project proposal including the problem definition; justification for why the problem is important to solve; design statement; criteria; constraints; information obtained through research; and deliverables.
- 12) Create and continually update a personal journal to document skills learned during the practicum and draw connections between the experience and previous course content by reflecting on:
- a. Tasks accomplished and activities implemented
  - b. Positive and negative aspects of the experience
  - c. How challenges were addressed
  - d. Team participation in a learning environment
  - e. Comparisons and contrasts between classroom and work environments
  - f. Interactions with colleagues and supervisors

- g. Personal career development
- h. Personal satisfaction

## Portfolio

- 13) Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of steps of the scientific inquiry or the engineering design process (depending on the nature of the work-based learning project). The following documents will reside in the career portfolio:
- a. Personal code of ethics
  - b. Career and professional development plan
  - c. Resume or Curriculum Vitae
  - d. List of responsibilities undertaken through the course
  - e. Examples of visual materials developed and used during the course (such as graphics, drawings, models, presentation slides, videos, and demonstrations)
  - f. Description of technology used, with examples if appropriate
  - g. Periodic journal entries reflecting on tasks and activities
  - h. Feedback from instructor and/or supervisor based on observations

## Communication of Project Results

- 14) Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience.

## 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.