



Health Services Administration Practicum

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12H38
Prerequisite(s):	Completion of the first three courses in the <i>Healthcare Services Administration</i> program of study
Credit:	1
Grade Level:	11-12
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Health Services Administration</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is a capstone course in the <i>Health Services Administration</i> program of study.
Aligned Student Organization(s):	FBLA: http://www.fblatn.org HOSA: http://www.tennesseehosa.org
Promoted Tennessee Student Industry Credentials:	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 https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 031, 032, 034, 037, 039, 041, 052, 054, 055, 056, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 432, 433, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st 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, Fall Leadership Camps, Regional and State Leadership Conferences to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech.
- Participate in HOSA career competitive events that highlight career development, including Health Career Display, interviewing skills, job seeking skills, and prepared speaking.
- Participate in HOSA competitive events that highlight leadership development such as Outstanding HOSA Leader, Research Poster, Extemporaneous Writing, Organizational Leadership, and Researched Persuasive Writing and Speaking.
- Participate in HOSA competitive events such as Medical Terminology, Medical Spelling, Health Education, Healthcare Issues Exam, and HOSA Bowl.
- Participate in FBLA competitive events such as Client Service, Coding and Programming, Database Design and Applications, Digital Citizenship, Healthcare Administration, Network Design, Spreadsheet Applications, and Word Processing.

For more ideas and information, visit Tennessee HOSA at <http://www.tennesseehosa.org> and Tennessee FBLA at <https://www.fblatn.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 for students to develop mastery of course standards. Internship required for credential or entry into occupation and interview process.
- **Standards 2.1–2.3** | On-the-job training at a local healthcare facility or business for students to develop mastery of professional standards, ethical and legal challenges, and Codes of Ethics associated with health services administration settings.
- **Standards 5.1–5.2** | On-the-job training at a healthcare facility or business to develop students' mastery of public health issues, as well as professional standards and tasks.
- **Standards 6.1–7.1** | On-the-job training at a healthcare facility or business to develop students' career portfolios, including their career and professional development plans, resumes, instructor and supervisor feedback, etc.

Course Description

Health Services Administration Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Health Services Administration courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures or continue their study at the postsecondary level.

Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (e.g., 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/content/dam/tn/education/ccte/wbl/wbl_policy_guide.pdf. 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.

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: Create a **Personalized Learning Plan** that identifies **student 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 (i.e., 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, Ethics, and 21st Century Skills

- 2.1 Health Services Administration Areas: Identify areas of health services administration (e.g., **medical office, hospital administration, dental office**, etc.) and distinguish differences in the professional setting in each environment. Compare and contrast the differences in **training and development** offered for employees of each health services administration setting identified.
- 2.2 Legal and Ethical Challenges: Reflect on potential ethical and legal challenges associated with different types of health services administration settings. Examine a variety of perspectives surrounding the issue(s) then develop an original analysis explaining the impact of the issue on those involved, using persuasive language, and citing evidence from the research. Potential issues may include security of **transferred healthcare records, implementation of advance directives, patient privacy and data usage concerns**, and safety of employees and consumers.
- 2.3 Code of Ethics: 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. Synthesize principles from the codes investigated to create a personal code of ethics.

3. Health Information Policies and Practices

- 3.1 Information Access: 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.
- 3.2 Online Communication and Information: Access and manage online communication and information (e.g., **electronic medical records**), and 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**.
- 3.3 Technology in Healthcare: Research and develop skills in the appropriate use of technology in the healthcare administration services 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.

4. Health Services Policies and Practices

- 4.1 Safety Guidelines: 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 (i.e., 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.
- 4.2 Organizational Culture: 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.
- 4.3 Integrity: **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.
- 4.4 Communication: Articulate ideas effectively in **written personal communications** with supervisors, coworkers, and customers using appropriate medical terminology and revising as necessary. 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.
- 4.5 Efficiency with Tasks: **Complete tasks as directed** with supervision, knowing when to **ask questions or request guidance**, and **work effectively** as a team member. Exhibit **resourcefulness and initiative** in taking on new tasks and solving problems independently as appropriate to the workplace setting. Demonstrate understanding of one's own impact and build on different perspectives to strengthen joint efforts. Demonstrate **self-efficacy and confidence** in one's ability to succeed in specific situations. Demonstrate leadership where appropriate to collaborate on workplace tasks.

5. Transferring Course Concepts to Practicum

- 5.1 Organization Research: **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:
- the mission and history of the organization;
 - 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; and
- g. website and contact information.

5.2 Time and Project Management: Manage time and projects effectively by (a) **setting goals**; (b) developing and using a **system for prioritizing, planning, and managing daily work**; (c) **persisting** in the face of challenges; and (d) **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.

6. Portfolio

6.1 Portfolio: 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 entrepreneurial or business acquisition process. The following documents will reside in the student's portfolio:

- a. career and professional development plan;
- b. resume;
- c. list of responsibilities undertaken through the course;
- d. examples of health services administration experience, and supporting materials developed and used during the course;
- e. sources of support, including mentors, financial, in-kind, and other;
- f. description of technology used, with examples if appropriate;
- g. periodic journal entries reflecting on tasks and activities; and
- h. feedback from instructor and/or supervisor based on observations.

7. Communication of Project Results

7.1 Project Results: Upon completion of the practicum, develop a technology-enhanced **presentation** showcasing **highlights, challenges, and lessons learned** from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as sample survey results, excerpts from the business plan or market data on the target users. Prepare the presentation in a format that could be presented to both a business and a lay audience. Seek opportunities to submit presentation to local or national contests, career and technical student organization (CTSO) competitive events, or other opportunities to increase the potential for success of the business idea.

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.