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 *Healthcare Services Administration* 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 *Health Services Administration* 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 *Health Services Administration* program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_policy_guide.pdf.
Available Student Industry Certifications:	None
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/content/dam/tn/education/ccte/cte/cte_resource_health_science.pdf

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 (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/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.

Program of Study Application

This is the capstone course in the *Health Services Administration* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the please visit the Business Management & Administration, Marketing, and Finance career cluster websites available at https://www.tn.gov/education/career-and-technical-education/career-clusters.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:

Course Standards

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

Professionalism, Ethics and 21st Century Skills

2) Identify areas of health services administration (such as medical office, hospital administration, dental office, etc.) and distinguish differences in the professional setting in each environment. Investigate 21st Century/soft skills necessary for employment in any health services administration setting and create a graphic of these skills to include an in depth description of each. Compare and contrast the differences in training and development offered for employees of each health services administration setting identified.

3) 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.

4) 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.

Health Information Policies and Practices

5) 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.

6) Access and manage online communication and information, such as electronic medical records, 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.

7) 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.

Health Services Policies and Practices

8) 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 (such as 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.

9) 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.

10) 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. Identify an actual or potential work site ethical issue and construct an argumentative essay outlining how to the issue should be resolved, including claims and counterclaims with relevant data to support conclusions.

11) 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.

12) 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.

Transferring Course Concepts to Practicum

13) 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

14) 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.

Portfolio

15) 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

    h.   Feedback from instructor and/or supervisor based on observations

Communication of Project Results

16) 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.