

Implementation Date
Fall 2008

PROGRAM CONCENTRATION: Healthcare Science
CAREER PATHWAY: Therapeutic Services Nursing
COURSE TITLE: Therapeutic Services Nursing Internship

PREREQUISITES: Introduction to Healthcare Science, Applications of Therapeutic Services, Nursing Essentials

This internship focuses on the applications of Nursing Essentials skills and technology. Recommended course length is 150 hours with content focus as delineated in the internship performance standards. A minimum of 90 clinical application hours is required. The additional 60 internship hours may be utilized in the class, lab, or clinic settings.

SAFETY AND SECURITY

HS-TSNI-1. Students will understand and apply principles of safety and security in a healthcare setting.

- a. Identify unsafe working conditions and identify how to maintain a safe work environment and prevent accidents.
- b. Demonstrate methods of fire prevention including location of extinguishers and alarms.
- c. Demonstrate appropriate action when observing a hazardous materials problem.
- d. Differentiate between infectious diseases and noninfectious diseases and demonstrate the use of standard precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration.
- e. Demonstrate strategies for staying healthy and disability prevention to include body ergonomics and the development of a stress control plan.
- f. Identify and maintain security procedures as designated by each healthcare clinic, facility, office, and/or system utilized.

ACADEMIC STANDARDS:

SCSh2. Students will use standard safety practices for all classroom laboratory and workplace investigations.

INTERPERSONAL

HS-TSNI-2. Students will apply principles of communication and customer service in all healthcare settings utilized.

- a. Demonstrate the ability to communicate with courtesy, empathy, tact, and emotional control with clients, visitors, and other staff members while demonstrating respect for cultural, social, and ethnic diversity in all professional environments utilized for internship.
- b. Demonstrate correct use of the telephone, fax, intercom, pager, and other office

Implementation Date
Fall 2008

- equipment while maintaining confidentiality.
- c. Demonstrate appropriate etiquette when receiving telephone calls, emails, faxes, or memos, and/or dealing with complaints.

INFORMATION PROCESSING

HS-TSNI-3. Students will interpret and process pertinent medical and non-medical information.

- a. Demonstrate basic math skills including, but not limited to: interpreting and recording data on graphs, charts, and tables; demonstrating conversions between Roman and Arabic numerals and US Standard time (Greenwich Mean Time) and Military time (24 hour clock); and applying conversion constants between metric and avoirdupois systems and within each system.
- b. Demonstrate methods used to determine pertinent criteria including problem and resource identification in a given situation.
- c. Demonstrate problem-solving techniques.
- d. Demonstrate prioritization and decision-making skills including identification of medical conditions or situations, which would take priority over others.

ACADEMIC STANDARDS:

MM2P1. Students will solve problems (using appropriate technology)

MM2P4. Students will make connections among mathematical ideas and to other disciplines.

ELA9RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA10W1(a). Establishes a clear, distinctive perspective and maintains a consistent tone and focus throughout.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

OCCUPATION SPECIFIC

HS-TSNI-4. Students will acquire nursing essential skills and apply in a clinical setting for a minimum of 40 hours.

- a. Demonstrate understanding of knowledge and skills for career focus.
- b. Apply the employability skills required for proficiency as a nursing assistant.
- c. Demonstrate behavior which maintains residents'/patients' rights and practice resident/patient/client privacy according to OBRA and HIPAA guidelines.
- d. Communicate effectively with residents/patients/clients, healthcare team members, and resident/patient/client family or visitors using appropriate customer service skills.

Implementation Date
Fall 2008

- e. Demonstrate appropriate behaviors meeting mental health and social service needs of resident/patient/client.
- f. Analyze the organizational structure of the nursing facility.
- g. Apply the legal and ethical principles of providing care and fulfilling job responsibilities for competent and incompetent residents/patients/clients.
- h. Practice safety measures in providing resident/patient/client care.
- i. Describe and demonstrate infection control practices.
- j. Explain the role and responsibility of individual members of the healthcare team; interact effectively and sensitively with all team members in promoting the delivery of quality healthcare.
- k. Use information on the resident/patient/client care plan to assist with Activities of Daily Living (ADL's) skills while promoting the residents'/patients'/clients' independence.
- l. Perform basic nursing skills within the scope of practice for a nursing assistant while maintaining resident/patient/client rights.
- m. Perform all beginning and ending procedures (i.e. wash your hands, gather equipment, identify client, provide for privacy, etc...) with all resident/patient/client care.
- n. Demonstrate nursing assistant skills which incorporate the principles of restorative nursing.
- o. Analyze and demonstrate (may simulate as necessary) nursing assistant skills which may be performed in an acute care setting.
- p. Analyze the role of the nursing assistant in a home health setting.
- q. Perform objectives and complete assigned tasks in assigned clinical area according to facility standards according to their scope of practice.
- r. Apply basic patient care skills in a clinical setting based on their scope of practice.

ACADEMIC STANDARDS:

ELA10W1(d). Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.

ELA11C1(a). Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.

ELA11LSV2(c). Responds to questions with appropriate information.

ELA11LSV(g). Gives reasons in support of opinions expressed.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

Implementation Date
Fall 2008

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

Implementation Date
Fall 2008

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.