



Critical Access Hospital Rural High School Student Internship Program

Program Administration Manual



Renee Erlandsen
Montana OPI Health Science Specialist
rerlandsen@mt.gov

Contents

Adding Health Professions to Your CTE Program.....	3
Getting Started.....	4
How to Establish a Partnership	
Determining the Roles of both Parties	
What is Involved in the Internship	
Hospital Staff Training.....	5
Orientation.....	6
Student Orientation	
Parental Involvement	
Teacher Endorsement	
Curriculum & Rotations.....	7
Timeline.....	8



Attachment A (sample department objectives.....	9-10
Attachment B (sample student orientation).....	11
Attachment C (sample medical journal).....	12
Attachment D (sample high school marketing flyer).....	13
Attachment E (sample student application).....	14
Attachment F (sample affiliation agreement).....	15-16

“The greatest benefit of this program is that students see all areas of the health field. It gives students that are interested in the health field many more options for them to explore. This plays to their strengths...Take the leap, it is worth it. The logistics can be challenging, but the rewards are much greater.”

Kevin Kenelty, Principal, Ronan HS

Adding Health Professions to your Career & Technical Education Program!

High School-Hospital Partnerships: The Newest Health Science Program

The high school agrees to have a teacher liaison (usually a science teacher), that supervises the student internship and does the grading of journals and other coursework. The students must be taking Anatomy & Physiology concurrently with the job shadow or previously had A & P. The hospital arranges for a yearlong job shadow for 6 to 10 students (generally juniors or seniors) and can be done as a single class period or block schedule. A hospital employee may be the teacher of record after applying for a Class 4B Health Science Endorsement. This allows the schools to award CTE credit to the students for their time in the medical facility.

(High schools with this model: Billings School District, Polson, Powell Co, and Ronan)

If your school currently does not have a Health Science program, you can still assist students that have expressed an interest in a healthcare career.



Getting Started

“Our biggest challenge has been school engagement. I think more curriculum planning with the school would be beneficial so the classroom elements complement the internship rotations... A marketing and recruitment plan would be great as well.”

Sarah Teaff, Chief Operating Officer, St. Luke Community Healthcare

“I think the most important thing if another facility was going to start the program is to have 1 point of contact between the High School and the Facility. When too many people are involved, it gets quite messy.”

Andrew Dreesen, Clinic & Quality Director, Deer Lodge Medical Center

HOW TO ESTABLISH A PARTNERHSHIP

All good partnerships start with a relationship! Generally, the CEO or HR Director at the local hospital/medical center contacts the Superintendent and/or Principal of their local high school to determine mutual interest. All school contact information is located at: <https://apps.opi.mt.gov/SchoolDirectory/> when this page opens, select the county where you are located and search for the high school information. If you are a high school administrator looking for hospital contact information, it is best to go to the hospital/medical center website and use the “Contact Us” button, or call the phone number listed for the hospital. Ask for the HR Director or CEO. In small communities, you may have established a relationship with your partner through local events or civic groups. Both parties should schedule a meeting to discuss whether both facilities can commit their responsibilities as outlined below.

DETERMINING THE ROLES OF BOTH PARTIES

Hospitals/Medical Facilities will need to have ONE point of contact on site that will check in students, make sure students know how to get to their rotations, keep medical/confidentiality/guardian agreement forms, etc.

High Schools need to know that it is important for students to have taken, or be concurrently enrolled in Anatomy & Physiology if they are to seriously consider working in healthcare. The science teacher could be your ONE point of contact at the high school, but schools can assign a worksite coordinator/other staff person. This teacher’s role will be to have at least one class period a week to check in with students, grade journals, and grade any research or “Healthcare Essentials” tests. This will be explained under Curriculum.

WHAT IS INVOLVED IN THE INTERSHIP?

Internship lengths vary across the state. Some schools schedule one class period per day or 2 class periods a day, depending on the high school’s schedule and location in relation to the hospital. Some schools schedule semester programs with different students enrolled each semester; others enroll one group of students for 2 consecutive semesters. Typically, schools choose to have students leave school during the first or last period of the day.

The Internship is a credit-bearing course for high school students. Only juniors and seniors are accepted and there are other requirements for acceptance.

Hospital Staff Training

Orientation of Hospital Staff

This will take more than one meeting with lead staff in each department. Informal discussions with staff are CRITICAL to smooth implementation. Medical professionals may feel this would take too much time away from their work, or they may not be comfortable in the role of teacher. Once the staff understands the details of selecting and training students, you may choose to hold your own orientation or you can invite the OPI Health Science Education Specialist to assist with this task (contact information on second page of this document).

Whether you decide to do the orientation on your own or with assistance, having learning objectives from each department rotation helps the staff to think through the steps they take everyday in their professions.

A key component of the training is establishing how onsite content can complement curriculum. Professionals attending the orientation are invited to view some of the Montana secondary health science standards written on cards and displayed on a table. Posters for each department are around the room on which are written learner outcomes. Professionals are challenged to work together to decide in which department each card (standard) can be taught/reinforced.

Professionals are assisted in creating objectives for each of their departments. Deer Lodge Medical Center has graciously shared their learner outcomes in Attachment A.

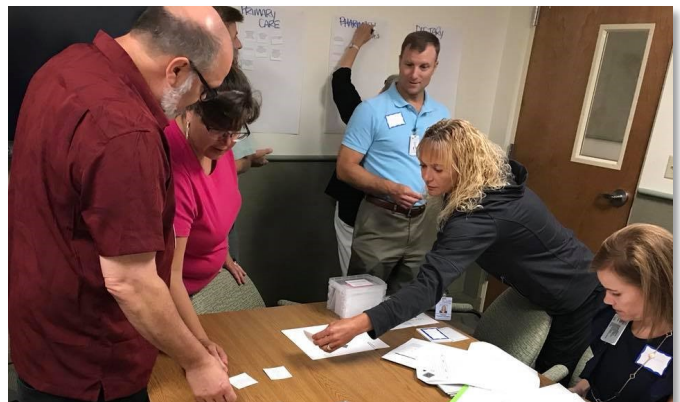
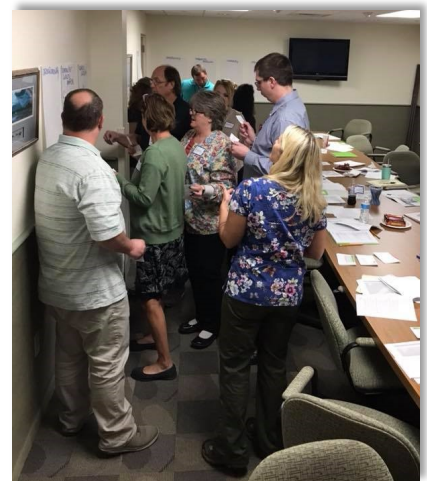
Here is a SAMPLE Agenda for staff training at St. Luke Community Healthcare:

Saint Luke Community Healthcare-Ronan High School Health Science Internship Program/Staff Training AGENDA Aug. 7, 2018

Background of Healthcare Pipeline programs in Montana Public Schools
Area Health Education Center Exploration Programs
Specifics about the Pilot Internship Program

What is involved in the Internship?

1. Prior Student Learning (A & P, HOSA, REACH, etc.)
2. Orientation (hospital or high school- HIPAA, Policies, etc.)
3. Credit-bearing course
 - Student Journals (review)
 - Job Shadowing/asking questions
 - Research
 - Healthcare Essentials Modules (high school)
 - Evaluations (for students and staff)
 - Dual credit course in Medical Terminology (high school)
3. Departmental Objectives
4. National Health Science Foundation Standards overview
5. LEAD Curriculum Review
6. Program Expectations
 - Dress code
 - Behavior
 - Attendance
 - Preparation
 - What to do in the case of misconduct
 - Positive Reinforcement
7. Participant Evaluation



Orientation

Student Orientation

Student Orientation occurs during the first two weeks of the Internship and is taught at the medical facility. Most facilities have specific policies for their organization as well employee (volunteer) handbooks. HIPAA regulations/training is part of the orientation to ensure that every student understands the critical nature of patient confidentiality. The high school teacher assigned to these students should attend this training. (You can find a sample Orientation schedule from St. Luke Community Healthcare in Attachment B)

At the high school, the teacher assigned to grading internship students can make sure the students have a copy of, and understand, their schedules, dress code, and makes sure all paperwork is signed and submitted. The high school will be responsible for assembling notebooks (or laptop files) for Medical Journaling. The high school teacher reviews what is expected for the Journals. Determine if grammar and punctuation will be graded, or depth of content. This is also an opportunity to check in with students so they understand they are allowed to discuss observations/concerns with the teacher. If you will be using the “Healthcare Essential Modules”, make sure all students have computer and internet availability. If you will be offering an online Medical Terminology course, you will need to check on computer and internet requirements for that course as well.

Parental Involvement

When possible, invite parents and students for a meeting at the hospital before the internship begins to explain to parents what will be expected of their students regarding dress code, behavior, when to call in sick or for excused absence, etc. Most parents do not understand the importance of patient confidentiality and this is a good time to explain that the students are not allowed to discuss the nature of any patient information with their parents. Students are not allowed to have their cell phones during the rotation, so parents should be given an alternative contact at the hospital if they need to reach their student.

Office of Public Instruction Teacher Endorsement

For students to receive high school Career and Technical Education (CTE) credit, one instructor at either the high school or the hospital must have a Class 4 Health Science Endorsement.

The Office of Public Instruction “Learning Hub” offers a FREE course for secondary science or health enhancement teachers that are interested in teaching health science. The course, “Understanding Healthcare: An Introduction to Teaching Health Science” is offered in the summer as a two-week online course. Teachers will understand the foundation standards for this program as well as have the opportunity to construct a semester’s worth of material. Teachers are required to have taken some kind of Anatomy/Human Biology course in college. Official transcripts are needed for the application process. If you are a medical professional seeking a Class 4B Health Science Endorsement, please follow the link below to the OPI Educator web page. Requirements and online applications are provided here: <http://opi.mt.gov/Class4CandTTL>.

“The staff always looks forward to another year starting. They love to have the energy of the youth in the facility. Teaching is how we learn, so we always take advantage of the opportunity.”

Shelley Quinn, Executive Assistant, Providence St. Joseph Medical Center

Curriculum & Rotations

Curriculum

National Health Science Standards (some standards may be covered during rotations, while others should be part of the A & P curriculum)

“**Healthcare Essentials**” is an online collection of five modules that address foundational skills students will need to make a smoother transition to postsecondary health professions programs. (WEBSITE [HERE](#))

The student **Rotation Medical Journal** is something you may wish to employ. The Medical Journal information found in Attachment C was provided by Billing Career Center.

Specific Rotation Packets include: Objectives; Student Questionnaire Answer Key; Student Questionnaire; Student and Staff Evaluation sheets are available for the following departments.

You can use either the Medical rotation journal OR the specific rotation packets in Additional activities/ materials for health science lesson activities can be accessed at: (GOOGLE DOC)

Possible Rotations

- a. Biomedical Engineering
- b. Bone Marrow Transplant
- c. Clinical Laboratory Services 1-Microbiology 2-Client Services and Specimen Processing 3-Transfusion Services 4-Chemistry 5-Hematology
- d. Dental Services
- e. Diagnostic Imaging Services 1-Radiology 2-Nuclear Medicine 3-Ultrasound
- f. Emergency Room
- g. Environmental Services
- h. Health Information Management Services
- i. Human Resources Specialty
- j. Intensive Care Unit
- k. Medical Office
- l. Neurodiagnostic (EEG) Laboratory Services
- m. Non-Invasive Cardiology
- n. Nursing Services; Long Term Care
- o. Nutrition Support Services
- p. Outpatient Surgery Specialty
- q. Pharmaceutical Services 1. Hospital based pharmacy 2. Retail pharmacy
- r. Plant Operations
- s. Post-Anesthesia Care Unit
- t. Rehabilitation Services: Physical Therapy; Occupational Therapy; Speech and Language Pathology; Audiology
- u. Respiratory Therapy
- v. Veterinary Care
- w. Volunteer Services

Timeline

MONTH	ACTIVITIES
JANUARY	<p>Suggestions:</p> <ul style="list-style-type: none"> • Initiate discussion with hospital partner • Determine logistics • Solicit for community partners
FEBRUARY	<p>Suggestions:</p> <ul style="list-style-type: none"> • Recruit instructor/school point person • Share concept with school board and community • Allocate funds for fall pilot
MARCH-MAY	<p>Suggestions:</p> <ul style="list-style-type: none"> • Recruit students & collect applications • Discuss affiliation agreement • Host hospital staff training
AUGUST	<p>Suggestions:</p> <ul style="list-style-type: none"> • Host Parent Orientation/Open House • Host Student Orientation • Order supplies
SEPTEMBER-MAY	<p>Suggestions:</p> <ul style="list-style-type: none"> • PR: document participation • Reinforce performance/evaluation • Plan “graduation” • Recruit for following year
FOLLOW-UP/EVALUATION	

“This internship program, in collaboration with our hospital (DLMC), has been a tremendously successful opportunity for our students. The core purpose was and continues to be a career exploration: I like to call it Engagement through Relevance; providing a sequence of courses that lead beyond high school; external experiences that provide students with real-world understanding of career areas through internships or problem-based learning experiences; and an opportunity for them to earn career certification/college credit.”

Rick Duncan, Superintendent, Powell County Schools

Attachment A: Department Objectives



1 1 0 0 H o l l e n b a c k L a n e
D e e r L o d g e M T 5 9 7 2 2

Phone: (406) 846-2212
Fax: (406) 846-3074

Department: Administration

Department Lead: Jennifer Spring

Department Learning Objectives:

Item	Learning Objective	Initials
	Human Resources (particularly benefits)	
	Marketing	
	Revenue Cycle (from patient registration to final account)	
	Concepts for building a culture of Person-Centered Care (PCC); specifically, the Planetree Model of PCC.	
	Fundraising	

Dept. Head Signature, Date

Attachment A: Department Objectives



1 1 0 0 H o l l e n b a c k L a n e
D e e r L o d g e M T 5 9 7 2 2

Phone: (406) 846-2212
Fax: (406) 846-3074

Department: Laboratory

Department Lead: Kerwin Tarroza

Department Learning Objectives:

Item	Learning Objective	Ini-
	To be able to learn about Phlebotomy or blood drawing	
	To be able to show the student the different sections of the lab	
	To be able to explain to the students the importance of labora-	
	To be able to show safety procedures in the lab	
	To be able to show how to organize, prioritize and complete a	
	To be able to show to the students how to interact with pa-	
	To be able to show to the students the importance of Quality	
	To be able to explain the importance of infection prevention	

Dept. Head Signature, Date

Attachment B: Student Orientation



Orientation Schedule Med-Ahead High School Internship

Pre-Orientation (Prior to Day 1)

Shot Record Review
TB Test

Day 1

Welcome	Steve Todd
Hospital Tour	Internship Coordinator
Name Tags	Theresa Jones, HR Manager

Day 2

Standards of Performance
HIPAA Training

Day 3

Infection Control Training	Infection Control Coordinator
----------------------------	-------------------------------

Day 4

Emergency Preparedness	Education Coordinator
Fire In-service	Plant Operations

Day 5

Quality Control & Lean Principles	Quality Improvement Coordinator
Customer Services (CLEAR Principles)	Director of Nursing

Day 6

End of Year Capstone Project	Internship Coordinator
Assignments	

Contacts

Work Site Intern Coordinator

NAME

EMAIL

PHONE #

HS Intern Coordinator

NAME

EMAIL

PHONE #

St. Luke Community Healthcare
107 6th Ave SW
Ronan, MT 59864
406-676-4441

Attachment C: Medical Journal

Rotation Journal

This journaling assignment is to be completed for each of your twelve rotations. Please take some time to reflect and research the following questions before you go on your rotation, during your rotation, and after your rotation. Some of these might be answered ahead of time, for others you may want to bring these as questions to ask during your rotation.

Helpful websites include: Montana Career Information System, MCIS, <https://portal.mtcis.intocareers.org/>

General Pre-planning:

1. List 3 learning or career objectives you hope to accomplish during your rotations. (If you don't know much about what your rotation does, you may need to do a little research ahead of time).

Example: I want to be able to proficiently and effectively take a BP.

I want to learn when to use an MRI rather than a CT scan.

- a.
- b.
- c.

2. What types of medical professionals might I see and get to job shadow in this rotation?

3. Make sure you also plan and research where you are going for this rotation (You do not need to write anything here)

Career Specific Questions:

Choose one of the major professions from your rotation to answer the rest of the questions about. For most of the rotations it likely will be the job title of your site supervisor. Please try to do a different one for each rotation. For example you might do a physical therapist for one of your rotations and do occupational therapist for another.

What is the job title of the professional you are following?

What are some of the duties of this profession?

Education

What type of training did your job host receive? (years of school, type of degree, classes taken, clinical/internships?)

What type of continuing education must your job shadow host complete? How often? How many credits?

What can your host tell you about programs of study for this profession in Montana? How competitive are the programs? How might you best prepare yourself for admission into a program of study for this profession?

Does this person's profession require certification or licensure? If so, how is this certification/licensure obtained?

Insurance

What is the cost of malpractice insurance within this profession?

Does medical insurance cover procedures within this profession? What are some of the procedures NOT covered by medical insurance?

Does insurance coverage play a role on the standard or patient care?

Working Conditions

What shift/schedule does your host work? How many hours in a typical week?

How would your job shadow host rate the level of stress in their career? Explain.

Describe the current job outlook for this profession in Montana and nationally. (look this up online)

Does your job shadow host work independently or as a part of a team?

Salary Range

What is the starting or average salary range for this profession in the state of Montana and/or where you might like to live? (look this up online)

What factors affect salary? Shift worked, degree, position, ect.? (online or ask your site host)

What are the benefits offered by this professional's employer? (insurance, day care, continuing education)

Skills & Abilities:

Describe the personality type that is best suited for this profession (discuss at least 5 personality traits).

Are there cognitive or physical skills that are favorable for this profession? Explain.

Facility/Workplace Culture:

Describe the physical environment of your job shadow site. What is the "atmosphere" like? Does it fit your style?

What are the social dynamics between peers, administration, subordinates, etc?

Did you see professionalism with regards to the policies and procedures of your site? Give an example.

What individuals or organizations does this professional depend on for their information?

What individuals or organizations depend on information from this professional?

Did you see the patient being able to tell their story? Why or why not? Was their professionalism towards the patient?

Reflection: Include both the description and impression questions below written out in essay format. 1 page minimum total (double spaced).

Describe your job shadow experience:**A. Describe your experience in detail.**

How were you feeling when you arrived? What were your first impressions? Did you have preconceived ideas about this profession? Describe procedures you observed in detail. Describe your interactions and conversations with your host. What was the most exciting part? What made you nervous or uneasy? What tips would you give other kids before going to this rotation. Explain.

B. Your personal impression:

Does this career profile fit the "vision" you have for your future? What fits? What doesn't? Explain, explain, explain... show evidence of thought and reflection!

Attachment D: Marketing Flyer



COMING
FALL 2018

ST. LUKE COMMUNITY HEALTHCARE SENIOR INTERNSHIP PROGRAM



Class Credit
Available

REGISTER TODAY
SPACES ARE LIMITED
See Mrs. Briske for information



Attachment E: Student Application

Powell County High School Medical Careers Internship Program 2019-2020 Academic Year

Career Exploration Core Purpose: Engagement through Relevance

- Sequence of courses that lead beyond high school
- External experience that provides students with real-world understanding of career areas through internships or problem-based learning experiences.
- Opportunity to learn career certification/college credit.

In collaboration with the Deer Lodge Medical Center (DLMC), Powell County High School (PCHS) will provide an opportunity for six students, plus four alternates, to be selected for a **Medical Careers Internship** during the 2019-2020 academic year. Students will intern at the DLMC weekly, Monday through Thursday, during a scheduled "Career Explorations" period. Students will utilize Fridays, at PCHS, reflecting and engaging in guided journaling about their weekly rotation experience, and may participate in medical sciences related dual credit classes, through one of the Montana University System colleges.

Selection Process (Prerequisites)

Juniors or Seniors

Minimum GPA: 3.0

Good attendance history

Genuine interest in a healthcare career

Positive, upbeat, enthusiastic, and self-motivated attitude

Responsible, respectful, honest, and professional character

Participation in REACH (February 2019) and/or AHEC Summer Med-Start Program

Anatomy and Physiology Course

Required Application Materials (Due April 1)

Personal Statement (approximately 500 words typed)

Why applying

Three learning or career objectives you hope to attain

Transcript

Letter of recommendation

PCHS Application Review Committee

Mr. Bannon (Science Teacher)

Mrs. Verlanic (Guidance Counselor)

Mrs. Glisson (Principal)

Mr. Duncan (Superintendent)

Deer Lodge Medical Center Interview Committee (TBA)

Andy Dreesen

Selected DLMC Staff (TBA)

Post-Selection Requirements

Parent Meeting

DLMC On-site Orientation Course

Minor Consent Form

Background Check

Standard of Conduct

Confidentiality Statement (HIPPA Regulations)

Please return applications to Mrs. Verlanic by April 1.

Attachment F: Affiliation Agreement

AFFILIATION AGREEMENT

This Affiliation Agreement is entered into between _____ (high School) and _____ (workplace learning site).

WHEREAS the High School has established a Bio Medical and Health Sciences career pathway program for students interested in pursuing a career in these and associated fields; and

WHEREAS the High School wishes to affiliate with _____ (workplace learning site) for the purpose of providing Career Exploration and Assessment experiences for students enrolled in the Bio Medical and Health Sciences career pathway; and

WHEREAS the Workplace Learning Site is willing to permit the Career Exploration experience on its' premises with the terms set forth in this Affiliation Agreement;

NOW THEREFORE, the parties agree as follows:

1. The High School shall assume full responsibility for planning and execution of the student program of instruction including curriculum content, Career Exploration orientation, health status information, emergency contact information, parent/guardian consent.
2. The High School shall ensure participating students have completed instruction in legal responsibilities, ethical behavior and safety practices prior to participation in the Career Exploration.
3. The High School shall provide a faculty representative responsible for instruction and coordination with appropriate Workplace Learning Site personnel for the planning, selecting and evaluating of students' experiences.
4. The Workplace Learning Site agrees to designate a liaison representative whose responsibility it shall be to assist the faculty representative in selection and coordination of student experiences appropriate to the level of learning.
5. The Workplace Learning Site professional practitioners shall be responsible for overseeing the students' experience and training activities. They shall orient the students to their activities, direct their activities and supervise their activities to assure safe and satisfactory experiences and performance.
6. The High School shall be responsible for assigning students to the Workplace Learning Site for experience. High School shall notify the Workplace Learning Site at least one (1) month in advance of its planned schedule of students and types of experiences to be provided. This schedule shall be subject to approval of the Workplace Learning Site.
7. The Workplace Learning Site shall make available the necessary equipment and supplies as determined by the Workplace Learning Site in conjunction with the High School.
8. The Workplace Learning Site shall provide the High School with periodic student performance evaluations in the manner and frequency so designated by the High School.
9. No student shall be entitled to any payment from the Workplace Learning Site.
10. The High School shall accord the Workplace Learning Site the right to remove any student from the clinical specialty services or areas of the Workplace Learning Site whenever such removal shall serve the best interests of the Workplace Learning Site or its patients. Appropriate family member shall be immediately notified in such an event. Responsibility for student disciplinary measures, if any, shall be with the High School and not with the Workplace Learning Site.

11. The Workplace Learning Site shall make available initial immediate and temporary care for students who are injured or become ill while participating in a Career Exploration assignment at the Workplace Learning Site and shall notify the High School of such injury or illness to the student. The student or their parent/guardian shall be responsible for medical expenses.
12. The Workplace Learning Site agrees that it shall comply with Title VI of the Civil Rights Act of 1964, as amended by Executive Order 11246, Title IX of the Education Amendments of 1972, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Age Discrimination Act of 1975, as amended, and the Americans with Disabilities Act of 1990, as amended.
13. The Workplace Learning Site shall also comply with the applicable sections of the Public Health Service Act, as amended, the Drug Abuse Office and Treatment Act of 1972, as amended, the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act of 1970, as amended, and the Drug-Free Workplace Act of 1988, as amended.
14. The Agreement contains the entire agreement between the parties and may not be modified except as agreed to by both parties.
15. Each party to this Agreement, their trustees, officers, agents and employees, hereby indemnifies, defends and holds the other party, their trustees, officers, agents and employees harmless from any liability or loss, including attorney fees, based on, asserted upon or act or omission for property damage, bodily injury, or death or any other element of damage of any or kind or nature, relative to or otherwise connected with, or arising from the accomplishment of the activities to be performed under this agreement .
16. Each party agrees to maintain and is responsible for appropriate insurance coverage, including but not limited to general liability, worker's compensation, medical and accidental death and dismemberment insurance as required by law.
17. This Agreement shall commence starting _____ and shall continue hereafter until terminated by either party with 30 days prior written notice.

The individual signing for the High School and the individual signing for the Workplace Learning Site each has the authority to execute and deliver this Agreement and bind the parties. This Agreement supersedes any and all other agreements and understandings, either oral or written, between the parties and the predecessors in interest and contains all the terms and conditions agreed upon by the parties.

IN WITNESS THEREOF, the High School and the Workplace Learning Site execute this Affiliation Agreement.

HIGH SCHOOL

WORKPLACE LEARNING SITE

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____