

Glendale Unified School District

High School

June 21, 2022

Department: Career Technical Education

Course Title: Health Internship

Course Code: 4439V/4440V

Grade Level(s): 10-12

School(s) Course Offered: Glendale High School

UC/CSU Approved (Y/N, Subject): Yes, College-Preparatory Elective (G) / Interdisciplinary

Course Credits: 10

Course Overview: An internship is a work-based learning experience that provides students the opportunity to apply their technical and academic skills in a professional setting. Students will develop and practice an understanding of the duties and responsibilities of high-skilled career areas, including terminology, climate, protocol, and other information that will enable them to analyze and revise their meaningful future plans. This course will expose students to the career readiness skills needed for a successful internship and prepare them for the world of work. The internship is supported with activities and assignments to deepen and enhance the experience. The structure of the internship aligns with local policy and program expectations for internships.

Unit 1: Professional Communication

CTE Standards

- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B6.2 Use active listening skills (e.g. reflection, restatement, and clarification) and communication techniques to gather information from the patient.

Common Core Pathway Standards

- 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

- A. This unit will cover the fundamentals of professional communication and explore the role it plays in business development and the economy. Students will examine the value of communication in the workplace and reflect on the messages they send to others through various forms of communication: verbal, written, listening, and body language. Students will analyze and interpret the traits needed to succeed in industry, and will define, identify and evaluate the specific professional characteristics: adaptability, competitiveness, confidence, discipline, perseverance, vision, and risk taking. Students will research and identify barriers, successes, and failures of industry-specific professionals, with the intent of hypothesizing the importance of resilience. Industry involvement via work-based learning experiences will engage students and allow them to ask questions around industry partners successes and failures. Students research "What it takes" to be a professional in business and will investigate historical professional leaders in California and/or globally.

- B. Students produce a 3-minute speech introducing themselves to the class. They will learn and employ the basics of public speaking and focus on voice, body, and listening skills. Students begin the process by drafting notes and brainstorming personal topics such as place of birth, hometown, significant childhood memory, favorite spare time activity, heroes or mentors, what they have realized about their values and strengths to date, and possible plans for the future. Students will then organize that information onto note cards they can effectively use during the speech. Students learn the importance of a cohesive introduction, conclusion, and effective transitions. The experience is designed to build confidence and create a safe environment. The skills learned delivering this speech will form the foundation for future communications with industry partners.

Unit 2: The World of Work

CTE Standards

- 9.0 Leadership and Teamwork Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

Common Core Standards

- 11-12.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.
- A. In unit 2, students will develop soft skills to become a valuable employee and interact with others in a professional manner. The specific soft skills will include social skills, customer service, empathy, confidence, patience, taking initiative, problem solving, public speaking, time management, project management, emotional intelligence and critical thinking. The curriculum will be delivered by role plays, on- line programs, guest speakers, and

interactive lessons. Students will also go through activities that prepare them for what the world of work looks like and what they can expect to experience in their internship. They will also participate in work-based learning experiences which will connect their learning to the world of work.

- B. Sample Assignment: Professionalism Preparation: Students will continue the development of soft skills by completing a variety of career readiness activities. Through these activities, they will complete assessments to demonstrate their understanding of the different soft skills as well as how to put those skills into practice in the workplace. Teachers will bring in various industry partners, throughout the unit, as guest speakers to talk about where they work; what the scope of their position is; their career path and why the soft skills students have been developing are important and how they are demonstrated in their industry. Students will understand the importance and relevance of soft skills and the role they play in the world of work as well as be reflective on their own skill development.

Unit 3: Envisioning My Future

CTE Standards

- 3.0 Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

Common Core Standards

- 11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. In unit 3, students will complete career exploration activities including the research of industry sectors, pathways, and industry certificates for a personal area of interest. Students will complete career interest, skill, and workimportance profiles. The information gained from this research will provide students with knowledge of the education and training requirements needed for the profession. Students will begin to develop their educational and career “roadmap” that will allow them to enter goals and milestones to guide them on their journey. Personal experiences from their internship will be included in the culminating career exploration project.
- B. Sample Assignment: Students will summarize the information gained in a self-assessment (students have access to various online assessment tools); this will help them communicate their strengths, interests, preferences, and values, as well as their skill development needs. Students will set career goals - short term one-year, medium two-five, and long range 5+ year goals. Students will create a roadmap for development activities, using their career goals as a guide, identifying the skills and competencies that they need to develop. Then, they will brainstorm the resources (money, time, support relationships, etc.) that will be needed for success. Students will write out the action steps that will be needed to create milestones and timelines to measure their success.

Unit 4: Internship Seminars: Processing on-the-Job Learning

CTE Standards

- 7.0 Responsibility and Flexibility Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.

Common Core Standards

- 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 11-12.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.

A. Through their internship experiences, students attain and demonstrate the learning standards for communication, creativity, critical thinking/problem solving, working collaboratively, and workplace professionalism. Students keep a weekly journal reflecting upon their intern experiences, their project, what they've learned, and respond in writing to evaluations, describing what they hope to learn or do better the next week. Internship supervisors will evaluate students' performance and demonstration of soft and technical skills. Students also participate in a guided Socratic Seminar forum weekly around a focus topic of the week. During these seminars, students learn how to give and receive constructive feedback from classmates around issues that may have arisen. In these seminars, students will evaluate their own progress in conjunction with supervisor evaluations on the following work-readiness competencies as outlined in the District's Graduate Profile: 1. An adaptable and productive problem solver, 2. A digitally literate citizen, 3. A responsible and ethical decision maker, 4. A creative and adaptable learner, 5. A skilled communicator and collaborator

B. Students will complete weekly reflections on their internship experience. These reflections will focus mostly on the skills and competencies within the District's Graduate Profile. Students will be asked what skills and competencies they developed or demonstrated and give specific examples of how they used the skill within their internship. Students will make direct connections between the skills and competencies they developed and the Graduate Profile and explain how they are more career ready than before. Reflections will be consistent each week and build upon the skills listed within the District's Graduate Profile.

Unit 5: Intern Project of Value Presentations

CTE Standards

- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.

Common Core Standards

- 11-12.2. Write informative/explanatory texts to examine and convey complex ideas,

concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 11-12.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.
- A. In a final project, students demonstrate achievement of their internship outcomes to professionals and community members at a special event. Students explain their learning to rotating professionals, who question them and assess them on a rubric provided. Students are also assigned to give and listen to short testimonials from other interns and intern supervisors about the intern experience on stage at this event.
- B. 1. Career Plan – Portfolio: Students will create a portfolio that will contain at least all of the following:
- a. Performance evaluation forms that supervisors have completed.
 - b. Reflection on what student learned through internship
 - c. Collection of best work from the year
 - d. Reflection on what students learned through pathway
 - e. An evaluation of a student's soft skills and a student-written reflection on the evaluation.
 - f. Thoughtful consideration of the lifestyle the student hopes to live. (Where to live, type of home, hours of work, kinds of entertainment and relaxation, etc.)
 - g. Research of possible career choice: Industry demands for that career Education required Salary and benefits Skills needed Dress/uniform
 - h. Personal plan for how a student plans to reach a career goal. Which school(s), if required How to pay for school, if required Grades needed to continue down the path Overcome obstacles
- C. Professional Portfolio: Each student will submit their portfolio at the end of year. The portfolio will include; Resume and cover letter, List of references, and other certifications, Service hours record, Scholarships/Awards: Students will apply for at least one competitive scholarships or recognition award