



Emergency Medical Services Practicum

Primary Career Cluster:	Health Science
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C14H24
Prerequisite(s):	<i>Health Science Education (C14H14), Anatomy & Physiology (G03H31 or C14H09), Medical Therapeutics (C14H15), and Emergency Medical Services (C14H13)</i>
Credit:	1
Grade Level:	12
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth course in the <i>Emergency Services</i> program of study.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Available 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/content/tn/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	577, 720
Required Teacher Certifications/Training:	Work-Based Learning
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-health-science.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 to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as Organizational Leadership, Prepared Speaking, HOSA Service Project, Creative Problem Solving, and HOSA Service Project.

For more ideas and information, visit Tennessee HOSA at <http://www.tennesseehosa.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** | Integrated project with multiple interactions with a business of the students' choice in which the student develops a series of artifacts to demonstrate the application of academic and technical skills, 21st century skills, personal, and soft skills.
- **Standard 2.1** | Invite an EMS industry professional to speak about safety guidelines and protocol.
- **Standards 3.1-3.4** | Invite an industry partner to speak about the range of credentials, resume suggestions, and to conduct mock interviews.
- **Standards 4.1-4.2** | Internship or job placement to apply course content in the workplace.
- **Standard 5.1** | Compile a portfolio to demonstrate mastery of workplace skills and behavior including artifacts and industry partner feedback.
- **Standard 6.1** | Present final project to potential industry employer.

For more ideas and information, visit <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>.

Course Description

Emergency Medical Services Practicum is a capstone course in the *Emergency Services* program of study that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the *Emergency Services* program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Work-Based Learning Framework

Internship standards outlined below 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 *Emergency Medicine* program of study, providing an opportunity for an internship experience. For more information on the benefits and requirements of implementing these programs in full, please visit the Health Science website at <https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-health-science.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. Personalized Learning Plan

- 1.1 Personalized Learning Plan: 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, and
- d. personal and social skills.

2. Safety

2.1 Safety and Universal Precautions: Identify **safety hazards** in the workplace and demonstrate **practices for safe working**. Accurately read, interpret, and demonstrate adherence to **safety guidelines**, including but not limited to guidelines pertaining to electrical safety, infection control, Occupational Safety and Health Administration (OSHA), chemical and back safety. Be able to distinguish between the guidelines and explain why certain guidelines apply. Recognize the need for and employ **universal precautions** to 100% accuracy.

3. Postsecondary and Career Preparation

3.1 Postsecondary Education and Credentials: Research the **range of credentials** one can earn within the **Emergency Medical Service (EMS) system**. Investigate both in-state and out-of-state **postsecondary programs** in a variety of EMS fields.

3.2 Professional Resume: Search for the **resumes of EMS professionals** retrieved from the websites of systems, companies, organizations, or professional networks. Discuss what is typically included in the resumes of these professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.

3.3 Job Search, Application, and Cover Letter: Simulate the experience of conducting a **job search** by researching **local employment options**. In preparation for a future career in EMS, complete an authentic **job application** form and compose a **cover letter** following guidelines specified in the vacancy announcement.

3.4 Mock Interview and Thank You Letter: Participate in a **mock interview**. Prior to the interview, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Highlight sample work compiled in the portfolio that illustrates mastery of specific skills attained in the program of study. Upon completion of the interview, write a **thank you letter** to the interviewer in a written or email format.

4. Transferring Course Concepts to Practicum

4.1 Work-Based Learning Experience: Apply skills and knowledge from previous courses in an authentic work-based learning **internship, job shadow, or classroom-based project**. Develop a plan to demonstrate skills outlined in previous courses.

4.2 Practicum Journal: Create and continually update a **personal journal to document skills learned** during the practicum and draw connections between the experience and previous course content by reflecting on:

- a. tasks accomplished and activities implemented,
- b. positive and negative aspects of the experience,
- c. how challenges were addressed,
- d. team participation in a learning environment,

- e. comparisons and contrasts between classroom and work environments,
- f. interactions with colleagues and supervisors,
- g. personal career development, and
- h. personal satisfaction.

5. Portfolio

5.1 Portfolio: The following documents will reside in the **career portfolio**:

- a. the career plan developed and revised in prior courses,
- b. resume,
- c. list of responsibilities undertaken through the course,
- d. artifacts of project outcomes,
- e. periodic journal entries reflecting on tasks and activities,
- f. feedback from instructor and/or supervisor based on observations, and
- g. transcripts or other evidence of certifications obtained throughout the program of study.

6. Communication of Project Results

6.1 Practicum Presentation: Upon completion of the practicum, develop a technology-enhanced presentation using medical terminology and abbreviations appropriately to **showcase highlights, challenges, and lessons learned from the experience**. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as diagrams, drawings, videos, and photographs. Prepare the presentation in a format that could be presented to both a health care professional and non-health care professional audience, as well as for a career and technical student organization (CTSO) competition.

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.