# IOWA HEALTH SCIENCE
## WORK-BASED LEARNING TOOLKIT

Employer and Educator Resource Guide

Iowa Department of Education

IDPH Iowa Department of Public Health

Protecting and Improving the Health of Iowans

## Iowa Health Science Work-Based Learning Toolkit

An employer and educator resource guide for establishing high-quality health science work-based learning opportunities for high school students

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*Prosperity Through Education*

IDPH Iowa Department of Public Health
Protecting and Improving the Health of Iowans

## With support from the following organizations:

Future Ready Iowa

Northeast Iowa Community College

Iowa Hospital Association
*We care about Iowa's health*

IHCA Iowa Health Care Association

Download this toolkit and additional resources at WorkBasedLearning.EducateIowa.gov and SectorPartnerships.EducateIowa.gov

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# Table of Contents

**Introduction: A Growing Need** ..... 1

*Project Overview* ..... 1

*Project Goals and Methodology* ..... 2

**Section 1: What is Work-Based Learning?** ..... 3

*Types of Work-Based Learning Opportunities* ..... 3

*Who is Involved? — A Community Effort* ..... 4

*Intermediaries — A Critical Connecting Role* ..... 5

**Section 2: Setting Up a Successful Program** ..... 6

*Process Flowchart* ..... 6

*Considerations and Tips for Success* ..... 7

**Section 3: Promising Practices in Iowa** ..... 10

*1. Short-Term Example: Classroom Speakers* ..... 11

*2. Mid-Term Example: Site Tour* ..... 13

*3. Mid-Term Example: Job Shadows* ..... 15

*4. Long-Term Example: Internships and Apprenticeships* ..... 17

*5. Virtual/Project-Based Learning Example: Clearinghouse for Work-Based Learning* ..... 19

*6. Support Partner Example: Educator and Partner Externships* ..... 21

*7. Nontraditional Student Example: Adult Students and Job Seekers* ..... 23

*8. Additional Promising Practices Examples* ..... 25

**Section 4: Templates, Checklists, and Other Resources** ..... 27

*Sample Liability Waiver Form* ..... 27

*Sample Student Application Form* ..... 28

*Sample Confidentiality Agreement* ..... 29

*Sample Medical Disclosure and Screening Statement* ..... 30

*Work-Based Learning Employer Planning Checklist* ..... 32

*Additional Resources* ..... 34

**Appendices** ..... 35

*Appendix A: Iowa Work-Based Learning Intermediary Network* ..... 35

*Appendix B: Community Partner and Resource Matrix* ..... 36

# Introduction: A Growing Need

## Project Overview

In July 2018, the Iowa Department of Public Health (IDPH) partnered with the Iowa Department of Education (Department), Iowa Hospital Association (IHA), Iowa Health Care Association (IHCA), and various health care service providers, educators, and community partners to build engaging and informative career pathways that highlight the wide range of high-paying, in-demand careers in Iowa's growing health science industry. Raising awareness of high-demand jobs is in line with the Future Ready Iowa initiative, which is about growing a skilled workforce statewide by connecting Iowans to the education and training needed for rewarding careers.

Work on the statewide project identified the need to increase the number of high-quality, work-based learning opportunities for high school students who may be interested in pursuing a career in health science. While some communities have the resources and relationships already developed to do so, many do not. Without additional efforts to promote hands-on learning opportunities, many students will be less likely to take the necessary steps towards pursuing these careers.

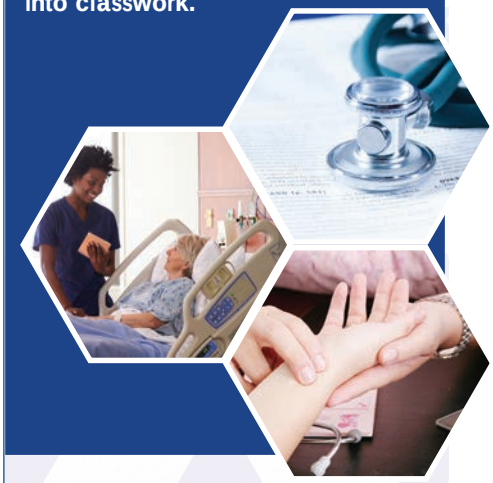
According to the U.S. Department of Labor, Bureau of Labor Statistics, health care occupations are projected to add more jobs more quickly than any other occupational group, with approximately 2.4 million new jobs projected across the country by 2026.[1] In Iowa, the Health Care and Social Assistance sector was the largest employer in 2018, comprising 14.5 percent of all covered public and private employment with 224,018 jobs.[2] Iowa's aging population, more patients wanting to recover at home, and advances in technology will continue to drive the demand for health science professionals in Iowa. To meet this growing need, a variety of strategies must be employed to attract, develop, and retain a skilled workforce.

Work-based learning is one strategy that can increase this supply by successfully integrating academics with real-world, hands-on learning. Students can more easily see the connection between academics and careers when they are engaged in learning with curriculum that is personally and occupationally relevant.

1 Occupational Outlook Handbook, United States Department of Labor Bureau of Labor Statistics, accessed June 25, 2019, https://www.bls.gov/ooh/healthcare/home.htm
2 Quarterly Census of Employment and Wages, Iowa Workforce Development, accessed June 25, 2019, https://www.iowaworkforcedevelopment.gov/quarterly-census-employment-and-wages

### WORK-BASED LEARNING

**Work-based learning helps students see the connection between classroom content and potential careers through real-life work experiences that are embedded into classwork.**



### FUTURE READY IOWA GOAL

Future Ready Iowa's goal is for 70 percent of Iowans in the workplace to have education or training beyond high school by 2025 to ensure Iowa's workforce is equipped with the skills and education employers need.

### GROWTH INDUSTRY

Jobs in the health care industry are projected to grow more quickly than any other industry sector. With a projected growth rate of 18 percent between 2016 and 2026, the industry is expected to add an additional 2.4 million new jobs during that time.[1]

In Iowa, the Health Care and Social Assistance sector was the largest employer in 2018, comprising 14.5 percent of all covered public and private employment with 224,108 jobs.[2]

## Project Goals and Methodology

In November 2018, the IDPH reconvened the career pathways project partners to begin exploring options for expanding the quantity, quality, and ease of access to work-based learning opportunities within the health science industry for high school students in Iowa. Specific project goals were defined as the following:

- Develop a web-based toolkit for schools and health career employers to promote health science careers to students and provide students with local opportunities to experience health science-related careers within their communities.
- Pilot toolkit with school districts and gather feedback for further refinement and improvement.
- Develop a plan to assist in marketing toolkit to school districts and other partners.
- Survey schools to determine technical assistance needs related to building and maintaining health sciences career promotion programs for students.

These project goals align very closely with those of another initiative put forth by Iowa's 15 community college regions, and spearheaded by staff from Northeast Iowa Community College, to develop materials aimed at increasing work-based learning opportunities for employers, regardless of industry, size, and geographic location. Their direct connection to community needs and local employers were leveraged when planning, developing, and piloting these materials to employers and educators across the state. This direct consultation and review was critical to ensure that the finished product was timely, relevant, and valuable in meeting mutual project goals.

This toolkit serves as the culmination of the thorough process to identify solutions addressing the growing need for a skilled workforce in health science, improved coordination across partnerships and regions, and the need for employers and educators to understand the value of these investments. This toolkit provides guidance, tools, and recommendations to address barriers to increasing opportunities for high school students, while also providing a wide range of real-world examples from across the state that can be modeled and replicated within local communities.

# Section 1: What is Work-Based Learning?

Students of all ages often find themselves wondering "When will I ever actually use this information?" One of the best ways to answer this question and begin applying context to a student's learning process is through an interactive work-based learning experience. This section explores various options and examples available to students, often regardless of their geographic location or career interest.

## Types of Work-Based Learning Opportunities

When considering work-based learning programs for students, it helps to reflect on the full range of work-based learning types, which can differ largely based on various aspects, such as desired outcomes, student age, and level of employer commitment. Figure 1 provides a basic illustration of this continuum of experiences across the four general levels of complexity and student engagement: career awareness, career exploration, career preparation, and career training. Section 3 will provide more detailed examples of successful programs currently in practice across the state.

WORK-BASED LEARNING STRATEGIES

**Work-based learning helps students develop new skills and connections through things like tours and field trips, job shadows, projects, cooperative work experience, internships, and even apprenticeships that are embedded into classwork.**

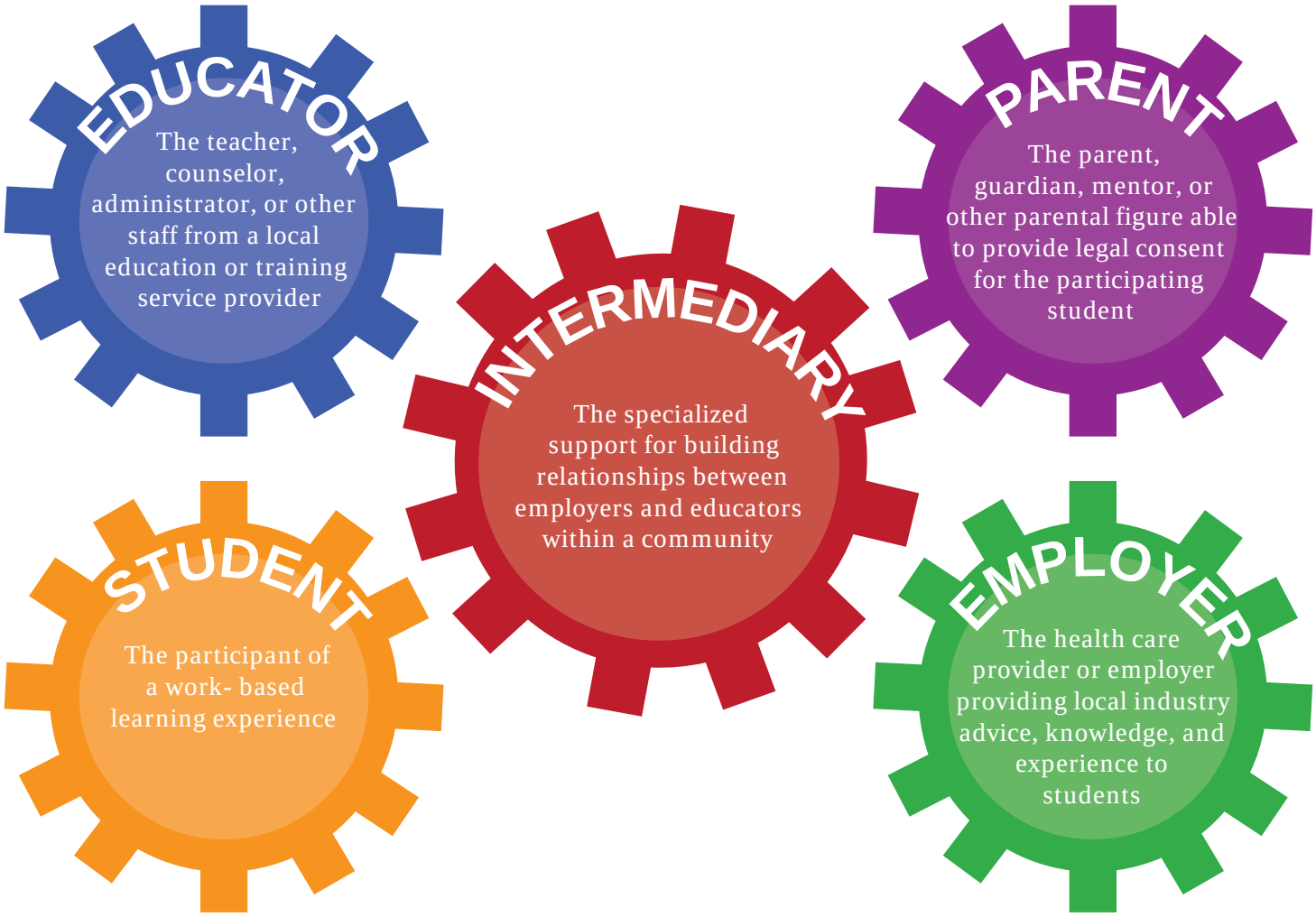
FIGURE 1: WORK-BASED LEARNING CONTINUUM

## Who is Involved? — A Community Effort

A successful work-based learning experience is not created by one person or entity, but rather through a series of interactions between many different people, representing a wide range of public and private partners within a community all working together smarter, not harder. Similar to a machine with various parts and pieces, a work-based learning program can likely operate in a limited capacity with a missing or broken piece, but not as efficiently and is likely to encounter problems in the long run.

A project doesn't need to begin with any specific point of contact either, although as outlined in the next section, a local intermediary is the best choice to act as a connector between all of the other parties, leveraging invaluable local relationships, prior experience, and statewide resources. The critical component is that all parties are involved and kept updated to help ensure continued success and long-term sustainability.

FIGURE 2: WORK-BASED LEARNING PLAYERS



## Intermediaries — A Critical Connecting Role

One of the primary reasons for a lack of work-based learning opportunities in many communities is a breakdown of communication between employers and educators. Factors such as conflicting schedules, complex workloads, and misunderstanding of roles make it difficult to organize, develop, and implement successful learning experiences for students.

To address this need, the Iowa Department of Education, in collaboration with Iowa's 15 community colleges, created the Iowa Work-Based Learning Intermediary Network. Dedicated and trained professionals are available throughout the state to assist employers, educators, and other community support partners interested in building new relationships and improving or expanding current work-based learning programs. Rather than attempting to build these complex initiatives from scratch, an Intermediary can be a great starting point to provide a range of services and experience outlined in the graphic below. Refer to Appendix A for additional details and contact information for these valuable community resources.

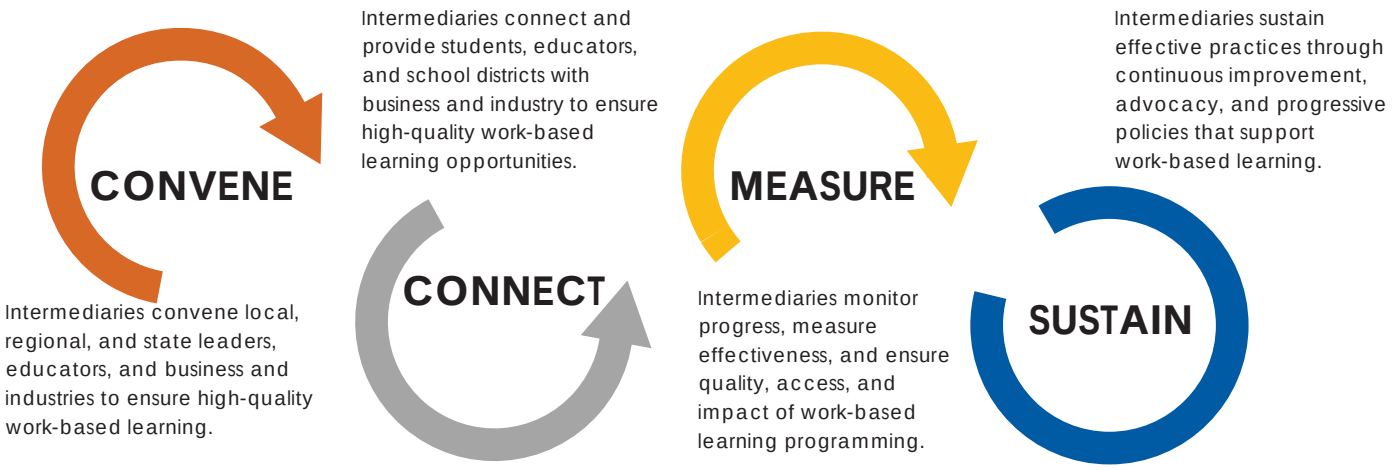
Additional public and private community partners, such as Iowa's Area Education Agencies, the Iowa Governor's STEM Advisory Council, a local chamber of commerce, or a regional industry sector partnership can also assist in building connections. A basic relationship management checklist is provided in Appendix B to ensure that these different types of organizations and partners are being considered and resources are leveraged towards a successful and beneficial experience for everyone involved.

IOWA Intermediary Network

**In 2018, over 4,500 Iowa students benefited from work-based learning opportunities in heath sciences provided through the Iowa Intermediary Network.**

| | |
|---|---|
| Internships | 427 |
| Job Shadows | 2,255 |
| Site Tours | 1,772 |

FIGURE 3: ROLE OF WORK-BASED LEARNING INTERMEDIARY NETWORKS




* Graphic adapted from New Ways to Work (2008). Retrieved July 16, 2019, from http://www.newwaystowork.org/mastertools/Frameworks and Charts/INet/INet_Functions_Chart_April_2008.pdf

# Section 2: Setting Up a Successful Program

Setting up a successful work-based learning program is often easier and less time consuming than health care providers may realize, especially when leveraging established and experienced community partners and resources, such as the Iowa Work-Based Learning Intermediary Network. Even with these local experts, however, there are still considerations and steps to be taken to ensure the safety, privacy, educational, and professional needs of everyone involved. This section provides a general flowchart of that process and brief overview of these areas to consider within the health science industry in Iowa. Additional resources and information can also be found in the Iowa Work-Based Learning Guide.

## Process Flowchart

The graphic below outlines the flow of communication and collaboration between the community partners that is necessary for a successful work-based learning program. Each experience, partner, and the community in which it resides is unique, so careful consideration, open communication, and group consensus should be gained at each stage before moving forward. It is also important to celebrate milestones, successes, and partner benefits or value earned throughout the process to ensure long-term success and sustainability.

FIGURE 4: WORK-BASED LEARNING PROCESS FLOWCHART

## Considerations and Tips for Success

This toolkit is not meant to serve as an exhaustive legal or regulatory guide for every type of situation that may occur within a modern health science facility, but rather as a broad overview of some considerations that may be unique to this industry when working with various types of students. Local community partners and subject matter experts should always be leveraged to prevent any costly mistakes or program set-backs. It is also strongly recommended that qualified insurance providers, legal advisors, and human resource professionals are involved throughout the entire process.

This section provides general considerations across five primary areas of: privacy, safety, labor standards and rights, liability/insurance, and transportation/logistics needs. Specific examples are discussed in later sections and additional information and general areas of consideration can be found in the Iowa Work-Based Learning Guide and in referenced sample forms, materials, or resources in Section 4.

### a. Privacy — Student, Patient, and Employer

Students may have access to varying levels of patient information, employer business practices, or innovative technology either directly or indirectly during their learning experience. Careful consideration should be taken to ensure students are fully aware of all associated rules, regulations, and guidelines, such as the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to help prevent any issues with the appropriate handling and storage of patient records, intellectual property, and other confidential information or resources. Communication of student progress, grades, and other academic information associated with an experience may also be covered by the Family Educational Rights and Privacy Act of 1974 (FERPA).

The use of phones, tablets, cameras, and other mobile devices while on the premises should also be addressed directly with all parties involved. We live in a highly-connected digital world, but much of what happens within a health care setting is meant to be personal and confidential. The posting or sharing of pictures, videos, and other information regarding a health care facility, staff, patients, or other students is generally not allowed without appropriate training and legal consent.

### b. Safety — Student, Patient, and Employer

A modern health science environment may present a wide range of safety concerns to consider, such as new or used needles, scalpels, glass, and other sharp or dangerous medical equipment. They may also be operating around disease and illness, blood and bodily fluids, and other hazardous waste, chemicals, or substances. Students should have updated immunizations, such as MMR (measles, mumps and rubella) and chicken pox, and be trained in how to operate with and around this type of environment in a safe manner with curriculum and training offered by organizations such as the Occupational Safety and Health Administration (OSHA), National Institute of Allergy and Infectious Diseases (NIAID), and Centers of Disease Control and Prevention (CDC). Some of this training is available free on employer websites or through collaborations such as AEALearningOnline.org.

The types of staff, patients, and customers a student will be in contact with must also be considered and limited when necessary. The student or one of these other parties may be classified as a member of a protected or vulnerable population. While the legal definition may vary, this generally means that the person's freedom and capability to protect themselves from intended or inherent risks is limited, such as an inability to make informed choices or misunderstanding the consequences of their actions.

### c. Labor Standards and Rights

There are various standards, rules, and regulations in place in regards to the types of work that can be conducted by youth of varying age levels through both national and statewide governing bodies, such as the Fair Labor Standards Act (FLSA), Iowa Division of Labor, and Iowa Code Chapter 92. Although health care and related fields are largely excluded, one area that needs to be explored further is the United States Department of Labor's guidance on the classification and potential exemptions for "Hazardous Occupations". These generally apply to the types of power-driven machinery or equipment that may be used and limiting the operation of motor vehicles while on the job.

If applicable, ensure job duty guidelines and expectations are clearly communicated to all parties involved so that situations never arise where a student is being asked to assist or perform duties that require specialized health care credentials or licenses. Students are often able to observe these types of medical or surgical procedures from a safe distance but should never be allowed to directly participate.

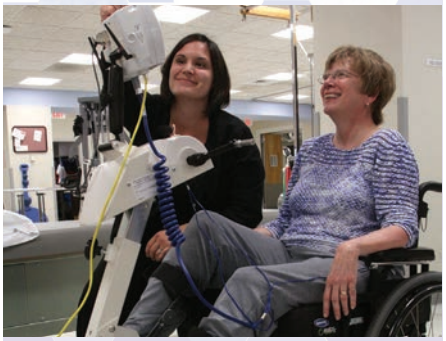
### d. Liability and Insurance

Concerns for liability and insurance arise whenever a business entity has individuals on its worksite. The type of liability will not only depend on how the student is classified by the employer (visitor, student learner, volunteer, consultant, or other type of part- or full-time employee) but also on the type of work, how it is being performed, and when. There is generally no difference in liability than what can be expected for current employees and other public visitors of the health care facility.

Students often do not require special insurance for participation in site visits or observational learning activities, since they are already covered in the liability policy of the school or school district. When students participate in hands-on learning experiences, such as paid work experiences or on-the-job training for academic credit, the relationship becomes transactional and liability generally transfers to the employer. In these cases they are treated very similarly to current employees of the business and generally do not require additional coverage with any associated increases in premiums or other costs.

### e. Transportation and Logistics

If an experience is being conducted within a health care facility or other location outside of the school grounds, safe and reliable transportation must be secured to, from, and during work experience hours. Students are generally prohibited from driving work vehicles on public roads as part of a work-based learning experience but are allowed to drive themselves to work with an approved Iowa driver's license. Additional logistical issues may include scheduling aspects for the student, such as days and hours scheduled for work and ensuring an appropriately trained adult mentor or supervisor is also available during any associated job duties within this schedule.

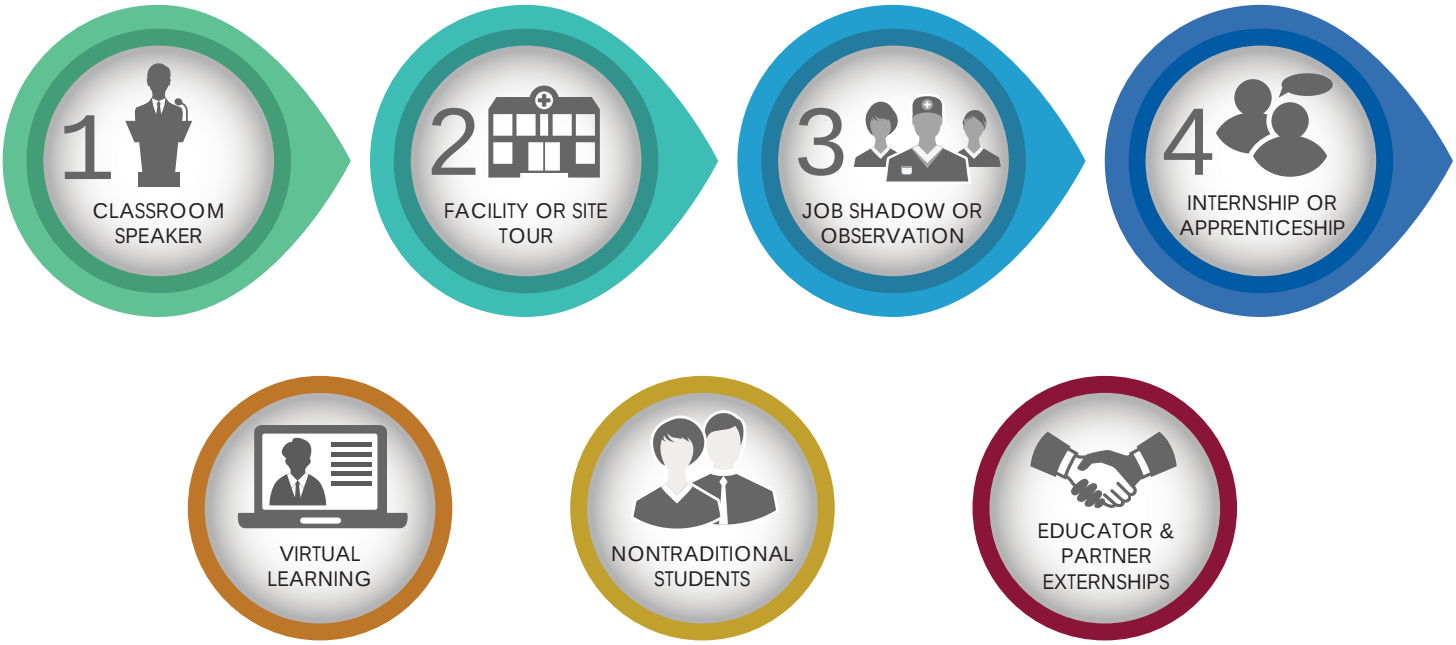


An additional consideration is to ensure that students are provided an appropriate orientation or on-boarding procedure similar to new part- or full-time employees. In addition to providing a welcoming environment, this will also ensure they better understand corporate culture, rules, policies, and procedures while representing themselves, their school, and the business appropriately during the learning experience.

# Section 3: Promising Practices in Iowa

This section provides a deeper dive into short-, mid-, and long-term examples of successful work-based learning experiences in Iowa to provide context, guidance, and lessons learned from the field. These examples follow a natural progression for employers wanting to ease into a longer-term student engagement strategy because of uncertainty around available capacity, level of commitment, and potential return on investment. Examples are also provided for virtual/project learning, non-traditional students, and educators/community partners that can benefit from a work-based learning opportunity within their community. Due to spacing limitations, a brief overview of additional examples are provided for promising work-based learning practices in Iowa for each stage.

FIGURE 5: PROGRESSION OF WORK-BASED LEARNING TRADITIONAL EXPERIENCES (TOP) AND EMERGING EXPERIENCES, INCLUDING THOSE AIMED AT TARGETED POPULATIONS (BOTTOM)




A series of form examples and links to additional resources are also provided in Section 4 to supplement these examples. As previously mentioned, these examples and recommendations are not exhaustive and additional research and conversation with local community partners is necessary to ensure compliance with all rules, regulations, and laws. These examples are meant to further dispel any myths, uncertainty, or concerns about implementing a work-based learning program as a viable strategy to address the growing skilled workforce shortage in health science in Iowa.

## 1. Short-Term Example: Classroom Speakers

A great way to begin introducing students to the health science industry with minimal time and resource commitment is to allow them direct access to current health science professionals through a classroom visit and speaking opportunity. Students are able to ask questions directly from these members of their community in a safe and comfortable learning environment. Depending on current grade level, curriculum, or area of study, students may find a direct connection to what they are learning in the classroom with the career opportunities discussed.

### Tips and Considerations Checklist

- [ ] Work with teachers, educators, and other support staff to understand the process for any pre-visit screening, background checks, or other security protocols to ensure a quick and easy check-in process on the day of the visit.
- [ ] Identify hazardous materials, sharp objects, or expensive medical equipment which are generally not allowed or advised within classrooms.
- [ ] Ask for permission from students and faculty before posting pictures and other visit information through social media and other means. Depending on age of students, written consent may be necessary.
- [ ] Avoid talking "at" students about the industry, wages, and fringe benefits. Instead focus on talking "with" them about the experience and how it will make students feel. Consider answering questions like "What do I like about my job?" or "What difference do I make each day?"
- [ ] Include as many visual aids and hands-on activities as possible to help paint the picture of a "typical day in the life" of a modern health science professional.
- [ ] If using a Power Point or other presentation tool, consider multiple storage options in case one fails, such as a USB/flash drive, emailing to yourself, and storing online with a tool like Google Drive or DropBox.
- [ ] Provide flyers, hand-outs, and other print information, but limit reading directly from it with students. Provide visually-appealing resources, avoiding anything that is too data- or content-heavy, and request they share them with their friends, parents, and other family members.
- [ ] Ensure company representatives have been trained to speak to different age groups and how to appropriately represent your company and/or industry. Consider providing a basic training or guidelines for how to effectively interact with members of different generations.

## Iowa Example — Greater Regional Health Paramedic Experience Day (Creston)

Greater Regional Health, an affiliate of UnityPoint Health, visits local schools to educate and inform students about careers in health science. One successful group experience focuses on the daily activities and equipment used by paramedics and emergency services technicians (EMT).

**Experience Title:** Paramedic Experience Day

**General Experience/Job Duties:** Paramedics speak to groups of middle and high school students, sometimes over 400 at a time, about careers in emergency and ambulatory medicine. Hands-on opportunities are provided to students, such as demonstrating the use of equipment, performing cardiopulmonary resuscitation (CPR), and exploring an ambulance.

**Employer:** Greater Regional Health

**Educators:** Various local middle and high schools

**Support Partners:** Southwestern Community College, SWCC Workplace Learning Network

**Project Timeline:** A single interactive session during the school year

**Paid or Unpaid:** Unpaid

**Academic Credit Earned/Type:** No

**Background Check Required:** No

**Type of Work Environment:** School classroom or gymnasium

**Required Safety/Privacy/Other Training:** None

**Required Volunteer/Employment Forms:** None

**Lessons Learned:** I try and think outside the box and to be active with what I am talking about. Many kids learn by doing, not by seeing, and have no idea what we actually do on the job or how difficult it can be to use this equipment or perform CPR.

**Advice to Others:** You can't just throw someone in and have them speak about something they don't know about. If a person could find someone who has the passion for the profession, like I do, it comes very easy to speak about the job requirements and how to figure out how to get kids to think. Pick people who love their profession to talk so they engage with the kids and talk from within their heart.

## 2. Mid-Term Example: Site Tour

A great follow-up to a classroom visit is to invite students for a site tour to see and feel what it's like to work in a modern health care facility, lab, living community, or other related work site. Many students have been in these types of environments, but not likely on the best of terms or are even relying on the media or entertainment industry to guide their impressions. The ability to view this environment first-hand with direct interaction with health science professionals can be very impactful.

### Tips and Considerations Checklist

- [ ] Schedule times and days that work best for your company, taking into consideration any holidays, budgets/fiscal year, class schedules, and other events that may disrupt plans.
- [ ] Determine a manageable number of students who can safely and easily participate in a tour.
- [ ] Determine information that students should receive in advance, such as dress policy, privacy policy, permissions slips, and photo consent forms.
- [ ] Parental consent and basic liability forms may be necessary, depending on type of work environment visited and any hands-on activities planned. Create a process to distribute and collect signed forms.
- [ ] Plan a tour route to limit exposure to hazardous, expensive, or sterile equipment, medications, waste, chemicals, and other physical or intellectual property and resources.
- [ ] Student exposure to sensitive patient health records, personnel information, and other confidential data should be avoided. If visiting any patients, customers, and staff, prior consent may be necessary and should be attained from all parties beforehand.
- [ ] Ensure appropriate safety personal protective equipment (PPE) is provided whenever necessary, such as specialized clothing, goggles, or other equipment to protect from injury or contamination.
- [ ] Make sure tour groups are not too large so all students can hear and learn from the experience. Consider a tour headset system if noise or confidentiality are concerns.
- [ ] Identify who will provide transportation to/during/from the learning experience for students.
- [ ] If lunch will be included for students, consider food allergies, sensitivities, and other dietary restrictions.
- [ ] Include visual aids, hands-on activities, and experiences that can only be done by students in person to give students an idea of a "typical day in the life" of a health science professional or support staff.
- [ ] Develop a printed survey to gather student feedback and program impact at the end of the program for good response rates, and share that feedback with presenters along with any pictures that may have been taken during the visit.
- [ ] Share the program goals as well as the short- and long-term outcomes that will come of the program to help recruit future presenters or program volunteers.

## Iowa Example — University of Iowa Health Care Genetics Interest Day (Iowa City)

Kirkwood Community College's Workplace Learning Connection partners with University of Iowa Health Care to offer a series of campus tours and site visits for students. Some are more generalized, covering a wide range of areas and interests, while others are more targeted towards specific areas of study or types of work environments in health science.

**Experience Title:** Careers in Human Genetics Information Day

**General Experience/Job Duties:** Students go on a guided group tour of medical laboratory facilities, hear from genetics health care professionals, and learn about innovative research and practices in areas such as cytogenetics, bioinformatics, and genetic counseling. In addition to learning about the daily activities of each position, special attention is paid to required education and training.

**Employer:** University of Iowa Health Care

**Educators:** Various local middle and high schools

**Support Partners:** Kirkwood Community College, Workplace Learning Connection

**Project Timeline:** 2.5-hour session during the school year

**Paid or Unpaid:** Unpaid

**Academic Credit Earned/Type:** No

**Background Check Required:** No

**Type of Work Environment:** Hospital and laboratories

**Who Provides Transportation To/From Experience Site:** Local middle or high school

**Required Safety/Privacy/Other Training:** None

**Required Volunteer/Employment Forms:** Student Behavior Guidelines, Authorization for Release of Information and/or Public Use of Image, and Liability Waiver and Release

**Lessons Learned:** Most students don't understand the wide range of careers now offered in health care. It is important for them to see first-hand all that is available in Iowa or else they might choose a different industry or even leave the state entirely.

**Advice to Others:** It can seem overwhelming at first to set up these types of activities, but community partners can make it much easier. Leverage your local resources as much as possible to build relationships and learn along the way!

## 3. Mid-Term Example: Job Shadows

Job shadowing allows students to directly observe the daily activities of health science professionals for a short period of time, generally days or weeks, as a "shadow" without actually completing any work themselves. This direct observation, ability to question the employee in real-time, and associated learning can be extremely valuable for students when determining if the career and/or industry fits their interests, personality, and long-term career aspirations.

### Tips and Considerations Checklist

- [ ] Schedule times/days that work best for your company to engage in work-based learning. Consider holidays, budgets/fiscal year, class schedules, etc.
- [ ] Determine a manageable number of students who can safely and easily participate in a job shadow opportunity. Groups may be more efficient, but sometimes lack engagement and impact on students.
- [ ] Determine information that students should receive in advance, such as dress policy, privacy policy, permissions slips, and photo consent forms. Consider providing an orientation or on-boarding process to review together and ensure awareness of all appropriate rules, regulations, and corporate culture.
- [ ] Parental consent and basic liability forms may be necessary, depending on type of work environment visited and any hands-on activities planned. Create a process to distribute and collect any necessary signed forms from students or intermediary.
- [ ] Limit exposure to hazardous, expensive, and/or confidential waste, chemicals, equipment, technology, materials, and other physical or intellectual property and resources during shadowing.
- [ ] Ensure appropriate safety personal protective equipment (PPE) is provided whenever necessary, such as specialized clothing, helmets, goggles, or other equipment designed to protect from injury or contamination.
- [ ] Identify who will provide transportation to/during/from the learning experience for students.
- [ ] Determine if lunch will be included for students (if applicable) or if they are responsible for their own meals and communicate this to intermediary/student. Consider food allergies, sensitivities, and other dietary restrictions.
- [ ] Include as many visual aids and hands-on activities as possible to help paint the picture of a "typical day in the life" of a health science professional or support staff. Consider adding features or activities that can only be experienced or accomplished by students in-person.
- [ ] Ensure company representatives have been trained to speak to different age groups and how to appropriately represent your company and/or industry. Consider providing a basic training or guidelines for how to effectively interact with members of different generations.

## Iowa Example — UnityPoint Health Grundy County Memorial Hospital Job Shadow (Grundy Center)

Cedar Valley Career Connections, a partnership between Hawkeye Community College and the Cedar Valley West Association for Education and Economic Development, has developed a robust job shadow relationship with the UnityPoint Health Grundy County Memorial Hospital that allows students to test a number of different occupations within the broad health sciences industry.

**Experience Title:** Multi-Department Job Shadow

**General Experience/Job Duties:** Students are able to shadow employees from several different departments for short amounts of time (30 – 60 minutes) for a duration of two weeks to experience a small taste of the "real life" as a nurse, surgeon, dietitian, occupational therapist, physical therapist, lab technician, and surgical scheduler. Students are also able to explore various indirect health care roles in accounting, marketing, purchasing, and logistics.

**Employer:** UnityPoint Health - Grundy County Memorial Hospital

**Educators:** Various high schools

**Support Partners:** Hawkeye Community College, Cedar Valley Career Connections

**Project Timeline:** Two weeks, 30 – 60 minute increments per department

**Paid or Unpaid:** Unpaid

**Academic Credit Earned/Type:** Yes, high school for 12-week rotation only

**Background Check Required:** Yes, a formal background check is completed

**Type of Work Environment:** Hospital, offices, surgery, and laboratories

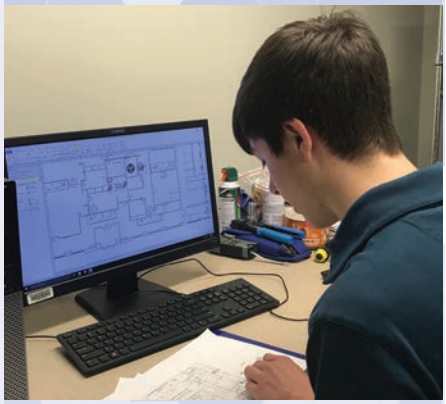
**Who Provides Transportation To/From Experience Site:** Students

**Required Safety/Privacy/Other Training:** HIPAA, UnityPoint Health policies

**Required Volunteer/Employment Forms:** Student Behavior Guidelines, Authorization for Release of Information and/or Public Use of Image, and Liability Waiver and Release

**Lessons Learned:** We learned that students often don't know how exactly they fit into this industry outside of the more typical careers, so we expanded the job shadow to showcase more aspects in smaller digestible chunks. This way students will surely find somewhere they fit within our health care family.

**Advice to Others:** It's up to us to better engage with students earlier in their career planning process. They don't know what they don't know and we can't expect them to figure it out on their own magically. We need to meet them at their comfort level and be flexible in building opportunities for them.



## 4. Long-Term Example: Internships and Apprenticeships

There comes a point during the career exploration process where students wish to receive more focused, hands-on experience to better understand the physical and mental requirements of a given occupation or industry. An internship or apprenticeship offers this opportunity for students to work in a similar capacity to full-time health science professionals, but often with less risk, responsibility, and time commitment. These opportunities can be paid or unpaid, part-time or full-time, and can vary greatly in length, although many are between 1-3 months and offered during the summer break from school.

### Tips and Considerations Checklist

- Similar to regular part- or full-time employees, interns should be provided an orientation and on-boarding process to ensure awareness of all appropriate rules, regulations, and corporate culture.
- Determine information that students should receive in advance, such as dress policy, privacy policy, permissions slips, and photo consent forms. Create a process to distribute and collect any necessary signed forms from students or intermediary.
- Recruit and train a current employee to act as a mentor and/or supervisor for interns within an identified department or division. Consider special training or focus on working with different ages or generations and associated learning styles, communication methods, and personality types.
- Determine if interns will be paid. The USDOL Fair Labor Standards Act offers guidance on when a participant must be paid. In general terms, if the interns provide more value to the employer than they are receiving themselves, they should be appropriately compensated, either by the employer or sponsoring support partner. Ensure appropriate timekeeping procedures are implemented ahead of time.
- Work with Human Resources to ensure interns are set up within payroll and granted all appropriate access to facilities, parking, break rooms, and other areas necessary to accomplish their duties. Ensure interns are aware of any fingerprinting, drug testing, or other related needs ahead of time.
- Carefully review the types of environments in which interns will be allowed to work. Access to pharmaceuticals, narcotics, and other medical treatments should be limited and monitored at all times. Refer back to the USDOL "Hazardous Occupations" guidelines for types of machinery or equipment interns can use with and/or without adult supervision.
- Intern exposure to sensitive patient health records, personnel information, and other confidential data should be avoided. If visiting any patients, customers, and staff, prior consent may be necessary and should be attained from all parties beforehand.
- Ensure appropriate safety personal protective equipment (PPE) is provided, such as specialized clothing, helmets, goggles, or other equipment designed to protect from injury or contamination.
- If interns are being paid, employers generally assume the liability for student injuries or damages caused by students, otherwise school districts assume the liability and are covered under current workers' compensation or related policies. Consider adding a "volunteer workers" endorsement to current insurance policy/coverage, or obtain a stand-alone policy.

## Iowa Example — Broadlawns Medical Center Internship/Apprenticeship Program (Des Moines)

Broadlawns Medical Center partners with various support partners and local high schools to offer internship and apprenticeship opportunities with a focus on improving the overall health of North Des Moines while providing health care career opportunities to those with barriers to employment.

**Experience Title:** Training & Education for a Career in Healthcare – TECH internships (high school students) and TEACH apprenticeships (adults)

**General Experience/Job Duties:** Tour medical facilities, learn about job opportunities, and develop skills to pursue these careers with direct hands-on learning and work duties, either through a paid internship or Registered Apprenticeship, while earning the required education, certifications, and licenses.

**Employer:** Broadlawns Medical Center

**Educators:** Various high schools, Des Moines Area Community College

**Support Partners:** Urban Dreams, Central Iowa HealthWorks, Iowa Jobs for America's Graduates (iJAG)

**Project Timeline:** 30 hours per week over a 2- or 3-month period, TECH during the summer and TEACH throughout the year

**Paid or Unpaid:** Paid

**Academic Credit Earned/Type:** Yes – Basic and Advanced CNA certification (6 college credits) and Registered Apprenticeship

**Background Check Required:** Yes, but conditional

**Type of Work Environment:** Hospital/Medical Center

**Who Provides Transportation To/From Experience Site:** Participants, assistance available when needed

**Required Safety/Privacy/Other Training:** OSHA, HIPAA, Bloodborne Pathogens, Broadlawns policies and training

**Required Volunteer/Employment Forms:** Student Behavior Guidelines, Authorization for Release of Information and/or Public Use of Image, and Liability Waiver and Release

**Lessons Learned:** The first step is always the hardest, but the life-changing stories are rewarding. With each cohort, we make improvements to the program, such as additional soft skills training led by members of the community.

**Advice to Others:** Leverage community partners and resources to support students and job seekers before, during, and after their time with you to ensure long-term success.

## 5. Virtual/Project-Based Learning Example: Clearinghouse for Work-Based Learning

The Iowa Clearinghouse for Work-Based Learning was launched in July 2019 to act as a virtual tool to expand access to work-based learning opportunities for all Iowa students, especially those traditionally underrepresented and regardless of geographic location. Similar to in-person work-based learning programs outlined throughout this document, employers are able to work with educators and community partners to develop in-class project-based learning opportunities. This is often a great opportunity for both employers and students to "test the waters" for work-based learning with minimal time and resource commitment.

Employers are now able to quickly and easily post projects for students to apply for and take advantage of to gain valuable industry experience that would not have otherwise been possible. Participating employers are able to gain insight and value from these groups of student consultants, some of whom may even be members of their target consumer base. Typical projects include assistance with marketing, efficiency, and customer relations aspects of an organization, but can be customized and may vary depending on project goals, timeline, and level of desired contact with students. Visit Clearinghouse.FutureReadyIowa.gov to learn more and begin exploring opportunities to develop and post projects today.

### Tips and Considerations Checklist

- [ ] Set clear expectations for timeline, participant hours, and goals so that everyone is on the same page beforehand. Provide plenty of visual aids to help paint the picture of the desired results and any other aspects that may impact the project, such as design plans, site pictures, or proposed layouts.
- [ ] Although direct contact with students is often limited and students will not be on-site, some basic liability or consent forms may be necessary, depending on type of work performed and hours worked.
- [ ] Ask for permission from students and faculty before posting pictures and other project information through social media and other means. Depending on age of students, written consent may be necessary.
- [ ] Determine type of technology to be used for interacting with students by phone or virtually through tools like GoToMeeting, WebEx, Zoom, or Facebook Live. Ensure all technology and internet access is available and working appropriately before any scheduled meetings.
- [ ] Ensure company representatives have been trained to speak to different age groups and how to appropriately represent your company and/or industry. Consider providing a basic training or guidelines for how to effectively interact with members of different generations.
- [ ] Organize a way to measure performance and solicit participant feedback for continuous improvement purposes. Consider providing a gift or award to the team upon completion of a project, but check with school or intermediary beforehand for any rules, regulations, or other considerations.

## Iowa Example — Bethany Life Marketing Project with Ames High School (Story City)

Bethany Life was in need of ideas on how to expand the current food service bistro within their assisted living facility. Supportive services like the bistro play an important role in the ability for patients, staff, and visitors to focus, relax, and heal, in addition to supporting the long-term success and vitality of a health care provider. The bistro's customer market included residents, their families, and other visitors, and Bethany Life was looking to expand on the current market while bringing in a new customer base.

**Experience Title:** Ames Schools Marketing Proposal for Bethany Life

**General Experience/Job Duties:** An Ames High School student consulted with Bethany Life assisted living facility staff, conducted market research, and created a marketing proposal for how the bistro could maintain the comfort and nutritional value they provide to their current customer base, while also expanding into new demographics to increase sales and profitability.

**Employer:** Bethany Life

**Educators:** Ames Community School District, Ames High School

**Project Timeline:** Two weeks

**Paid or Unpaid:** Unpaid

**Academic Credit Earned/Type:** Yes, high school elective course

**Background Check Required:** No

**Type of Work Environment:** Classroom and virtual learning space

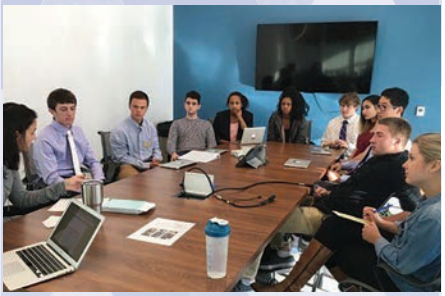
**Who Provides Transportation To/From Experience Site:** N/A

**Required Safety/Privacy/Other Training:** N/A

**Required Volunteer/Employment Forms:** None

**Lessons Learned:** The student learned the value of careful planning and consulting before taking action on a project. While this is something that is explained in class, students often don't truly "get it" until they experience it themselves. Projects like these also help to identify both strengths and weaknesses that need to be addressed before graduation and entry into the workforce.

**Advice to Others:** The willingness of the bistro to work with the student and allow her to "fail" in the process was a main contributor to success for this project. Afterwards, the student soared to the top of the class in terms of her planning and preparation on projects, and the rest of the group followed suit as they learned from watching how her early mistakes led to eventual success. These are transferable skills they will use in the future and that make well-rounded employees.



## 6. Support Partner Example: Educator and Partner Externships

A fresh twist on internship programs is to hire educators and supporting staff to take part in a similar short-term training opportunity. These are referred to as "externships," since there is not an intention to hire the participant upon completion of the program. Participating employers experience similar workforce benefits to internships, but also gain from educating teachers, counselors, and support staff about their company, industry, and local career opportunities. A goal of externships is to combat misconceptions about careers in industries like health science, advanced manufacturing, and information technology with education personnel who then provide career guidance to their students.

### Tips and Considerations Checklist

- [ ] Similar to regular part- or full-time employees, externs should be provided an orientation and on-boarding process to ensure awareness of all appropriate rules, regulations, and corporate culture.
- [ ] Determine information that externs should receive in advance, such as dress policy, privacy policy, permissions slips, and photo consent forms. Create a process to distribute and collect any necessary signed forms from externs or intermediary.
- [ ] Locate and train a current employee to act as a mentor and/or supervisor for the externs within an identified department or division. This person will help them acclimate and stay on track to achieve their goals.
- [ ] Determine if participant will be paid. The USDOL Fair Labor Standards Act offers guidance on when a participant must be paid. In general terms, if the participant is providing more value to the employer than they are receiving themselves, they should be appropriately compensated as an employee, either by the employer or corresponding support partner.
- [ ] Work with Human Resources to ensure externs are granted all appropriate access to facilities, parking, breakrooms, and other areas necessary to accomplish their duties. Ensure externs are aware of any fingerprinting, drug testing, or other related needs ahead of time.
- [ ] Determine a schedule that fits within the allowed number of hours for work for both the extern and a supervisor or mentor. If extern is being paid, ensure hourly or salary timekeeping procedures are implemented ahead of time.
- [ ] Carefully review the types of environments in which externs will be allowed to work. Access to pharmaceuticals, narcotics, and other medical treatments should be limited and monitored at all times.
- [ ] Extern exposure to sensitive patient health records, personnel information, and other confidential data should be avoided. If visiting any patients, customers, and staff, prior consent may be necessary and should be attained from all parties beforehand.
- [ ] Ensure appropriate safety personal protective equipment (PPE) is provided whenever necessary, such as specialized clothing, helmets, goggles, or other equipment designed to protect from injury or contamination.

## Iowa Example — Iowa STEM Teacher Externship Program at UnityPoint Health (Marshalltown)

The Iowa Governor's STEM Advisory Council has offered a robust teacher externship program since 2009, geared toward 7th through 12th grade science, mathematics, and technology (industrial arts and computer science) teachers. With nearly 600 successful externships completed to date, the program offers invaluable hands-on experience, a stipend, and professional development credit.

**Experience Title:** Iowa STEM Teacher Externships

**General Experience/Job Duties:** A teacher had the opportunity to spend six weeks with UnityPoint Health to gain experience outside of the classroom to better prepare her students for health care careers. She did everything from watching a knee surgery and scrubbing-in for a colonoscopy, to working with nutritionists and developing patient nutritional materials.

**Employer:** UnityPoint Health - Marshalltown

**Educator:** Marshalltown High School

**Support Partners:** Iowa Governor's STEM Advisory Council

**Project Timeline:** Flexible 6-week guided program, generally during the summer

**Paid or Unpaid:** Paid – Up to $4,800 stipend (cost shared between employer and STEM Council)

**Academic Credit Earned/Type:** Yes, three hours of graduate credit from the University of Northern Iowa and up to two hours of AEA license renewal credit

**Background Check Required:** Yes

**Type of Work Environment:** Various – hospitals, laboratories, clinics

**Who Provides Transportation To/From Experience Site:** Externs

**Required Safety/Privacy/Other Training:** OSHA, HIPAA, Bloodborne Pathogens, hospital policies

**Required Volunteer/Employment Forms:** Volunteer Behavior Guidelines, Authorization for Release of Information and/or Public Use of Image, and Liability Waiver and Release.

**Lessons Learned:** This opportunity provides teachers with a new perspective outside of their classrooms. It enables them to stay informed of advances in technology and modern medicine and how they impact our students now and in the future.

**Advice to Others:** The STEM Council has everything in place in terms of paperwork, relationships, and all the tools necessary for a successful experience. Educators see things from a different angle and bringing someone in with a fresh perspective is invaluable.

## 7. Nontraditional Student Example: Adult Students and Job Seekers

A growing number of students are beginning their education journey later in life or are heading back to school as adults for the necessary education and training for a more fulfilling career within their communities. Adult students often bring with them additional life skills, experience, and backgrounds that may allow them to more quickly and easily get up to speed within a health care environment. Many of the labor, safety, and privacy concerns for youth are also not applicable to adults.

### Tips and Considerations Checklist

- [ ] Similar to regular part- or full-time employees, participants should be provided an orientation and on-boarding process to ensure awareness of all appropriate rules, regulations, and corporate culture.
- [ ] Determine information that participants should receive in advance, such as dress policy, privacy policy, permissions slips, and photo consent forms. Create a process to distribute and collect any necessary signed forms from participants or intermediary.
- [ ] Locate and train a current employee to act as a mentor and/or supervisor for participants within an identified department or division. This person will help them acclimate and stay on track to achieve their goals.
- [ ] Determine if participant will be paid. The USDOL Fair Labor Standards Act offers guidance on when a participant must be paid. In general terms, if the participant is providing more value to the employer than they are receiving themselves, they should be appropriately compensated as an employee, either by the employer or corresponding support partner.
- [ ] Work with Human Resources to ensure participants are granted all appropriate access to facilities, parking, breakrooms, and other areas necessary to accomplish their duties. Ensure participants are aware of any fingerprinting, drug testing, or other related needs ahead of time.
- [ ] Determine a schedule that fits within the allowed number of hours for work for both the participants and a supervisor or mentor. If participant is being paid, ensure hourly or salary timekeeping procedures are implemented ahead of time.
- [ ] Carefully review the types of environments in which participants will be allowed to work. Access to pharmaceuticals, narcotics, and other medical treatments should be limited and monitored at all times.
- [ ] Participant exposure to sensitive patient health records, personnel information, and other confidential data should be avoided. If visiting any patients, customers, and staff, prior consent may be necessary and should be attained from all parties beforehand.
- [ ] Ensure appropriate safety personal protective equipment (PPE) is provided whenever necessary, such as specialized clothing, helmets, goggles, or other equipment designed to protect from injury or contamination.

## Iowa Example — IowaWORKS Adult Work Experience Program at Good Samaritan Society (Waukon)

IowaWORKS centers across the state are able to help set-up and place job seekers in experiential learning programs to learn more about a company, career, or industry while also pursuing their education, receiving unemployment benefits, or utilizing other social services to improve their long-term employability within the health science industry.

**Experience Title:** Workforce Innovation & Opportunity Act (WIOA) Title I Internship Program

**General Experience/Job Duties:** Job seekers are able to leverage state and federal funds to limit employer liability and compensation requirements to explore local in-demand career opportunities. A supportive Universal Worker internship program was set up with the Good Samaritan Society to help participants gain experience working within a long-term care facility in a limited capacity while taking Certified Nursing Assistant (CNA) classes at Northeast Iowa Community College. Employers are able to review participant work ethic, attendance, and other factors before deciding to offer full-time employment upon completion.

**Employer:** Good Samaritan Society

**Educators:** Northeast Iowa Community College

**Support Partners:** IowaWORKS Center – Decorah

**Project Timeline:** Varies

**Paid or Unpaid:** Paid – WIOA Title I funds (IowaWORKS)

**Academic Credit Earned/Type:** No

**Background Check Required:** Yes, background and drug screening

**Type of Work Environment:** Long-Term Care Facility

**Who Provides Transportation To/From Experience Site:** Participant

**Required Safety/Privacy/Other Training:** Dependent Adult Abuse, Tuberculosis (TB) screening, Good Samaritan Society policies

**Required Volunteer/Employment Forms:** Basic employment application

**Lessons Learned:** We were surprised by how smoothly everything went with help from IowaWORKS. They send us a pool of interested applicants, some of whom we might have missed in our own recruiting efforts. We then interview and determine who might be the best fit.

**Advice to Others:** The hiring process is very expensive for us and this program allows us to test out candidates during the internship before deciding to make them a full-time offer. There is no obligation to hire and IowaWORKS even pays the interns' wages.

## 8. Additional Promising Practices Examples

### 1. Classroom Speaker

a. Iowa Valley Intermediary Program partners annually with local employers to offer an Introduction to Health Care Careers and OB/Pediatrics Career Discovery Day events.

b. Northeast Iowa Community College hosts Health Care Program Preview Days annually to assist students interested in the health care pathway to explore multiple career options.

c. Des Moines Area Community College Career Discovery Network partners with local health care providers to offer Career Discovery Day events to learn about health care careers, participate in hands-on activities, and connect with local health care professionals.

d. The Link at Southeastern Community College hosts a fall Health Care Career Expo for students to explore 6 different careers in small groups, performing hands-on activities and talking with local professionals.

### 2. Facility or Site Visit

a. Kirkwood Community College Workplace Learning Connection partners with Mercy Medical Cedar Rapids for a Surgical Tech Day where students learn to scrub for surgery, practice suturing, and operate technology like the da Vinci Robot while learning about local health care careers.

b. Crawford County Memorial Hospital offers a Scrubs Camp where students spend a day learning about multiple health care fields that also includes lunch, a gift bag, and a CCMH Scrubs Camp t-shirt.

c. The Waverly Health Center partners with Cedar Valley Career Connections to set up an annual Mini Medical University to learn about health care careers through interactive presentations and hands-on learning.

d. Southeast Valley High School students spend a day on Iowa Central Community College's campus to learn about health care careers, tour the Unity Point Sim Lab, and interact with equipment, such as manikins that are able to talk, cry, give birth, and have seizures.

e. NIACC Career Connections partners with North Iowa Area Community College and MercyOne to provide Health Academy students the opportunity to spend time on campus with Instructors and touring the NIACC Health Simulation lab before visiting MercyOne North Iowa touring several departments.

### 3. Job Shadow or Observation

a. Iowa Valley Intermediary Program partners with UnityPoint Health Marshalltown to offer a 4-hour job shadow opportunity in different areas, like Emergency and Radiology.

b. Northeast Iowa Career Learning Link partners with Gundersen Health System's Integrated Center for Education in La Crosse, WI to allow students to observe live surgeries with direct operating room communication.

c. Northwest Iowa Community College partners with many local health care providers to offer job shadows in areas like nursing, physical therapy, and radiology, in addition to hosting their own hands-on health care workshops for students to assist and observe real-life simulations, such as giving birth.

d. Sioux City Career Academy partners with UnityPoint Health, St. Luke's College, and other local health care providers to offer a wide range of job shadow and observation experiences.

4. **Internship/Apprenticeship**

   a. The Dental Loft partners each year with Johnston High School to offer a comprehensive internship for high-achieving students interested in dental health.

   b. UnityPoint Health Finley Hospital partners with Northeast Iowa Career Learning Link to offer customizable unpaid internship opportunities for various careers within the health care industry.

   c. Vera French Community Mental Health Center offers internship or practicum experiences in the Quad Cities for students studying Psychiatry, Clinical Psychology, Nursing, and Social Work.

5. **Virtual or Project Learning**

   a. Spencer High School partners with AEALearningOnline.org to offer free training options in HIPAA, Bloodborne Pathogen, and Mandatory Reporter.

   b. WIN at Western Iowa Tech Community College and the Iowa Valley Intermediary Program offer local schools access to www.VirtualJobShadow.com to explore careers in health science.

   c. The Iowa chapter of HOSA - Future Health Professionals offers many service projects, competitions, and other activities for students interested in health care.

   d. The Iowa Hospital Association is partnering with AEALearningOnline.org to build interactive online modules for students to learn more about careers within health care.

6. **Non-Traditional Students**

   a. Iowa Vocational Rehabilitation Services offers many innovative ways to introduce health care providers to potential workers through a range of free services across the state.

   b. Iowa Jobs for America's Graduates (iJAG) works as a pre-apprenticing organization that connects health care providers to their future workforce, with a specific focus on the most cost-effective dropout prevention and school to career solutions in Iowa.

   c. Central Iowa HealthWorks partners with health care providers and support partners to increase job seeker interest, training, and placement in health care careers in Central Iowa, with a specific focus on minority and underrepresented populations.

   d. Organizations like EMBARC and Lutheran Services of Iowa can provide a connection to a community's underutilized immigrant, refugee, and non-English speaker population.

7. **Educator & Partner Experiences**

   a. Iowa Valley Intermediary Program offers a Teacher Externship Academy each year for local teachers and administrators to learn more about different industries, including a visit to the Iowa Veterans Home to hear about their health care needs.

   b. Iowa Central Career Connections partners with Prairie Lakes Area Education Agency to offer externships for educators to gain hands-on experience with local employers.

   c. Indian Hills Community College Get Connected! partners with the economic development group Opportunity$^2$ to offer a four-day Educators in the Workplace experience full of tours, presentations, and hands-on experiences.

   d. Health care providers meet on a local or regional basis to collectively address their workforce concerns through industry sector partnerships that are supported by the Iowa Department of Education.

# Section 4: Templates, Checklists, and Other Resources

**Sample Liability Waiver Form**

Health Care
Provider XYZ

## Non-Employee Waiver of Liability
## Medical Observation and Education Programs

As a signatory to this document, I understand and agree to the following:

1. I am a willing participant and understand that my participation and/or involvement in any of the HPXYZ medical observation or education programs carries with it the potential for certain risks, some of which may not be reasonably foreseeable.

2. I further acknowledge that these risks could cause me, or others around me, harm, including, but not limited to, bodily injury, damage to property, or emotional distress.

3. I understand that the appropriate accident and liability insurance is the responsibility of the participant.

4. I agree to release, indemnify, and hold harmless HPXYZ, as well as all its employees, agents, representatives, successors, etc. from all losses, claims, theft, demands, liabilities, causes of action, or expenses, known or unknown, arising out of my participation in any of the HPXYZ medical observation or education programs.

5. It is understood that during my participating in this event I will meet many exceptional HPXYZ employees. I agree that I will not actively solicit or recruit those employees for the purpose of leaving HPXYZ for the employ of my current or future employer.

_____ _____

Participant Signature Date

_____

Printed Name

Health Care
Provider XYZ

# Application for a Job Shadow

Name: _____

Address: _____City: _____State: _____Zip: _____

Preferred Phone: _____Date of Birth: _____

E-mail Address: _____

Name of School: _____Year in School:_____

**If you are under 18, please list name and contact information for parent / legal guardian:**

Name: _____

Relationship: _____Phone: _____

Parent / Guardian Signature:_____

**Job shadows are generally scheduled on Tuesday, Wednesday or Thursday mornings from 8:30-11:30 a.m.**

Please list three available dates available to job shadow. NOTE: Staffing and work schedules dictate when a job shadow is scheduled. Do NOT expect the job shadow to be scheduled as soon as the application/ forms are returned. Typically, it takes one to two weeks to find a date that works in both your and the unit/department staff schedule.

List available dates: Date:_____ Date: _____ Date: _____

Occupation or Department you want to shadow:_____

If known: Name of person you would like to shadow with: _____

Briefly describe your reason for wanting to job shadow: _____

Do you have any limitations or special needs which need accommodation? Explain: _____

_____

Have you ever volunteered or been employed at HPXYZ or any affiliate/partner providers? _____

Yes / When: _____

Do you have family member employed at HPXYZ or any affiliate/partner providers?_____

Yes / Name: _____

Emergency Contact Name (1): _____

Relationship: _____Phone: _____

Emergency Contact Name (2):

Relationship: _____Phone: _____

**The information provided on this application is true and complete to the best of my knowledge.**
**My typed name below shall have the same force and effect as my written signature**

Date: _____Signature:_____

Health Care
Provider XYZ

## Letter of Nondisclosure and Patient Confidentiality Agreement

By signing this letter of nondisclosure and confidentiality, I am acknowledging my obligation to maintain all patient, physician, employee and corporate information as defined in Health Care Provider XYZ (HPXYZ) policies. I shall use my access to information in accordance with HPXYZ policy, legal, accrediting, and regulatory requirements. Any person disseminating confidential information about a patient, physician, employee, or corporate business is in violation of the use of HPXYZ information and is subject to the appropriate procedural and legal action.

I agree that I shall not, directly or indirectly, disclose or furnish to any person, firm, corporation, or governmental agency any patient information or HPXYZ's business information except as it pertains to a requirement of my position or as it pertains to care of the patient.

The release of information and removal of any records is only by legal authority. Therefore, I shall not reproduce any printed or electric data or information for use in any manner other than is pertaining to patient care or the administration and operation of HPXYZ.

I shall not leave a terminal unattended with my log-on active, but am required to log-off the system before leaving the terminal unattended. I understand that log-off is setting the system to a point where the applications that are confidential cannot be accessed without the next person signing onto the system.

**I shall not disclose nor share my personal access codes, passwords, and other user identifiers with anyone else. Users should not write passwords down and are encouraged to not use personal passwords for business use.**

If, for any reason, I believe my access codes are known by or being utilized by anyone other than myself, I shall report the situation to HPXYZ Security, (555) 555-1234, or HPXYZ Information Systems Help Desk, (555) 555-9876.

I understand that these policies will be enforced. Failure to comply shall at least result in my loss of access to the HPXYZ network and automated systems. For employees of HPXYZ it can result in the termination as an employee of HPXYZ; for non-employees of HPXYZ, it can result in the termination of contractual agreements and/or physical access to the HPXYZ facilities.

_____ _____

Participant Signature Date

_____

Printed Name

## Sample Medical Disclosure and Screening Statement

Health Care Provider XYZ

# Medical Disclosure and Screening Statement

Each participant in one of Health Care Provider XYZ's (HPXYZ) work experience programs will provide either vaccinations/immunizations records or complete the following Disclosure and Screening prior to being accepted into a program.

**It is also expected that on the day(s) of the experience, the participant will inform their host, supervisor, or intermediary if they are not feeling well or have been exposed to any type of communicable disease in the past 72 hours.**

### Participant Information

| | |
|---|---|
| Name | |
| Address, City, State, Zip | |
| Telephone Number | |
| Email | |
| Name of School Currently Attending | |
| Date of Birth | |
| Emergency Contact | |
| Relation to Emergency Contact | |
| Emergency Contact Phone Number | |
| Program (circle one) | Tour Job Shadow Preceptorship Medical Observation Internship, Apprenticeship Volunteer Other: |
| Program Start Date | |
| Known Allergies | |

| Required Immunizations (MUST PROVIDE PROOF OF THE FOLLOWING IMMUNIZATIONS - ATTACH OFFICIAL IMMUNIZATION RECORDS) | Date of Vaccination |
|---|---|
| **Chicken Pox (Varicella) Required** | |
| **Mumps Required** | |
| **Measles (Rubeola) Required** | |
| **German Measles (Rubella) Required** | |
| **Tetanus Required** | |
| **Whooping Cough (Pertussis) Required** | |
| **Influenza Vaccine Required (Oct-April/May)** | |
| **Tuberculosis Required** | |
| **Hepatitus B Required** | |

Health Care Provider XYZ

# Medical Disclosure and Screening Statement

Are you experiencing any of the following?

| | Yes | No | | Yes | No |
|---|---|---|---|---|---|
| Sore Throat | | | Cough with Running Nose | | |
| Rash | | | Cold Sore(s) | | |
| Fever | | | Influenza/Flu | | |
| Drainage from Eyes | | | Diagnosed with: | | |
| Nausea or Vomiting | | | Pertussis in the past two weeks | | |
| Diarrhea | | | Strep Throat in the last 48 hours | | |

Have you been exposed to any of the following in the past four weeks?

| | Yes | No |
|---|---|---|
| Chickenpox | | |
| Measles | | |
| Mumps | | |
| Rubella (German Measles) | | |

Are there any other medical conditions you believe should be disclosed before participating in this program? If so, explain.

_____

_____

_____

_____

_____

Participation in some work experience programs may require long periods of standing, sitting, and walking. Will you require any accommodation to perform these essential functions of the program?

Yes _____ No _____

_____ _____

Participant Signature Date

_____

Printed Name

## Work-Based Learning Employer Planning Checklist

**WHY** are we doing this? What are the short- and long-term goals of providing work-based learning?

- Consider specific goals before doing anything else! (Talent attraction, development, retention, etc.)
- What do you wish more people knew about your company, industry, community, etc.?
- Are there specific metrics to define "success"? (# application increase, % employee satisfaction growth, etc.)
- Consider viewing students as "consultants" who can benefit your company by offering a unique and valuable perspective, who may also represent your target audience. What projects could they help you start or complete?

**WHAT** will everyone be doing ? How do we keep everyone engaged?

- Plan engaging, hands-on activities for students that help them 'experience' the careers you offer and that may break misconceptions/stereotypes of the industry. Consider things they can't do or see online or on their own!
- Determine types of work-based learning opportunities you are able/willing provide:

____ Classroom/Guest speakers
____ Career fairs and career experience days
____ "Visit Parents at Work" days
____ Facility/Site tours
____ Informational interviews with students
____ Job shadows/Work observations
____ In-classroom projects/Team challenges
____ On-site student projects/Team challenges
____ Mock interviews/Resume assistance
____ Volunteer experiences
____ Paid or Unpaid internships
____ Summer/Part-Time employment
____ Pre-apprenticeships/Partner with high school or other training provider
____ Apprenticeships (any type)
____ Clinical or Lab experiences
____ On-the-Job training program
____ Mentorship/Sponsorship of a current or prospective student
____ Sponsor career pathway certificates or degree programs at community colleges

**WHO** will be involved? Work smarter, not harder, by leveraging other partners' resources.

- Determine desired number, grade level, and ages of students for each work-based learning opportunity.
- Connect and secure partners from your local Iowa Intermediary Network contact, community college, Iowa Area Education Agency (AEA), economic/workforce/community development, and/or K-12 school districts.
- Find champions at your company who connect well with youth and are willing to be speakers, tour guides, job shadow hosts, mentors, etc. (Consider employees interested in advancement or who show leadership potential)
- Attend local meetings for sector boards, advisory boards, Intermediary advisory committees, high school and college career and technical program advisory committees, etc. to connect with others and support existing work-based learning initiatives. (Your local community college can assist you in joining with these groups)

## **WHERE** will these experiences take place? What is the best environment or this type of experience?

- Is travel necessary for participants? Who will provide transportation to/during/from a learning experience?
- Consider ways to engage educators and parents in the opportunities you offer such as evening/night open houses, STEM externships, educator tours, speaking engagements with educators for professional development, etc.
- Establish necessary training for participants for each type of work-based learning opportunity you plan to offer on-site (confidentiality, safety, standard operating procedures, etc.).

## **WHEN** will these experiences take place? When is the best time for both you and the students?

- Schedule times/days that work best for your company to engage in work-based learning. Consider holidays, budgets/fiscal year, class schedules, shift schedules, sports events, etc.
- Determine information that students should receive in advance such as dress policy, privacy policy, confidentiality, permission slips, etc. (Create a process to distribute and collect signed forms from student/intermediary if needed)
- Determine if lunch will be included for students (if applicable) or if they are responsible for their own meals and communicate this to intermediary/student. Consider food allergies, sensitivities, and other dietary restrictions.

## **HOW** will we achieve our goals? How do we ensure participants have a positive and lasting experience?

- Develop policies and procedures for work-based learning at your company/organization. (Intermediaries can help with examples and lessons-learned)
- Make sure tour groups are not too large! All students should be able to hear, participate, and learn from the experience. (Consider a tour headset system if noise or confidentiality are concerns)
- Share personal stories about your career path, why you chose this company/career, promotion pathways, actual work-based learning examples and outcomes, etc. Bring real examples of work and products if possible. Students appreciate genuine, authentic interactions.
- Encourage student questions and be prepared for anything to come out of their mouths!
- Ensure internal Human Resources is familiar with state and federal codes regarding student learners, including liability and other considerations based on your specific type of organization, products, etc.
- Train employees working with student learners so they are familiar with "hazardous occupations" orders:

  https://www.youthrules.gov/documents/for-employers/YouthRulesBrochure.pdf

  https://www.youthrules.gov/support/toolkit/index.htm

  https://www.youthrules.gov/documents/news/EmployerGuides/EmployerGuideEnglish.pdf
- Determine if internship opportunities can be paid or unpaid using Department of Labor standards:

  https://www.dol.gov/whd/regs/compliance/whdfs71.htm
- Communicate with educator/intermediary placing student interns to ensure that all required documentation is in place for a student to receive high school/college credit for the experience.
- Address student learner issues directly with student and involve educator/intermediary when necessary – remember this is a learning experience for the student on how to perform in a professional work environment!

## Additional Resources

### Iowa Department of Education

https://www.educateiowa.gov/

The Iowa Department of Education helps educate, connect, and empower employers and educators to build high-quality work-based learning opportunities by offering a wide range of resources, guidance, advice, and additional information.

**Work-Based Learning Guide:** https://educateiowa.gov/sites/files/ed/documents/Iowa%20Work-based%20learning%20guide%20final.pdf

**Iowa School-to-Work Legislation:** https://www.educateiowa.gov/sites/files/ed/documents/Iowa%20School-to-Work%20Legislation.pdf

**Liability and Insurance Report:** https://www.educateiowa.gov/sites/files/ed/documents/Liability%20and%20Insurance.pdf

**Industry-Based Sector Partnerships:** SectorPartnerships.EducateIowa.gov

### HOSA-Future Health Professionals

http://hosa.org/

HOSA is a middle school, high school and post-secondary student organization which promotes health care career paths and provides all members with the opportunity to develop leadership and technical skills through Health Science Education instructional programs.

### U.S. Department of Labor – Wage and Hour Division

https://www.dol.gov/whd/

The Wage and Hour Division was created with the enactment of the Fair Labor Standards Act (FLSA) of 1938 to administer and enforce a wide range of laws which collectively cover virtually all types of employment. The WHD offers an extensive library of forms, fact sheets, presentations, checklists, and other resources to help employers, educators, workers, and other community partners better understand employment laws and their rites.

**Hazardous Occupations:**
https://www.dol.gov/general/topic/youthlabor/hazardousjobs

**Fact Sheet #52 -- The Employment of Youth in the Health Care Industry (July 2010):**
https://www.dol.gov/whd/regs/compliance/whdfs52.htm

### YouthRules! – Preparing the 21st Century Workforce

https://www.youthrules.gov/

YouthRules! is an initiative to promote positive and safe work experiences for teens by distributing information about young workers to youth, parents, employers and educators. Components of the initiative include a website, printed materials, outreach events, training seminars and partnering activities.

### Occupational Safety and Health Administration (OSHA)

https://www.osha.gov/youngworkers/index.html

The Occupational Safety and Health Administration also has a separate section for young workers that focuses on the rights and responsibilities associated with youth employment from the perspective of the young worker, the employer, and the parent or educator. The emphasis on the OSHA website is on the prevention of worksite injuries.

## Appendix A: Iowa Work-Based Learning Intermediary Network

IOWA Intermediary Network

**www.IowaIN.org**

fb.me/IowaIntermediaryNetwork

IowaIntermediaryNetwork

IowaIntermediaryNetwork

| Region | Community College | Intermediary Program |
|---|---|---|
| 1 | Northeast Iowa Community College | Northeast Iowa Career Learning Link |
| 2 | North Iowa Area Community College | NIACC Career Connections |
| 3 | Iowa Lakes Community College | Connect @Iowa Lakes |
| 4 | Northwest Iowa Community College | NCC Workplace Learning Connection |
| 5 | Iowa Central Community College | IC Career Connections |
| 6 | Iowa Valley Community College District | Iowa Valley Intermediary Program |
| 7 | Hawkeye Community College | Cedar Valley Career Connections |
| 9 | Eastern Iowa Community Colleges | The Talent Link |
| 10 | Kirkwood Community College | Workplace Learning Connection |
| 11 | Des Moines Area Community College | Career Discovery Network |
| 12 | Western Iowa Tech Community College | WIN |
| 13 | Iowa Western Community College | Southwest Iowa Workplace Connection |
| 14 | Southwestern Community College | Southwestern's Workplace Learning Network |
| 15 | Indian Hills Community College | Get Connected! |
| 16 | Southeastern Community College | The Link |

* Additional information, program outcomes, and updated contact information can be found at www.IowaIN.org and WorkBasedLearning.EducateIowa.gov.

## Appendix B: Community Partner and Resource Matrix

| Partner Group | Roles/Participants | Researched (Date/Time) | Contacted (Date/Time) | Engaged (Date/Time) | Committed/ Participating (Date/Time) | Notes |
|---|---|---|---|---|---|---|
| Student | Student (s)<br>Student Groups/Clubs<br>Student Organizations<br>- *HOSA — Future Health Professionals*<br>- *Family, Career, and Community Leaders of America (FCCLA)* | | | | | |
| Educator | Teacher<br>Counselor<br>Administrator<br>School Board | | | | | |
| Intermediary/ Support | Iowa Intermediary Network<br>Workforce Development<br>- *Iowa Workforce Development*<br>Economic Development<br>- *Chamber of Commerce*<br>- *Regional Economic Development*<br>Higher Education<br>- *Community College*<br>- *Public University*<br>- *Private College* | | | | | |
| Business/Industry | Employer<br>Health Care Provider<br>Industry/Trade Organization | | | | | |
| Parent/Guardian | Parent<br>Legal Guardian<br>Mentor<br>Parent/Teacher Association | | | | | |

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**Community Colleges & Workforce Preparation**
*Prosperity Through Education*
www.educateiowa.gov/ccpublications

IDPH Iowa Department of Public Health
Protecting and Improving the Health of Iowans