

Searching For Careers In The Health Care Field

TIES 2000

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Knowing Yourself Curriculum Unit Overview

Summary

Good career development can provide a strong foundation for making career decisions tailored to an individual's unique pattern of interest, values, skills and motivation. This unit provides middle school through high school students with special needs with opportunities and activities to better understand themselves. Exploring interests by participating in authentic learning activities, personality and skills inventories, and job shadowing are all important in learning about who you are and what kind of jobs might be best for you. Although this unit is designed for individuals interested in exploring health care related occupations, the Knowing Yourself Unit provides a basis for any job seeker interested in discovering their individual preferences, values and skills relative to any career choice.

Big Picture

The Hook: Students walk into a classroom that has been set up to typify a hospital operating room. They will be provided with role playing cards, props, and uniforms specific to their job role. While performing the skit, the students will be learning about various jobs in the hospital setting and their unique contributions to patient care. Even behind the scenes jobs will be included. Some examples of the roles: Admissions clerk, Housekeeping, Nurse, phlebotomist, patient transporter, surgical linen, central processing, dietician, dietary aid, sterilization, etc.

This unit provides students with the opportunity to examine themselves in terms of interests, strengths and challenges, likes and dislikes, personality characteristics and how these relate to the kinds of jobs they will find most rewarding and which utilize their skills. Students will participate in team activities to learn how their skills contribute to and enhance the team process. This experience will reinforce employers' expectations for teaming and cooperation in the work place.

Preparation for the Unit

- ❑ Set up a classroom to simulate a patient lying on an operating room. Develop cards with the job roles each student will play.
- ❑ Gather appropriate assessment tools (Ohio Employability Skills Checklist, The Becker Reading Free Interest Inventory, Ohio Career Interest Survey, the Self-Directed Search SDS, the Keirsey Temperament Sorter II, the Myers-Briggs, the Campbell Interest Skills Survey, the Martin Self-Determination Work, Social and Personal Skills Student Worksheets).
- ❑ Develop a list of appropriate web page addresses for job searching activities.
- ❑ Compile a list of health care related jobs.
- ❑ Design journal pages to correspond with unit activities.
- ❑ Choose audience appropriate icebreaker activity.

- ❑ Make a four-quadrant picture with easel to be used in ALT 1. Make copies of various team roles description for each team. Secure one set of colored markers and one sheet of white drawing paper for each team (11 x 14"). Learning environment set up for 5-6 teams: one table 5-6 chairs for each team; a small screened off space near the door or in the hallway outside the door to locate the four-quadrant picture away from the view of the seated teams.
- ❑ Develop a list of possible questions to be incorporated into a questionnaire the students will use to interview health care staff.
- ❑ Contact health care facility to arrange job shadowing experience and onsite agreements.
- ❑ Develop parent permission slips.
- ❑ Set up transportation.

Overview

This unit begins with the hook activity. The students enter the classroom to see a patient on an operating table. Each student is given a card with his or her job role on it. This activity lets the students know that many different jobs in a hospital make surgeries possible. During the course of the unit students will examine their skills and interests to see what careers in health care could be appropriate for them.

After the hook activity, the students start their self-assessment process with an introduction of the Journal they will use during the unit. This will help the students reflect on all the activities and give them a place to record their findings. The first page they complete outlines personal information relative to filling out a job application. The group will then participate in an icebreaker activity having fun while getting to know more about one another.

Skill inventories will then be utilized to help students and instructor to determine students strengths, likes, preferences, personality types, etc. Once the results are tabulated from each assessment the students will record their individual findings in their journals.

Knowing Yourself Curriculum Unit Summary

Vocational	Communication	Technology
<p>ALT 1-Pre-Diagnostic Testing Students will complete a battery of self-assessment inventories.</p>	<p>ALT 1 – Picture This Students listen to and relay information in a group activity designed to recreate a four quadrant visual image.</p>	<p>ALT 1 – www. Job Search Students will visit classified ads and other career web sites to gather career information relative to their job list.</p>
<p>ALT 2 –Diagnosis Students will develop a personal career exploration list based on results of self-assessment inventories.</p>	<p>ALT 2 – Exclusive Report Students report on results of inventories and web research explaining how that information guided them in developing their job list.</p>	<p>ALT 2 –www. Info Quest Students gather information about KMC and affiliates, mission statement, size facility, number of employees.</p>
<p>ALT 3 - Prescription Students will match their career exploration list to actual jobs available in the community.</p>	<p>ALT 3 – Getting the Scoop Students develop a short questionnaire relative to the jobs they have selected to use on their job shadow experience.</p>	<p>ALT 3 – www. Printshop Students will go to the KMC web page to find the list of job postings. Print the list of available jobs from KMC web page.</p>

Suggested Sequence of ALT's:

(1) Vocational ALT 1 (2) Vocational ALT2 (3) Technology ALT 1 (4) Vocational ALT 3 (5) Technology ALT 2 (6) Technology ALT 3 (7) Communication ALT 1 (8) Communication ALT 2 (9) Communication ALT 3

Transfer Activity

Students will visit KMC to shadow the jobs they have chosen. During the job shadowing experience they will interview the actual persons doing the job to gather explicit information about each job. Information would include: education or training needed, specific job duties, description of a typical work day, salary information, hours worked, benefits, etc.

Vocational: Section 1

ALT One: Pre-Diagnostic Testing

Summary

Students will complete a battery of self-assessment tools to help them determine their personality types and career interests. The results of the assessments will then be used to help the students compile a list of careers that match their job interests. The competencies gained will be identification of personal interests and skills and how they relate to choosing a career.

Competencies

Core ITAC - Planning and Managing a Career – Strand 5

5.1 Identify how personal interests, abilities and skills relate to choosing a career.

Time

This activity will take 3 hours.

Materials

Surveys will differ according to the age and ability levels of the students. These are examples of ones, which may be administered.

The Keirsey Temperament Sorter II
Becker Reading Free Interest Inventory
Ohio Career Interest Survey OCIS

Instructions

List step-by-step instructions for students to complete the ALT. Indicate where alternate methods might be used.

1. Give an overview of career and interest assessment tools.
2. Distribute #2 pencils.
3. Distribute inventories to be used.
4. Read over the instructions with the students.
5. Answer any questions the students may have.
6. Students complete the inventory with help if needed.

Evaluation/Assessment of Student's Competency

There are no right or wrong answers when using self-assessment tools. The self-assessment tools will be scored. The results will be shared with each student individually and explaining what the results mean to them. A discussion will take place with the student to make sure they understand the results. At the end of this activity the student will complete their journal entry to record their results.

Closure

The students will talk about the results of the interest inventories. The students will be informed that the results will be used to help them develop a list of career options that best fit their skill and interest levels, which is their next activity. (Vocational ALT Two - Diagnosis)

ALT Two: Diagnosis

Summary

Students will develop a personal career exploration list based on the results of their self-assessment inventories. Using the results of their assessment batteries, students will know more about what kind of job they want and how their skills apply to the job search process.

Competencies

Core ITAC – Planning and Managing a Career – Strand 5

.5.1 Identify how personal interests, abilities, and skills relate to choosing a career

5.2 Investigate career options

Time

This activity will take approximately 1 hour.

Materials

Results of the interest inventories.

Occupational Outlook Handbook.

Journal Entry

Instructions

1. Students are instructed to get out the results of the self-assessment inventories.
2. Students need to get out their journals.
3. Students are directed to turn to the journal page “Developing a List”.
4. Students will then record the results of their career interest surveys in terms of jobs they ranked high interest and high skill.
5. Students will also record in the journal strengths evidenced in the inventory results.
6. Students will compile a list of 5 or 6 jobs they would like to investigate.

Evaluation/Assessment of Student’s Competency

Rubric

Journal Entry

Closure

At the end of this activity students will have decided on a number of jobs they would like to further investigate. The teacher will summarize how they have come to these choices and how the students will proceed to the next step. During the next activity (Technology ALT One) the students will begin to investigate their job choices in more detail to find out specific information about each job choice.

ALT Three: Prescription

Summary

The students will be presented with a list of health care related careers and a short description of each job. The students will then look at their job interest list to determine possible matches on the health care related career list. At the end of the activity students will have developed a list of 4 jobs to shadow.

Competencies

Core ITAC - Planning and Managing a Career - Strand 5

5.2 Investigating career options.

Core ITAC - Managing Resources - Strand 6

6.2.2 Collect information from selected resources

Time

This activity will take 1 hour.

Materials

List of health care related careers with a short description of each job.

Instructions

1. A list of health care related careers with job descriptions is distributed to the students.
2. The teacher goes over the list with the students.
3. The students are asked to get out their job interest list.
4. The students are instructed to record the new list in their journals.

Evaluation/Assessment

Rubric
Journal entry

Closure

At the end of this activity students will have further narrowed their career interest lists. The teacher will briefly summarize the preliminary activities leading to the job list match activity. The list will be used in the next activity (Technology ALT Two) During the next activity the students find out more about an actual health care facility.

Vocational Rubric

	Strong	Capable	Developing
Analysis	Demonstrates understanding of assessment inventories Easily answers all the questions	Demonstrates some understanding of assessment inventories Is able to answer most of the questions without help	Attempts to show understanding of assessment inventories but is unclear Is able to complete the survey with help
Application	Easily understands results of assessment batteries Easily uses the results to make a personal interest and abilities list	Demonstrates some understanding of results of assessment batteries Is able to use results to make a personal interest and abilities list	With more explanation is somewhat able to understand results of assessment batteries With help can develop a personal list of interest and

			abilities
Synthesis	Easily able to match personal interest and abilities list to a more comprehensive career listing to make a complete list	Able to match personal interest and abilities list to a more comprehensive career listing to make a complete list	Is unclear about matching their list to the comprehensive list but willing to attempt with help

Section Two: Technology

ALT One: www.jobsearch

Summary

Students will visit classified ads and other career websites to gather information relative to their job list.

Competencies

Core ITAC - Solving Problems and Thinking Skillfully - Strand 1

- 1.2 Read for information and understanding
- 3.2.3 Access information electronically (via the internet)

Time

Estimated time of completion, two hours.

Materials

Computers with Internet access
List of suggested websites
Printer

Instructions

1. Teacher gives the students instructions on how to access the Internet in the computer lab.
2. Teacher distributes a list of suggested website addresses.
3. Teacher reviews the Technology Rubric that will be used to determine grades.
4. Students bring up the web browser to search out suggested career website addresses.

5. Students type in the website addresses.
6. Students read for relevant information on the jobs they are researching.
7. Students will print out appropriate information from the search.
8. Students record the results in their journal.

Evaluation/Assessment of Student's Competency

Rubric
Journal Entry
Evidence of computer printouts

Closure

The teacher will talk about the value of using the computer for researching jobs, job openings and information on careers. At the end of this activity the students will know more about their specific job selections such as salary, benefit information, skills needed, etc. The students will use this information during the next activity (Vocational ALT 3- Prescription) to match the career exploration list to actual jobs in the area.

ALT Two: www.infoquest

Summary

Students will gather information about Kettering Medical Center and its network of affiliates. They will seek out information such mission statements, size of facility, number of employees, benefit information and types of career opportunities.

Competencies

Core ITAC - Applying Technology - Strand 3

3.2.3 Access information electronically (Internet)

3.3.1 Choose the hardware, software and online services that will produce the results

Time

This activity will take two hours.

Materials

Computer with Internet Access
List of suggested websites
Printer

Instructions

1. Teacher reviews with students the instructions on how to access the Internet in the computer lab.
2. Teacher gives the class the website address for Kettering Medical Center.
3. Teacher reviews the rubric that will be used to determine grades.
4. Students bring up the web browser to use in their search.
5. Students type in the website address.
6. Students read for relevant information.
7. Students will print out appropriate information from the search.
8. Students record the results in their journal.

Evaluation/Assessment of Student's Competency

Rubric
Journal Entry
Evidence of computer site visit

Closure

The teacher will talk about the value of using the computer for researching information about organizations. At the end of this activity the students will know more about the medical center where they will do some job shadowing. The students will use this information in the next activity (Technology ALT 3- [www.printshop](http://www.printshop.com)) where they will find out about specific job openings at the medical center.

ALT Three: [www.printshop](http://www.printshop.com)**Summary**

Students will go the Kettering Medical Center website to find the list of job postings. The students will look through the listings to see if there are openings that match their job list. The students will record pertinent information on these available jobs such as hours, pay, qualifications, how to apply, etc. Students will print information that applies to their job lists.

Competencies**Core ITAC – Applying Technology – Strand 3**

3.2.3 Access information electronically (the Internet).

3.2.4 Conduct searches electronically.

Time

This activity will take 2 hours.

Materials

Computers with Internet access
Kettering Medical Center website address
Printer

Instructions

1. Teacher reviews the instructions on how to access the Internet in the computer lab.
2. Teacher gives the students the Kettering Medical Center website address
3. Teacher reviews the Technology Rubric that will be used to determine grades.
4. Students bring up web browser to search out the website address.
5. Students type in the website address.
6. Students read for appropriate information from the search.
7. Students will print out appropriate information from the search.
8. Students record the results in their journal.

Evaluation

Rubric
Journal Entry
Evidence of computer printouts

Closure

The teacher will discuss the important role the computer can play in looking for available jobs in the community. At the end of this activity students will know about specific job openings at the medical center and if any of the openings match their list job interests. They will know where they need to go to submit an application. At the end of these technology activities the students will know more about themselves in terms of career interests. This information along with the information they found out about themselves in the personality interests in the vocational activities will be used in the next activity (Communication ALT 1- Picture This) to see how this personal knowledge comes into play when working as a team.

Technology Rubric

	Strong	Capable	Developing
Organization	Well organized. Uses more than 2 from the list of suggested web sites. Has specific career/job lists	Good organization. Uses at least 2 from the list of suggested web sites. Has partial list of job ideas.	Somewhat organized. Not sure how to get started. Uses only 1 from the list of suggested web sites.

Use of Technology	Excellent knowledge of the Internet. Easily accesses more than 2 listed web sites.	Some knowledge of the Internet. Able to access at least 2 web site addresses.	Little or no knowledge of the Internet. Able to access 1 web site address.
Conducting Research	Easily able to locate specific job information. Referenced more than 2 sites. Writes detailed notes.	Able to locate job information. Uses more than 1 site to find information. Writes adequate notes.	Able to locate some information. Uses 1 site to find information. Writes partial notes.
Recording Information	Shows evidence of more than 2 sites visited. Lists more than 2 web site addresses. Lists detailed information.	Shows evidence of more than one site visit. Lists at least 2 web site addresses. Lists adequate information.	Shows evidence of 1 site visit. Lists 1 web site address. Lists limited information.

Section 3: Communication

ALT 1: Picture This

Summary

Effective communication is essential to work places, communities, and families. Employees with positive communication skills contribute to organizational productivity, enhance interpersonal relationships with coworkers and clients, and create opportunities for promotion and advancement.

Students will be counted off into groups of 5 or 6. Each group will then be assigned as runners (2), reporters (2), and an artist (can be 2). A four-quadrant picture is isolated in a corner of the room. The runners are instructed to go and look at the picture. They then tell the reporters what is on the picture without using any hand gestures. The reporters then must go tell the artist(s) what to draw.

Competencies

Core ITAC - Communicating Effectively - Strand 2

2.1 Apply basic communication skills

2.1.7 Clarify messages received

2.7.1 Apply basic communication skills in communicating through graphics

Time

Estimated time of completion: 10-15 minutes

Materials

Four quadrant picture with easel; white drawing paper and assorted color markers;
Numbered cards for tables #1-6; one set of cards for each team (6 sets) describing roles of team members (runner, reporter, artist(s))

Instructions

1. Place four quadrant picture and easel away from the groups.
2. Direct the students to count off in teams using numbers 1 through 6.
3. Each team sits at assigned table for that group (1-6).
4. Distribute activity description and role identification cards to each team table.
5. Teacher explains activity and team roles in more depth.
6. Students discuss and select possible team roles among members.
7. The runners from each team observe the four quadrant pictures away from the groups and return to their respective groups to verbally communicate to the team reporters the graphic images they have observed.
8. The reporters verbally communicate to the artists the steps to recreate the graphic images that have been described to them by the runners.
9. The artist(s) draw the graphic images described by the reporters.
10. The artist(s) requests further clarification of graphic details from the reporters as needed to recreate the four-quadrant picture.
11. The reporters will request from the runners any additional clarification of the four-quadrant picture as needed by the artist(s).
12. When the allotted time is up for this activity, the picture is shown to all of the groups.
13. The activity is completed with a group discussion of the difficulties posed by the limitations of each role and the importance of effective communication among team members.

Evaluation/Assessment of Student's Competency

Review the completed team picture for evidence of effective communication.

Team Rubric to evaluate team roles

Student journal entry

Closure

Teacher reinforces the need for effective communication in teamwork.

**Unit 1, ALT 1
Objectives With Assessment Rubric**

Runner	Observe Collect data through sensory perception	Remember Hold visual perceptions in memory	Recall Recall visual perceptions accurately	Relate Verbalize visual perceptions with accuracy
Reporter	Listen Identify major points of the verbal message	Remember Hold verbal description details in memory	Recall Recall verbal description details from memory	Relate Verbalize graphic description details accurately
Artist(s)	Listen Identify major points of verbal message	Conceptualize Hold verbal descriptors in visual memory	Convert Convert verbal descriptors into graphic images	Clarify Request verbal clarification of graphic images

Runner	Observe	Remember	Recall	Relate
	Poor observation of picture; little or no data collected (0 points)	Few or no graphic images held in memory (0 points)	Little or no recall of graphic images (0 points)	Inaccurate verbalization of graphic images (0 points)
	Fair observation Some data collected (5 points)	Some graphic images held in memory (5 points)	Some recall of graphic images In partial detail (5 points)	Verbalization of some graphic images (5 points)
	Good observation considerable data collected (10 points)	Considerable amount of graphic images held in memory (10 points)	Considerable recall of graphic images In major detail	Accurate verbalization of graphic images (10 points)

			(10 points)	
	Excellent observation of 100% of available data (15 points)	100% of graphic images available held in memory (15 points)	100% recall of graphic images in full detail (15 points)	Fully accurate verbalization of 100% of graphic images (15 points)

Reporter	Listen	Remember	Recall	Relate
	Inability to identify any of the major points of a verbal message (0 points)	No evidence of verbal description details in memory (0 points)	No recall of visual perceptions (0 points)	Inability to verbalize graphic description details (0 points)
	Identification of some points of verbal message (5 points)	Some evidence of verbal description details in memory (5 points)	Some recall of verbal description details from memory (5 points)	Ability to verbalize some graphic description details (5 points)
	Identification of a majority of the points of verbal message (10 points)	Evidence of a majority of verbal description details in memory (10 points)	Recall of a majority of verbal description details from memory (10 points)	Ability to verbalize a majority of graphic description details (10 points)
	Identification of 100% of the points of verbal message (15 points)	Evidence of 100% of verbal description details in memory (15 points)	Recall of 100% of verbal description details from memory (15 points)	Ability to verbalize 100% of graphic description details (15 points)

Artist	Listen	Conceptualize	Convert	Clarify
	Inability to identify points of verbal message (0 points)	Holds no verbal descriptors in visual memory (0 points)	Inability to convert verbal descriptors into graphic images (0 points)	Inability to request verbal clarification of graphic images (0 points)
	Identify some points of verbal message (5 points)	Holds some verbal descriptors in visual memory (5 points)	Converts some verbal descriptors into graphic images (5 points)	Requests verbal clarification of some graphic images needed (5 points)
	Identify the majority of points of verbal message (10 points)	Holds the majority of verbal descriptors in visual memory (10 points)	Converts majority of verbal descriptors into graphic images (10 points)	Requests verbal clarification of majority of graphic images needed (10 points)
	Identify 100% of the points of verbal message (15 points)	Holds 100% of verbal descriptors in visual memory (15 points)	Convert 100% verbal descriptors into graphic images (15 points)	Requests verbal clarification of 100% of graphic images needed (15 points)

Descriptions of Team Members

Runners	Reporters	Artists
<p>This team member goes into the area where the four-quadrant picture is displayed. Observes the picture and remembers the location, color, shapes, etc. Communicates this information with the reporters by verbally describing the pictures in as much detail as possible. Runners may not use hand gestures.</p> <p>They must observe, remember, recall and relate information.</p>	<p>This team member listens to the runner’s verbal description of the four-quadrant picture remembering as much detail as possible.</p> <p>The reporter then describes the four-quadrant picture to the artist including as many descriptors as they can recall. Including such information as location, color, size and shape of objects.</p> <p>They must listen, remember, recall, and relate information.</p>	<p>This team member captures the verbal description of the reporter in graphic images using color markers and white drawing paper.</p> <p>The artist requests from the reporters and additional verbal clarifications as needed to complete the graphic image.</p> <p>The artist must listen to and visualize verbal information then convert it into graphic images and ask for verbal clarification of information as needed.</p>

ALT Two: Exclusive Report

Summary

Students give an oral report to the class to explain the results of their personal inventories and web searches. The students will explain how the information they obtained guided them in the development of their personal job lists.

Competencies

Core ITAC – Communicating Effectively – Strand 2

2.2.1 Apply basic communication skills in communicating orally

2.2.4 Supplement oral communication with other forms of communication

Time

This activity will take 2 hours.

Materials

Results of the interest surveys

List of personal career choices based on inventory results

Results of website research

Instructions

1. Students are instructed to get out the results of their interest inventories, their personal career choice list and the results of the research on jobs that they compiled from the Internet.
2. Using all the above information the students are instructed to write a report to present to the class about how they developed their personal career list.
3. The students will use their journal to write their reports.
4. The students will take turns giving oral reports to the class.

Evaluation/Assessment of Student's Competency

Rubric

Journal entry

Closure

Teacher will reinforce the importance of being able to organize information and communicate effectively the results of research activities. At this point in the unit students have undergone a number of activities to develop a career list. It is important to reflect on how the different activities helped the students make their list of careers to pursue. During the next activity (Communication ALT 3 – Getting the Scoop) the students will develop a questionnaire to use to ask actual workers for more information about their specific choices.

ALT Three – Getting the Scoop**Summary**

Using the information that the students found about their specific career choices, they will develop a short questionnaire. The questionnaire will be used during the actual transfer activity when the students job shadow an actual employee at the medical center who is performing the job.

Competencies

Core ITAC – Applying written communication skills – Strand 2

- 2.3.1 Organize information into the appropriate format in accordance with standard practices
- 2.4.4 Present information in a clear and concise manner

Time

This activity will take 2 hours.

Materials

List of sample questions that could be used for the questionnaire
Results of their web research
List of personal career choices based on inventory results
Computer
Printer

Instructions

1. Teacher gives an overview of the activity.
2. Teacher explains that the students will have an opportunity to interview employees at the medical center when they job shadow.
3. Students will be given a list of possible questions that could be used in their questionnaires.
4. Students will be asked to get out the results of their web research on careers and their career choice list.
5. Using this information, students will be asked to develop a set of questions specific to the job they will shadow.
6. The students will type or write up the interview questions.
7. The students will record the questions in their journals.

Evaluation/Assessment of Student's Competency

Rubric
Journal Entry

Closure

The teacher will have the class share some example questions and related job areas. Class will discuss how this questionnaire will help them when they do their job shadow. The students can use this to interview staff at the medical center to help them find out more about the kinds of jobs they have on their list.

Rubric for Communication ALT 2 and ALT 3

	Awesome	Admirable	Acceptable	Amateur
Content	Excellent job of research Utilized information effectively	Good job of research Utilized information in an efficient manner	Acceptable job of research Limited information	Unacceptable job of research Little or no fact finding

ALT Three Handout: Section 1: Vocational (Prescription)

List of Health Care Related Careers

1. Stockers:
 - a) Cart stockers
 - b) Specialty Tray stocking (i.e. tonsil tray)
 - c) Nurse servers: organizes & stocks drawers; develops forms to track items; systematizes & dates items
 - d) Department stocking: emergency & trauma rooms
2. Specialty equipment:
 - a) Isolettes: Cleans & checks
3. Linen Room
 - a) Folding & stocking linens
 - b) Surgical linen packets
4. Room Sweep
 - a) Emergency Room
 - b) Clinics
5. Durable Medical Equipment
 - a) Reprocess Home Health Care Equipment (clean, test, tag)
6. Packaging Occipital Probes
7. Sterilization of equipment in high volume, simple trays
 - a) Tonsil trays
 - b) Ear trays
8. Pathology
 - a) Fill and label bottles
 - b) Wash glassware
 - c) Make specimen labels for frozen tissue samples
 - d) Coat slides
 - e) Assemble RSV kits

9. Clerical

- a) Document filing in patient records, H.R.
- b) Confidential document shredding
- c) Assembly of patient intake packets
- d) Data entry

10. Hospital contracts for services in various areas such as:

- a) Printing
- b) Landscaping
- c) Library, to pull medical records

11. Surgical scrubs: Inventory control & distribution

12. Transporting

- a) Patient
- b) Specimen
- c) Clerical courier

13. Food Service:

- a) Patient food tray delivery & pick-up

ALT One Handout: Section 2: Technology

(www.jobsearch)

Health Care Related Website Addresses

http://www.kmcnetwork.org/human_resources/general

<http://www.daytonclassifieds.com>

<http://www.medimorphus.com/home.html>

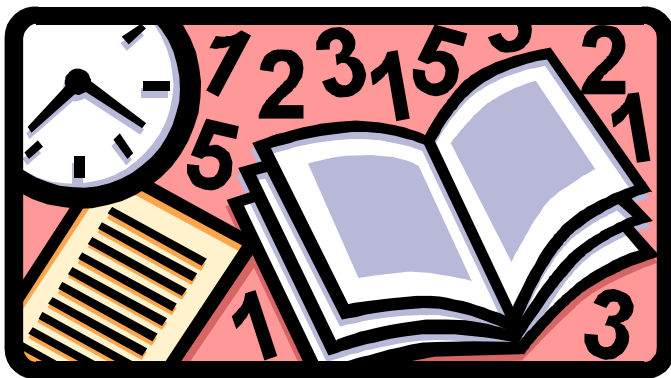
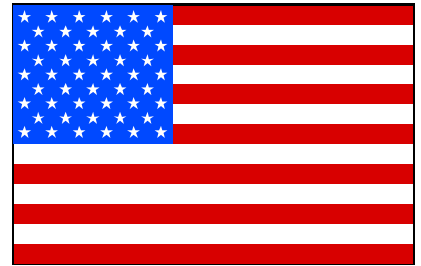
<http://www.wageweb.com>

<http://www.monster.com>

<http://nationjob.com>

**ALT One Handout: Section 3: Communication
(Picture This)**

Four Quadrant Picture



ALT Three Handout: Section 3 Communication

(Getting the scope)

Sample Interview Questions

1. What is the job title?
2. What are the job requirements?
3. What kind of training did you need?
4. What do you like about your job or field?
5. What do you like least about your job or field?
6. What are your duties in a typical day?
7. What skills and abilities would I need to do this work?
8. What is the salary for entry-level positions?
9. What are the typical benefits offered by your company?
10. What is the turnover for this line of work?
11. What are some hazards for this line of work?
12. What hours do you work?
13. Is there more than one shift?

Appendix One: Journal Entries

Unit 1 – Journal Entry 1 Knowing Yourself Journal Entry

Name: _____

Address: _____

Phone: _____ Email Address: _____

Birth date: _____ Social Security #: _____ - _____ - _____

Current School _____ Grade/Class _____

How would you describe yourself? (Height, hair color, eye color, etc.)

Where do you fit in your family? (Do you have brothers, sisters, etc.?)

How would your friends describe you and your personality (shy, outgoing...)?

Describe some of the activities or areas in which you feel most successful?

Describe your favorites in movies, television, sports, music and other areas. Explain why they are your favorites.

Describe jobs that you've done or chores that you do around the house.

What is your future career goal?

Unit 1
Knowing Yourself
Vocational ALT 1 – Pre-diagnostic Testing Journal Entry 2

The Keirsey Temperament Sorter II Journal Entry

1. What is your personality type label? _____

2. Describe the characteristics of this type. _____

3. Do you think this is an accurate description of you? _____
Why? _____

4. How does your personality affect your relationships with your: family?

Friends _____

Coworkers? _____

5. Did this exercise help you to understand that different people have different personalities? _____

6. How do you think your personality type affects what interests you and what you do well? _____

7. List some jobs that you feel will best fit your personality type. List why.

Unit 1
Knowing Yourself
Vocational ALT 1 – Pre-diagnostic Testing Journal Entry 2a

The Becker Interest Inventory Journal Entry

1. List your top three areas of interest as defined by this inventory:

2. List any work experience you have had in any of these three areas of interest.

3. List a couple of jobs in each area of interest that you would like to explore.

4. Describe the ways in which your personality type is relative to your areas of Interest.

Unit 1
Knowing Yourself
Vocational ALT 2 – Diagnosis Journal Entry 3

In this journal entry you will explore how your personal interests, abilities, and skills relate to choosing a career.

1. List the personality type you scored on The Keirsey Temperament Sorter II.

2. Check the category you fall into: ____SP (Artisan) ____ SJ (Guardian)
 ____NF (Idealist) ____NT (Rational)

2. Write a short description about your personality type.

3. In the Career Assessments you took what type of jobs are best suited to you.

4. Do you agree with the results? Why or why not? _____

5. Number the jobs in order of your preference (one being the job you would most like To have, 5 being the job you would least like to have.)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

6. Considering your first and second job choice above, list skills that you think you have That would be helpful in these jobs.

7. What additional training would you need for these jobs?

8. Would you be interested in finding out more about these jobs?

9. How does your personality type match with the jobs you have chosen?

Job#1

Job#2

Unit 1
Knowing Yourself
Technology ALT 1 – www. Job Search Journal Entry 4

1. Which Internet Search Engine did you choose?

2. Record the Web Site Addresses you visited.

3. List job/careers that you researched recording some information about each one.

4. Were there any job openings in your area of interest? If so, list.

5. Did you save any of the Web Addresses you visited as Favorites in your browser?

6. Did you find this activity useful?

**Unit 1
Knowing Yourself
Vocational ALT 3 - Prescription
Journal Entry 5**

List your top 5 jobs from Journal Entry 3

- 1. _____ 2. _____
- 3. _____ 4. _____
- 5. _____

Look at the list of health care related careers. Record the matches on the list.

Your list	Health care list
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

On each match that you recorded, list your skills and interests that match that job.

Job listing	Your skills/interests	Job skill requirement
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Of the job matches listed, record the jobs in order of 1-5, with one being your first choice to job shadow, 2 being your second choice and so on.

- 1. _____ 2. _____
- 3. _____ 4. _____
- 5. _____

Unit 1
Knowing Yourself
Technical ALT 2 - www.infoquest
Journal Entry 6

List the website address for Kettering Medical Center

List 6 of the affiliates of Kettering Medical Center

When did Kettering Medical Center open? _____

When did Sycamore Hospital open? _____

Who is Charles F. Kettering? _____

What are some of the things Charles F. Kettering invented?

How many beds are in Kettering Medical Center? _____

How many beds are in Sycamore Hospital? _____

How many physicians are at Kettering Medical Center? _____

How many volunteers are at Kettering Medical Center? _____

How many medical students are at Kettering Medical Center? _____

Who is the President/CEO of Kettering Medical Center? _____

Record two other facts about Kettering Medical Center _____

To find out about job opportunities at KMC:

Click on Education & Opportunities, then click on Job Opportunities, click on List all jobs, then click on General

Unit 1
Knowing Yourself
Communication ALT 1 - Picture This
Journal Entry 7

1. Listed below are the three roles members were assigned during the Picture This activity. Briefly describe the three different roles.

Runner_____

Reporter_____

Artist_____

2. What was your role during the activity?_____

3. How did your role relate to the other team members?_____

Explain_____

4. Did you do a good job with your role?_____

Explain_____

5. What were the limitations of your role?

6. Was your team able to recreate the picture in the time given?_____

If not, why_____

7. How did this activity encourage team work?_____

Explain_____

8. If you did this activity again, would you pick the same role?_____

Explain_____

Unit 1
Knowing Yourself
Communication ALT 2 - Exclusive Report
Journal Entry 8

Use the information from your journal to provide the following information:

What is your personality type? _____

Explain a little bit about your personality type _____

List 3 or 4 of your strengths: _____

List 3 or 4 areas from the job interest surveys that you did **not** like and list why. _____

List the 5 job areas you chose. _____

Did your research change your mind about any of your job choices? If so, what factors influenced you to change your mind? _____

What are the final jobs you chose to shadow? _____

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