

TIES *2004*

Teachers in Industry for Educational Support

The Practice: Integrating Health Care Careers into an Allied Health Curriculum

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Curriculum Unit Overview

Summary: The Practice: Integrating Health Care Careers into an Allied Health Curriculum

The curriculum unit and lessons are designed for juniors and seniors enrolled in an Allied Health program or related field. The unit may also be used in the traditional high school setting possibly in health or science curriculums. The unit is to be implemented over a period of 10-15 classroom instruction hours and may take be supplemented with additional field trips to industry or site visits. The overall emphasis of the unit is to teach students the skills needed to search for and obtain a job in the Health Care industry. While teaching these skills, students will also be obtaining communication, technology, science application, and employability skills. The unit may also be adapted for use in other fields of industry.

Big Picture

The students will be given a list of websites to explore various health care related fields. Using the websites and other resources, the students will research aspects of their chosen healthcare field including educational requirements, certificate and licensure information, salary and pay options, work experiences required, skills needed for job placement, job locations, and career availability. After researching a particular healthcare career each student will prepare a power point presentation to present to the class that covers the needed information about that career field. The students will then take the assignment a step further by developing a resume geared toward their care field. As a team the students will also develop a simulated career environment including practicing the interview process. Once the students have completed the initial preparation, they will be assigned a number of days to contact and set up a job shadowing experience in teams of related occupations. When the job shadowing is complete, each team will present their experiences to the class.

Preparation for the Unit

- Make sure students have ample access to computers with printing and power point capabilities
- Prepare a list of local job shadowing places
- Work with English instructors to obtain the proper resume format for local healthcare industry
- Save papers for potential job listing that may be researched by students
- Prepare a list of websites for students to use during their career exploration

Overview

The following table lists the competencies needed and the Authentic Learning Experiences that the students will encounter during this unit of study.

The Practice: Integrating Health Care Careers into an Allied Health Curriculum

Career Exploration	Employability	Team Work
<p>ALT 1 - Brainstorm</p> <ol style="list-style-type: none"> 1. Class discussion 2. Ask students what careers are available in the healthcare industry and make a list for students to view 3. Prepare a list of potential websites and resources for students to research various healthcare careers (leave room for students to add their own resources) 	<p>ALT 1 – Resume Basics</p> <ol style="list-style-type: none"> 1. Define proper resume format 2. Identify skills and specific requirements of career path 3. Identify individual strengths and qualifications 4. Identify References 	<p>ALT 1 – Team Establishment</p> <ol style="list-style-type: none"> 1. Job Shadow teams should be established 2. Have students research possible job shadowing sites 3. Provide contact information for potential sites 4. Have students contact the sites and set up job shadowing dates 5. Students should approve site and project with instructor prior to visitation
<p>ALT 2 – Research and Development</p> <ol style="list-style-type: none"> 1. Allow students to research various healthcare careers (the internet and newspapers) 2. Require the descriptions of the following items: educational requirements, certificate and licensure information, salary and pay options, work experiences required, skills needed for job placement, job locations, and career availability 	<p>ALT 2 – Writing Resume</p> <ol style="list-style-type: none"> 1. Prepare Resume: <ul style="list-style-type: none"> -Using proper format -Identifying all employer and career requirements -Identifying all personal experiences, qualifications, and skills -Proof read for spelling and content errors 	<p>ALT 2 – Prepare for the Job Market</p> <ol style="list-style-type: none"> 1. Teams should have a pre-job shadow visit to establish requirements such as apparel, vaccination requirements, and other information required. 2. Teams should also establish roles for each person such as recorder, interviewer, and team leader 3. Teams will complete the job shadowing experience
<p>ALT 3 – Presentation</p> <ol style="list-style-type: none"> 1. Have students compile information into a Power Point Presentation 2. Each student should give a 5 minute overview of their research to the class 3. Students should choose the career that best suits their interests for further exploration 	<p>ALT 3 – Applying to a “Position”</p> <ol style="list-style-type: none"> 1. In assigned groups, students will peer review each resume make corrections and recommending or denying the student for the applied for job. 	<p>ALT 3 – Job Shadow and Presentation</p> <ol style="list-style-type: none"> 1. Each team will present their experiences to the class with a Power Point or other form of professional presentation or demonstration
<p style="text-align: center;">Creating a Practice Culminating Project</p> <p>Students will take their job shadowing experience to set up their own clinical practice or hospital in the classroom. All of the researched careers should be represented in the organization. Each student will design his or her own job description and job requirements. At the end, the students will run simulated patients through the hospital department or clinic that they have established. Each job will then write a summary of their experience in the simulated work force.</p>		

Section One: Career Exploration

ALT 1: Brainstorm

Summary

In-groups, students will initiate a discussion about possible Healthcare careers. The group will determine from their own experiences the skills, education, and experience needed for someone to have a career in each particular field. The instructor will document the class responses and make a compilation of each group's contribution to the discussion. After the initial group discussion, the entire class will determine a set of career options to pursue (limit 5-6 per class).

Competencies

1. Students will actively participate in discussion.
2. Students will use previous knowledge to set a base for their upcoming project.
3. Students will work collaboratively to develop career options that will later be researched.

Time

One class period (approximately 40-50 minutes)

Materials

Worksheet outlining group discussion materials and a chart to fill in Brainstormed material
Paper
Pen/Pencil

Instructions

1. Place students in mixed ability cooperative learning groups
2. Direct Students to Brainstorm 4 Healthcare careers that they are interested in learning more about
3. Instruct students to fill in the chart with the career they have chosen and the specifics asked for about each career (education, experience, and skill requirements)

Evaluation/Assessment of Student's Competency

Each group will receive a completion grade based on the accuracy of completion for the discussion and meeting all requirements

Closure

At the end of the activity, the instructor will compile the information given by each group. As a class, the students will decide using the group discussions upon 5-6 career options to explore. The instructor will then lead the groups into the next ALT for the topic.

(Career Exploration) ALT 1 Brainstorm

Brainstorm

In-groups, discuss at least 4 Healthcare careers you are interested in researching. From your own experiences, fill out the chart below.

Healthcare Career #1	Educational Requirements	Experience Needed	Skill Requirements
Healthcare Career #2	Educational Requirements	Experience Needed	Skill Requirements
Healthcare Career #3	Educational Requirements	Experience Needed	Skill Requirements
Healthcare Career #4	Educational Requirements	Experience Needed	Skill Requirements

Section One: Career Exploration

ALT 2: Research and Development

Summary

In their pre-determined groups, students will research the healthcare career that interested their group the most (from the previously picked 5-6 careers). Students will use the internet, newspapers, and other resources to gather information on the following topics: educational requirements, certificate and licensure information, salary and pay options, work experiences required, skills needed for job placement, job locations, and career availability.

Competencies

1. Students will effectively use the Internet and other resources for research purposes.
2. Students will be able to determine reliable websites and resources for their purposes of career exploration.
3. Students will gain the knowledge of specifics about a particular healthcare field.
4. Students will acquire useful information about their assigned career field.

Time

Two Class Periods (approximately 80-100 minutes)

Materials

Computers with Internet access (enough for every 3 students)

Multiple printers

Newspaper Ads

Access to books on healthcare careers

Paper

Pencil/Pen

Instructions

1. Place students in mixed ability cooperative learning groups
2. Direct Students to research their selected healthcare career using the available resources including but not limited to the Internet, newspapers, and books.
3. Instruct students to fill in the chart with the career they have chosen and the specifics asked for about each career including: educational requirements, certificate and licensure information, salary and pay options, work experiences required, skills needed for job placement, job locations, and career availability.

Evaluation/Assessment of Student's Competency

The student will be graded on the information obtained through research in the next section of the unit.

Closure

At the end of the activity, the instructor will gather each group and discuss what obstacles they ran into and how they other groups were able to deal with those issues. The instructor will then discuss the next part of the unit assignment.

(Career Exploration) ALT 2: Research and Development

Research and Development

For your Healthcare career, complete the following information. Be sure to note any resources you obtain information from for use in your presentation documentation.

Healthcare Career:

Educational requirements:

Certificate and licensure information:

Salary and pay options:

Work experiences required:

Skills needed for job placement:

Job locations and career availability:

Section One: Career Exploration

ALT 3: Presentation

Summary

Once research is completed, students will compile the information into a PowerPoint presentation. Each group must present their PowerPoint to the class. Students viewing each presentation must take notes and be an active audience.

Competencies

1. Students will effectively use the Internet and other resources for research purposes.
2. Students will use PowerPoint technology to demonstrate their research on a particular healthcare career option.
3. Students will take notes and learn about career options not researched by their group.

Time

Three Class Periods (approximately 120-150 minutes)

Materials

Computer
Computer Projector
Multiple printers
PowerPoint Handouts
Pencil/Pen

Instructions

1. Place students in mixed ability cooperative learning groups
2. Randomly select groups to present their presentations to the class.
3. Students who are not actively presenting should take notes over the presentation being given.

Evaluation/Assessment of Student's Competency

Rubric:

Poor (0-4 pts)	Fair (5-10 pts)	Good (11-5 pts)	Excellent (16-20pts)
Only 1 group member actively participated in presentation and most group members were off task most of the time	Few group members actively participated in presentation and were off task most of the time	Most group members actively participated in presentation and remained on task at most of the time	All group members actively participated in presentation and remained on task at all times
Educational requirements were not given	Educational requirements were barley mentioned	Educational requirements explained fairly well	Educational requirements were explained in detail
Certificate requirements were not given	Certificate requirements were barley mentioned	Certificate requirements explained fairly well	Certificate requirements were explained in detail
Salary and Pay Options were not given	Salary and Pay Options were barley mentioned	Salary and Pay Options explained fairly well	Salary and Pay Options were explained in detail
Work Experiences Needed were not given	Work Experiences Needed were barley mentioned	Work Experiences Needed explained fairly well	Work Experiences Needed were explained in detail
Skills Needed were not given	Skills Needed were barley mentioned	Skills Needed explained fairly well	Skills Needed were explained in detail

Closure

At the end of the activity, the instructor will gather each group and discuss the presentations. Students will be asked to select the career that was presented that best suits their interests.

Section Two: Employability

ALT 1: Resume Basics

Summary

In this unit, students will be asked to prepare a resume to submit to a simulated employer in the Healthcare industry. Students will work to gather the information needed for a complete resume including all skills they have mastered, awards, career goals, and references. For the first assignment students will need to identify proper resume format.

Competencies

1. Students will identify the skills they have acquired in their program.
2. Students will identify proper resume format.
3. Students will practice and prepare their own resumes for future employment.

Time

Approximately 2 class periods (80-120 minutes)

Materials

Resume formats (from Microsoft Word or particular formats for individual career fields)
Sample resumes (from various ability levels)
Computers
Paper
Print capability
Rubric Copies for Each student

Instructions

1. Present to the class the basics of resume writing.
2. Place students in mixed ability cooperative learning groups
3. Give each group a series of “anchor” resumes (some with mistakes or improper format and some that well formatted with no mistakes).
4. Have students give the resumes a grade based on a basic rubric (edit rubric based on information and format you are looking for in your career field).

5. Discuss as a class the specific reasons why the resumes received each score. Emphasize the particular points of format, content, and accuracy from your previous discussion.
6. As an assignment, have each student gather specific information about themselves to include in their resume including finding at least 3 professional references.

Evaluation/Assessment of Student's Competency

The student will be graded on the information obtained through research and preparation in the next section of the unit.

Closure

At the end of the activity, the instructor should reiterate the important items and skills involved in resume preparation. Also, restate the mistakes and positive attributes that they noted in the anchor resumes graded in each group using the following rubric.

Handout: Resume Rubric

Poor (0-4 pts)	Fair (5-10 pts)	Good (11-5 pts)	Excellent (16-20pts)
Resume contains little to no appropriate information in each section including education, skills, awards, objective, and work history for job application	Resume contains some appropriate information in each section including education, skills, awards, objective, and work history for job application	Resume contains most appropriate information in each section including education, skills, awards, objective, and work history for job application	Resume contains all appropriate information in each section including education, skills, awards, objective, and work history for job application
Resume does not contain a objective/mission statement	Resume contains a poorly composed objective/mission statement	Resume contains an accurately composed objective/mission statement	Resume contains an accurately composed objective/mission statement that is specific for the position of application
Resume contains many spelling errors	Resume contains a few spelling errors	Resume contains 1 spelling errors	Resume contains zero spelling errors
Resume lacks specific format	Resume deviates often from designated format	Resume rarely deviates from designated format	Resume does not deviate from designated format

Section Two: Employability

ALT 2: Writing a Resume

Summary

In this unit, students will prepare their resume to be presented to future employers. Each student should meet individually with their instructor to ensure that their resume is complete, accurate, and ready for submission in the Healthcare industry.

Competencies

1. Prepare Resume:
2. Using proper format
3. Identifying all employer and career requirements
4. Identifying all personal experiences, qualifications, and skills
5. Proof read for spelling and content errors.

Time

Approximately 4 class periods (160-240 minutes)

Materials

Resume formats (from Microsoft Word or particular formats for individual career fields)

Sample resumes (from various ability levels)

Computers

Paper

Print capability

Rubric copies for each student

Instructions

1. Have student prepare their individual resumes on the computer. Allow at least one class period for each student to type and edit their resume as needed.
2. Schedule conference times of approximately 10 minutes with each student.
3. Compare the resume with the rubric from ALT 1.
4. Discuss errors and positive attributes of the resume with each student.
5. Allow at least ½ class period for resume revision.

Evaluation/Assessment of Student's Competency

The student should be graded on following instructions, having materials prepares for resume writing (references, skill list, etc), and the resume rubric from ALT 1.

Closure

At the end of the activity, the instructor should reiterate the important items and skills involved in resume preparation. Also, restate the mistakes and positive attributes that they noted in the anchor resumes graded in each group using a rubric. Students should turn in their second draft of their resume to their instructor after this section of the unit.

Section Two: Employability

ALT 3: Applying to a Position

Summary

In this unit, students will peer evaluate their resumes. Upon revision, they should complete their final revision and submission to the instructor for grading.

Competencies

1. In assigned groups, students will peer review each resume make corrections and recommending or denying the student for the applied for job.

Time

Approximately 2 class periods (80-120 minutes)

Materials

Second Revision of Resume for each student
Pen/Pencils
Paper
Rubric copies for each student

Instructions

1. Place students in mixed ability cooperative learning groups based on their career exploration.
2. Have students peer edit each other's resumes using the resume rubric from ALT 1.
3. Have students hire or not hire the student for their particular job based on the resume.
4. Each student should write a recommendation, supporting their decision with specifics from the resume.
5. Allow students at least ½ class period to revise their final resume based on the recommendations from their peers.
6. Students should turn in their final draft to their instructor for a point grade based on the Resume rubric in ALT 1.

Evaluation/Assessment of Student's Competency

The student should be given a point score for turning a nicely formatted resume following the resume rubric from ALT 1.

Closure

At the end of the activity, the instructor should reiterate the important items and skills involved in resume preparation. Also, restate the mistakes and positive attributes that they noted in the anchor resumes graded in each group using a rubric. Students should turn in their final draft of their resume to their instructor after this section of the unit.

Section Three: Team Work

ALT 1: Team Establishment

Summary

In this unit students will be establishing contacts in the industry. Students will work in groups of common career interest to find a work site to visit. Students research possible job placement sites and make contact with those establishments. Once a possible job placement site has been established, students should get instructor approval for a site visit.

Competencies

1. Job Shadow teams should be established
2. Have students research possible job shadowing sites
3. Provide contact information for potential sites
4. Have students contact the sites and set up job shadowing dates
5. Students should approve site and project with instructor prior to visitation

Time

Approximately 2 class periods (80-120 minutes)

Materials

Current Phone book
Phone access
Computers with internet access
Paper
Pen/Pencil

Instructions

1. Place students in mixed ability cooperative learning groups based on career path chosen in resume.
2. Each group should research local job shadowing opportunities and make contact with each company.
3. Students should have the employer approve specific dates for observation (as many as the school district will allow: generally two job shadowing days)
4. Students should establish requirements with the worksite such as apparel, hours, responsibilities and preparation prior to job shadowing.
5. Students should get instructor approval prior to the job shadowing date.

Evaluation/Assessment of Student's Competency

Students will prepare a presentation at the end of the unit and will be give a cumulative grade for their experience in this section. Instructor should set a due date for the establishment of a job shadowing experience for each group. Groups that meet the requirements should receive a set amount of points. Any groups unable to establish a job shadowing experience should be given an alternative assignment for the entire unit.

Closure

Instructor should approve each job site and discuss with students the requirements needed for each evaluation.

Section Three: Team Work

ALT 2: Prepare for the Job Market/Job Shadowing Experience

Summary

In this section, students will visit their job site for the specified number of days. Students should gather information and make judgments about the work environment and skills required for their chosen career field. Student will be required to report on the information gathered in the next section.

Competencies

1. Teams should have a pre-job shadow visit to establish requirements such as apparel, vaccination requirements, and other information required.
2. Teams should also establish roles for each person such as recorder, interviewer, and team leader
3. Teams will complete the job shadowing experience

Time

Approximately 2 class periods (80-120 minutes)

Materials

Job Shadow Worksite
Paper
Pen/Pencil

Instructions

1. Students should attend their job shadowing experience and prepare a report to present to their classmates when they return.

Evaluation/Assessment of Student's Competency

Students will prepare a presentation at the end of the unit and will be give a cumulative grade for their experience in this section.

Closure

Instructor should approve each job site and discuss with students the requirements needed for each evaluation.

Section Three: Team Work

ALT 3: Job Shadowing Experience and Presentation

Summary

In this section, students will compose a presentation that outlines their experiences in their job shadowing field.

Competencies

Each team will present their experiences to the class with a Power Point or other form of professional presentation or demonstration

Time

Approximately 4 class periods (160-240 minutes)

Materials

Computer
Computer Projector
Multiple printers
PowerPoint Handouts
Pencil/Pen

Instructions

1. Students should prepare a professional presentation that outlines their experiences at their job site visit.
2. Students should give the presentation to their classmates.
3. Students not presenting should take notes and be an active audience for the presenters.

Evaluation/Assessment of Student's Competency

Students should receive a grade for completion of their job shadowing experience. The presentation should be graded with a rubric similar to that of ALT 3 Section 1.

Closure

Students should write a reflection of their experiences with researching career fields, creating a resume, and job shadowing.

Transfer Activity

Creating a Practice Culminating Project

Students will take their job shadowing experience to set up their own clinical practice or hospital in the classroom. All of the researched careers should be represented in the organization. Each student will design his or her own job description and job requirements. At the end, the students will run simulated patients through the hospital department or clinic that they have established. Each job will then write a summary of their experience in the simulated work force.