

BACK TO THE FUTURE – EXPLORING CUTTING EDGE CLINICAL AND NON-CLINICAL PATHWAYS IN HEALTHCARE

SUMMARY

Because of the growing healthcare needs of the 78 million baby boomers that will begin to retire in 2010, the demand for healthcare workers continues to rise. By 2020, our nation will need 2.8 million nurses -- 800,000 more than the projected supply. Other healthcare occupations also have a shortage, which is projected to worsen. There are 172 hospitals in Ohio employing 231,000 people. In many counties, including Montgomery County, hospitals are one of the largest or the largest employer. To meet this demand Montgomery County schools need to improve information given to students regarding healthcare opportunities.

A major challenge is to improve understanding by students that healthcare includes many occupations, not just doctors and nurses. This unit is designed to help teachers and counselors explore healthcare jobs with their eighth, ninth, and tenth grade students. Students will gain a better understanding of themselves by participating in assessments matched with healthcare careers. They will be given an overview of many occupations but will not study all the careers in depth. The careers chosen for this unit are those that require additional post-secondary training up to a bachelor's degree.

BIG PICTURE

In this unit, students will have the opportunity to explore career pathways in clinical and non-clinical healthcare careers. The process will facilitate eighth grade students in course selection for high school and will help ninth and tenth grade students in their decision to choose a tech prep path. Students will begin by assessing themselves and matching their interests and personality traits with careers in health. They will then play a game matching jobs and job descriptions in the industry and choose three careers in which they have an interest. Following that they will complete a website exploration on these careers and arrange to job shadow in one of the careers. Some "hooks" in this unit are: interviews with people on the job, web research, classroom presentations, scenario development in teams, and video clips.

PREPARATION FOR THE UNIT OVERVIEW

This unit encourages students to seek more information on healthcare careers and enables them to get some real life experience in the health area. The unit begins with a video clip from a medical drama and asks students to list the occupations that they saw in the video clip. Students who have listed more careers than doctors and nurses are given rewards (candy, pens, pencils, or recognition for a job well done). The transfer activity is a presentation by the student on the healthcare field they have decided to shadow. Competencies that need to be addressed before the culminating activity are: personal assessment, research and exploration, and communication/job shadowing.

CURRICULUM UNIT SUMMARY

BACK TO THE FUTURE – EXPLORING CUTTING EDGE CLINICAL AND NON-CLINICAL PATHWAYS IN HEALTHCARE

Assessment	Research	Communication
<p style="text-align: center;">ALT 1 – Pre-Journal/Color Personality Assessment</p> <p>Students journal their thoughts to begin personal discovery. Using a four color inventory students will determine their personality. The following ALTS help students become competent in determining how personal interests, abilities, and skills relate to choosing a career.</p>	<p style="text-align: center;">ALT 1 – True Colors and Careers</p> <p>In cooperative groups, students review their knowledge of personality colors by sorting the Hot Jobs spreadsheet into jobs that correspond to each color. Competencies learned include matching personality traits to job descriptions.</p>	<p style="text-align: center;">ALT 1 – Technical Writing/Business Letters</p> <p>Students will write and mail a business letter to request a day/time to job shadow in a career of their choice. They will also write a thank you letter in appreciation of the job shadowing opportunity. Competencies learned include applying written communication skills and building interpersonal relationships.</p>
<p style="text-align: center;">ALT 2 – Career Assessment/ Clinical and Non-Clinical Jobs</p> <p>Students use a career assessment based on John Holland's six personality type theory. Using the information from the assessment students determine whether they are more suitable for clinical or non-clinical professions.</p>	<p style="text-align: center;">ALT 3 – HIV Scenario</p> <p>In cooperative groups, students role play infection control procedures in clinical and non-clinical careers utilizing an HIV scenario. Competencies include solving problems and making decisions in work related situations and teamwork skills.</p>	<p style="text-align: center;">ALT 2 – Professionalism and Work Ethic</p> <p>Students listen to a discussion led by the teacher on work ethic. They then complete an online work ethic inventory and compare their scores in groups. Groups expand on the discussion to include other aspects of professionalism. Competencies include oral, written, and listening communication skills and teamwork.</p>
<p style="text-align: center;">ALT 3 – Post Journal</p> <p>Students reflect on their self discovery from the assessments and match their personality strengths with healthcare careers.</p>	<p style="text-align: center;">ALT 2 – Career Research</p> <p>Students research a career of their choice and create a handout on the career to be shared with other students in the class. Competencies learned include written, oral and graphic communication skills and investigation of career options.</p>	<p style="text-align: center;">ALT 3 – Job Shadow</p> <p>Students become more familiar with a career of their choice by job shadowing a worker in the area. Competencies learned include applying oral and written communication skills and building interpersonal relationships.</p>
<p>Transfer or Culminating Activity/Project</p> <p>Students complete a career passport/portfolio and present their discoveries to the class. Their portfolio includes all ALT assignments from this unit, their personal reflection on the discovery process, and the description, interview, and reflections from their job shadowing project. Competencies learned include written communication skills, oral communication skills, how to investigate career options, how to build interpersonal skills, and teamwork skills.</p>		

SECTION ONE: ASSESSMENT

ALT 1-- Pre-Journal and Color Personality Survey

Summary

The purpose of this assessment tool is to motivate students to begin thinking about their personal strengths and weaknesses. Some students may have difficulty determining what area of Health Care best fits their personality. Through a color personality assessment, students will be able to determine how their natural gifts and talents direct them to a logical and fulfilling career path.

ITAC Competencies

- 1.2 Read for information and understanding
- 2.1 Apply basic communication skills
- 5.1 Identify how personal interests, abilities, and skills relate to choosing a career

Time

Estimated completion time: 50 minutes

Materials

Students will need:

- Notebook
- “Follow Your True Colors to the Work You Love,” “Self-Esteem,” “Color Personalities” and “Natural Gifts and Talents” handouts
- 4 small pieces of colored paper: 1 blue, 1 green, 1 orange, 1 gold

Teacher will need:

- Information on Carolyn Kalil’s True Colors in Appendix

Instructions

1. Introduce pre-journal exercise by suggesting everyone take a few minutes to write down the first things anyone would notice about them, if they had never met them before.
2. Explain to students that they may write whatever they want as these journals will not be shared with other classmates.
3. Impressions should be immediate and superficial.
4. Ask students to read through the handout on “Follow Your True Colors to the Work You Love” choosing the color that best describes them.
5. With the 4 colored cards instruct them to print the following words on each card: blue—compassionate; green—conceptual; orange—courageous; and gold—conventional.
6. Explain to each student that no one color is better nor more desirable than another—they all have equal worth and value.
7. Have students put their colored cards in their order of preference.
8. Explain to students that 50% of the population is orange, 50% is gold, 10% is green and 10% is blue.
9. Break up into partners and share their order of preference with their partner, explaining their choices to each other.

10. Pass out “Self-Esteem” and all “Color Personalities” handouts and have students identify their natural gifts and talents based on their color personality.
11. Direct students interested in learning more about their color personality to Carol Kalil’s website: www.truecolorscareer.com/quiz.asp and/or her book: Follow Your True Colors to the Work You Love, Book Partners, Inc.
12. Instruct students to write their color personality and what they learned about themselves in their journal.

Evaluations

Students’ journals will not be evaluated—but will be checked for completion of assignments: one entry for initial “Who am I?” and one entry describing their color personality and what they learned about their individual preferences.

Closure

Students hand in completed pre-journals. When all assessment and curriculum activities are complete, they will compare final journal entries with pre-journal entries.

FOLLOW YOUR TRUE COLORS TO THE WORK YOU LOVE

Carolyn Kalil

True Colors. Laguna Beach, CA. 1998

Blue

Compassionate
Encouraging and Supporting
Peacemaker
Sensitive to the needs of others
Natural romantic
Likes to do things that require caring.
Counseling, nurturing, harmonizing
Strong desire to contribute and help others
Poetic
Enjoy the arts
Value integrity and unity in relationships
Enthusiastic
Idealistic
Communicative
Sympathetic
Express feelings easily

Orange

Courageous
Acts on a moment's notice
Sees life as a game
Needs stimulation, freedom, and excitement
Natural leader, performer, and troubleshooter
Likes to do things that require variety, results, and participation
Enjoys using tools
Competitive
Bounces back quickly from defeat
Values action, courage, and resourcefulness
Is generous, charming, and impulsive
Shows affection through physical contact

Gold

Conventional
Pillar of strength'
High respect for authority
Establish and maintain policies
Procedures and schedules
Strong sense of right and wrong
Naturally parental and dutiful
Does things that requires organization, dependability, detail, and management
Needs to be useful and to belong
Sensible, stable backbone of group
Work comes before play
Values home, family, status
Security and tradition
Seeks relationships that ensure a predictable life
Caring, concerned, loyal
Shows concern through practical things I do

Green

Conceptual
Investigative mind
Independent thinker
Natural nonconformist
Lives life by own standard
Likes to do things that require vision, ingenuity, problem solving, strategy design and change
Prefers to move to new challenges
Values knowledge, insight, intelligence and justice
Enjoys relationships with shared interests
Head rules the heart
Is calm, cool, collected
Does not express emotions easily

SELF-ESTEEM

Blue

Meaning and Purpose
Authentic; unity of inner self and outer expression; integrity
Sensitive to subtlety
Close relationships
Spiritual nature
Harmonizer
Knows the importance of people
Warmth of a hug and handshake
Vision of peace
Drama of stage and screen

Orange

Spontaneity
Free to act on a moment's notice
Action is its own reward
Do things for joy of doing
Impulsive; act on the idea of the moment
Pride in being highly skilled in variety of fields
Master negotiator
Zest for life
Desire to test the limits
Hands-on approach
Direct line of reasoning

Green

Power
Mental competence
Wants to understand and control the realities of life
Feels best when solving problems and ideas are recognized
Has great analytical ability
Abstract thinker who thrives on mental competence as well as the skills and abilities of others
Motivated by a quest for knowledge and has abilities to seek and provide it
Control of knowledge

Gold

Social status and security
Responsible
Needs to belong
Earns place by being useful, being of service and caring for others
Values order and cherishes traditions of home and family, steadfastness, and loyalty
Demonstrates caring by ensuring that everyone does the "right" thing
Patriotic, proud, caring, secure, organized
Obligation, duty, rules

NATURAL GIFTS AND TALENTS

BLUE: Emotional needs; encouraging others to reach their own potential; change

Acknowledging others	Building rapport	Communicating
Expressing feelings	Facilitating groups	Counseling
Helping others	Inspiring others	Leading
Listening	Mentoring	Motivating
Nurturing	Public speaking	Teaching
Training	Consulting: giving professional advice	

GREEN: Knowledge; change

Analyzing	Conceptualizing	Critiquing
Designing	Diagnosing	Editing
Generating ideas	Intellectualizing	Inventing
Learning	Observing	Problem Solving
Proofreading	Reasoning	Researching
Synthesizing	Thinking logically	Writing
Consulting: giving technical information or providing ideas		

GOLD: Physical needs; help others be responsible; status quo

Administering policies	Allocating resources	Attending to detail
Bookkeeping	Budgeting	Calculating
Caretaking	Collecting data	Coordinating
Decision making	Delegating	Establishing procedures
Estimating cost	Evaluating	Following directions
Guarding	Maintaining records	Managing
Maintaining schedules	Monitoring	Organizing
Paying attention to details	Planning	Preparing
Recording	Regulating	Securing
Serving	Supervising	

ORANGE: Action and excitement; movement

Best when left along to do things own way and at own pace without too much structure; does things quickly and gets bored if too much time is spent doing the same thing; figures things out as things are done; has strong need to be doing something most of the time.

Assembling things	Coaching	Competing
Constructing	Drafting	Entertaining
Farming	Illustrating	Influencing others
Manipulating	Marketing	Negotiating
Operating tools	Operating vehicles	Performing
Persuading	Promoting	Public speaking
Repairing	Risk taking	Selling
Responding to emergencies	Troubleshooting	Working under pressure

COLOR PERSONALITIES

Blue: 10% of population

Are most loving, nurturing and supportive

Ability to love another person unconditionally

Least judgmental; focus on what is special about others, verbally affirming; everyone is good

Communicates from heart; talk about emotions and how they feel

Tend to take everything personally

Wears heart on their sleeve

Helps others in any way they can; preference is with emotional needs

Good at interacting with others

Love to motivate, encourage and inspire others

Intuitive

Peace and Harmony

Dedication to helping others feel good about themselves

Constantly take care of other people

Good listener

Very spiritual

Want to make a difference in the world by improving the lives of others

What is inside a person is what counts

Green: 10% of the population

Intelligent, clever, wise and witty

Intellectually stimulating environments with like-minded people

Perfectionists

High standards

Knowledge is power, broad base of information

Typically score higher on IQ tests

Thinks globally

Objective thinkers who need to know theory or the principle behind a concept and detest simple explanations

Loves a mental challenge

Is often the one who asks the most questions

Cannot tolerate stupidity in themselves or others

Good debaters and negotiators

Analyzes everything

Self-assured, confident about who they are

Keeps emotions under a lid and uses their logical minds

Seeks quality in friendships

Prefers to deal with ideas and concepts rather than details

Driven to be change agents

Use innate leadership ability to change systems that impact lives

COLOR PERSONALITIES

Gold: 50% of the population

Quiet, more conservative

Neat, clean, well-groomed and dressed appropriately for the occasion

Dependable, reliable

Punctuality is important to them

Organizing and keeping things neat and tidy

Proper behavior and doing things the right way

Does something themselves rather than show others how to do it

Accustomed to repeating patterns

Likes work to be predictable

Stability and security

Tries to prevent things from going wrong; yet stays prepared when things don't go as planned

Cautious and methodical when making decisions

Does things in an orderly and sequential way

If asking to repeat something, either went too fast or left out some details

Goal-oriented

Planning everything is important

Bargain hunting is important

Social gatherings involve rituals and ceremonies

Plan for the future

Have to know what is expected

Status quo who resists change

Orange: almost 50%

Upbeat and light-hearted

Center of attention

Live for today

Live life in the present

Does not take life seriously

Behavior can appear child-like

Movers and shakers

High energy level

Kind and generous

What is on their minds, comes out of their mouths

Loves to travel

Good at remembering details

Loves to win

Cannot tolerate boredom

Things must be concrete and practical

Learns by performing

Physical Activity is a must

Risk takers

Light-hearted attitude about life

SECTION ONE: ASSESSMENT

ALT 2 – Career Key Inventory to Identify Clinical or Non-clinical Preference

Summary

High school students have a difficult time realizing their accomplishments and outlining them in a way that will give an employer a snapshot of their skills as well as their potential. This assessment tool will help the student to identify their preferred interest in a clinical or a non-clinical career. They will learn the importance of Marketable and Transferable Skills and how to acquire additional training to secure advancement in their chosen career pathway.

ITAC Competencies

- 1.2 Read for information and understanding
- 3.1 Demonstrate technological literacy
- 5.1 Identify how personal interests, abilities, and skills relate to choosing a career
- 5.2 Investigate career options
- 6.2 Use reference materials to obtain information appropriate to a given problem, topic, or situation

Time

Estimated time of completion: 90 minutes

Materials

Students will need:

- Computer with internet access

Teacher will need:

- Career Key Information from Appendix

Instructions

1. Direct students to www.careerkey.org/english/.
2. Under “You” click on Take the Career Key, a professional career test, it takes about 10 minutes.
3. Follow directions and complete test.
4. Direct students to print the “personal job options list” page which results from their test so they can include it in their journal.
5. Student should return to “Your choices ...” and click on “Identify Your Skills” under “Your personality.”
6. Instruct students to define each type of skill in their journal: foundation, marketable, transferable and motivated.
7. Students will identify their own skills with the assistance of the Career Key (and other sites referred by the Key—e.g. O*Net OnLine)
8. Students will identify the skill acquisitions necessary for them to be successfully employed in one of the jobs on their personal job options list and record these skills in their journal.
9. Return to Careerkey.org
10. Click on Get Career Help on Topics: Learn more about yourself

11. Explore that page for any additional help needed to determine whether student belongs in a Clinical setting or a Non-Clinical Setting.
12. Record conclusion in journal

Evaluation

Student's journal will be checked for completion of assignments.

Closure

Students will continue the process of career preference/identification. They will begin to research what areas in Health Care complement their strengths, interests and passion

SECTION ONE: ASSESSMENT

ALT 3 – Post Journal

Summary

This culminating journaling exercise will be used to determine the student's reflections and understanding of the information they have received and how it should be utilized for maximum achievement. The student should be motivated to set goals, with an understanding of the skills needed to make their career goals a reality. Students will have a clearer picture for assessing their natural strengths and the academic and professional skills needed to achieve their short and long term goals. They will understand the Work Ethic needed to not only become employed, but to maintain employment and achieved their greatest potential.

This Post Journal should reflect:

1. The student's increased confidence.
2. The student's feeling more competitive in their job search by:
 - a. Understanding an employable work ethic
 - b. Understanding skills needed to become marketable
 - c. Obtaining the necessary certification/credentials
 - d. Understanding self....strengths, weaknesses, natural gifts and talents

ITAC Competencies

- 1.2 Read for information and understanding
- 2.1 Apply basic communication skills
- 2.3 Apply written communication skills
- 5.1 Identify how personal interests, abilities, and skills relate to choosing a career
- 5.2 Investigate career options

Time

30 minutes

Materials

Notebook

Instructions

1. Instruct students to take time to reflect over all that they have learned over the past few weeks.
2. Instruct students to read through their journal entries, noting the changes that they observe in their awareness, outlook, skill acquisition and approach to what they may consider as a future career path.
3. Upon thorough reflection, students should articulate a culminating entry that includes the observations made and the conclusions that they have drawn from these entries.
4. Instruct students to find a partner and share their discoveries.

Evaluation

Completed journal will be noted and judged on completion of assigned entries and presentation. Grades will not be given on reflections.

Closure

Students who have noted their own evolution and have recognized career awareness will reap the inherent rewards of this process.

SECTION TWO: RESEARCH

ALT 1 - Hot Jobs Personality Matching

Summary

Students will review the personality color cards and allocate colors to the jobs on Dayton Health Hot Jobs spreadsheet. Color cards will also be separated for clinical and non-clinical jobs.

Competencies

- 5.1 Identify how personal interests, abilities, and skills relate to choosing a career
- 5.2 Investigate career options

Time 45 minutes

Materials

- Dayton Health Hot Jobs spreadsheet, 1 page for each group
- Personality color cards from previous ALT
- Green, yellow, orange, and blue poster board
- Permanent marker
- Scissors
- Tape or glue

Instructions

1. Hang up each poster board so the colors are spread out around the room. (see diagram)
2. Through guided practice, select students to label each poster board as the class reviews the personality colors from Section 1, ALT 1.
3. Divide the class into groups of 3 or 4.
4. Allow time for groups to discuss their individual color sequence.
5. Distribute 1 page of the Dayton Health Hot Jobs spreadsheet to each group.
6. Groups will discuss the personality traits represented by each color and decide what personality traits would be *most* appropriate for each job on their page and be ready to explain why they chose it.
7. After determining which colors correspond to each job, students will cut the spreadsheet into strips by job.
8. Each job and description should be taped/pasted onto the corresponding color poster board.
9. After all groups have pasted their jobs on the posters, a speaker from each group will present 3 jobs to the class.
10. Encourage students to ask each group questions about each job presented.

Evaluation/Assessment of Student's Competency

Most jobs will be universally interpreted, however, there may be some that could be interpreted subjectively. Presentation of the jobs and the rationale for their matches should be articulated clearly.

Closure

Ask students to begin to reflect on their individual personality color and view the handouts on the wall throughout the unit and record any jobs of interest in their journal.

SECTION TWO: RESEARCH

ALT 2 - HIV Scenario

Summary

In cooperative learning groups, students will role play infection control procedures in the clinical and non-clinical areas of health care utilizing an HIV scenario. This will also increase students' HIV awareness while giving students a clear understanding of the various roles in health care.

ITAC Competencies

- | | |
|--|--|
| 1.1 Solve problems and make decisions in work-related situations | 2.1 Apply basic communication skills |
| 1.2 Read for information and understanding | 2.2 Apply oral communication skills |
| 1.3 Use observation skills to analyze work-related situations | 2.3 Apply written communication skills |
| | 4.2 Contribute to teamwork |
| | 6.3 Maintain/promote wellness |

Time 3 class periods

Materials (see individual stations instructions for role play materials)

1. Needle safety posters downloaded from <http://www.cdc.gov/sharpssafety>
2. HIV awareness PowerPoint presentation and/or handouts for notetaking
3. Stations set up for the following tasks:
 - a. Sharps Container Safety
 - b. Glove wearing
 - c. Hand washing
 - d. Injury reporting/filling out forms
4. Station Instructions handouts and supporting documents
5. Lotus Diagram

Instructions

1. Introduce HIV awareness facts and scenario either with PowerPoint presentation, or handout printed from presentation.
2. Encourage open discussion to dispel myths regarding HIV
3. Explain that students will not only learn the importance of injury prevention and safety, but also the role of the clinical and non-clinical workers in an authentic environment.
4. Divide the class into groups of 3 or 4 and instruct them to choose a station.
5. You may choose to rotate groups through each station, or have students instruct the class on their station.

Evaluation/Assessment of Student's Competency

Using the blank Lotus Diagram handouts, employ guided practice to fill out the center diagram as a class. Students will complete the handout either in groups or individually. A sample of a completed lotus diagram is included, but the answers may vary.

Closure

Facilitate a class discussion on what new concepts students learned that they found interesting or beneficial to their lives.

Sharps Container Station Instructions

Station Materials:

- Health and Human Services document, “Selecting, Evaluating, and Using Sharps Disposal Containers” – Full document available at: <http://www.cdc.gov/sharpssafety>

1. Read the Health and Human Services document on sharps containers

2. Answer the questions below:

a) Why is 57 inches the height at which the sharps container is installed?

b) What problems (if any) are there with this height?

c) List 2 ways a health care facility can ensure sharps containers are recognized? Be specific

d) As a group, decide on a verbal announcement when passing sharps and write it below:

Glove Wearing Station Instructions

Station Materials:

- Surgical gloves (non-latex recommended due to allergies)
- Trash can

1. Take turns following the procedure for wearing gloves individually as the rest of the group watches and evaluates your technique. The group will decide whether you passed the procedure, or need to repeat it.
2. Wearing gloves does not replace the need for hand washing. Go to the hand washing station and ask a group member there to show you how to you're your hands.
3. **ALLERGY ALERT: If you are allergic to latex, be sure to pull a glove from the non-latex box.**
4. Pull 1 glove from the box.
5. While holding the glove by the elastic band, pull the glove on one hand.
6. Pull another glove from the box.
7. Put on the glove in the same manner as the previous glove.
8. To take gloves off, touch your thumb to your pinky of one gloved hand. This creates a gap between the inside of your glove and your skin.
9. Reach under the glove and grab the inside of the glove with your index finger and thumb. IT IS IMPORTANT AVOID TOUCHING YOUR SKIN WITH YOUR GLOVED HAND TO AVOID CONTAMINATION!
10. Dispose of the glove in the trash.
11. Repeat step 8-9 to remove the other glove.
12. Wash your hands.

Hand Washing Station Instructions

Station Materials

- Anti-microbial soap
 - Paper towels
 - Functioning sink
 - CDC Hand Hygiene Guidelines Fact Sheet (available at: <http://www.cdc.gov/handhygiene/>)
 - Hand Hygiene Resource Center slide presentation/handouts (available at: <http://www.handhygiene.org/>)
1. Read the Hand Hygiene Guidelines Fact Sheet printed from the Center for Disease control Web site.
 2. View the slide presentation on hand washing technique (or see handouts).
 3. Each group member should practice the proper technique. Evaluate each other's technique to ensure everyone is practicing according to the guidelines provided. The group will decide whether each student passed the procedure, or need to repeat it.
 4. Take turns showing students from the glove station proper hand washing technique. Do not send students back over to the glove station until they have properly washed their hands.

SECTION TWO: RESEARCH

ALT 3 – Career Research

Summary

Students will research a career of their choice and create a handout on the career to be shared with other students in the class.

ITAC Competencies

- 1.2 Read for information and understanding
- 2.2 Apply oral communication skills
- 2.3 Apply written communication skills
- 2.6 Apply demonstration/presentation skills
- 2.7 Apply graphic communication skills
- 3.1 Demonstrate technological literacy
- 3.6 Use word processing software in work related situations
- 4.4 Demonstrate the work ethic
- 5.2 Investigate career options
- 6.2 Use reference materials to obtain information appropriate to a given problem, topic or situation
- 6.8 Determine resources needed to produce a given product or provide a given service

Time

Estimated completion time – 90 minutes

Materials

Students will need:

- Computer access
- Handout template
- Handout rubric

Instructions

Students will:

1. Choose a career in healthcare to research.
2. Research the career using the Internet (some Internet sources are in the appendix).
3. Complete a handout on the career that includes a short description of what the job entails, education requirements, interest and ability requirements, wages, job outlook, and sources for additional information. Students will receive a copy of a template that they can use to format their handout.
4. Share their handouts with the rest of the class, giving a copy to those students who express an interest.

Evaluation/Assessment of Student's Competency

Students will be evaluated according to the research rubric.

Closure

Student will briefly share information on handouts with each other in a round robin and give copies of handouts to interested parties.

Assessing Your Work - Research Handout Rubric

Student Researcher: _____

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Score
Points Earned	3	2	1 or 0	
Factual Information	All information correct	Most information correct	Little or no information correct	
Variety of Sources	Includes the web address where research was found and at least two more sources	Includes web address of research and at least one more source	Inadequate web address and number of sources.	
Discussion/Detail	Each section gave excellent detail regarding the job	Adequate discussion/detail	Vague/shallow discussion/detail	
Form and Style	Followed form given in template and included every subhead required	Followed form but missing one subhead	Form not followed and missing more than one subhead	
Spelling and Grammar	Correct grammar; no spelling mistakes	Correct grammar; one spelling mistake	Incorrect grammar; many spelling mistakes	
			TOTAL SCORE	

COMMENTS:

ALT 3 – CAREER RESEARCH
HANDOUT 2

Name of the Career

Description

Requirements

Wages

Job Outlook

Sources of Information

Section 3: Communication/Job Shadow

ALT 1 – Technical Writing/Business letters

Summary

Students will write and mail a business letter to request a day/time to job shadow and a thank you letter in appreciation for the opportunity to job shadow.

ITAC Competencies

- 2.3 Apply written communication skills
- 2.11 Build interpersonal relationships
- 3.1 Demonstrate technological literacy
- 3.6 Use word processing software in work related situations
- 4.4 Demonstrate the work ethic
- 5.2 Investigate career options
- 6.8 Determine resources needed to produce a given product or provide a given service

Time

Estimated completion time – 90 minutes

Materials

Students will need:

- Computer access
- Job Shadow Letter handout
- Thank you letter handout
- Script for requesting a job shadow

Teacher will need:

- Information on business letters in appendix
- Rubric for grading letters

Instructions

5. Explain to students the purpose, types and format of business letters from information in the appendix.
6. Give students handout on job shadow and thank you letters.
7. Have students write a draft of the job shadow and thank you letters.
8. In cooperative groups, have students read and correct errors in each other's letters
9. Have students type corrected job shadow letters.
10. Have students mail letters to prospective job shadow employers.

11. Explain to students phone etiquette and give students script to request job shadow.
12. Have students phone employers to set up time and date to shadow.
13. Have students type and mail corrected thank you letters

Evaluation/Assessment of Student's Competency

Students hand in typed letters and teacher evaluates them based on business letter rubric.

Closure

Students hand in completed letters. After they are graded students mail letter to prospective job shadow employers.

SCRIPT FOR REQUESTING A JOB SHADOW

Hello, this is *(your name)* from *(your school's name)*. *If you know the name of a specific person say,* May I speak to *(your contact's name)*? *If you do not have a specific person's name then say,* I sent a letter last week to your company requesting the opportunity to job shadow a *(job title)* in your company. Who can I speak to about making these arrangements?

After being referred to the appropriate person, introduce yourself again and say,

Hello, this is *(your name)* from *(your school's name)*. As a school project I have chosen to job shadow someone in my career interest. I would like to be a future *(job title)*. Would it be possible for me to shadow you at your convenience?

I would like to shadow you for a half or full day whichever suits your schedule.

Make the arrangements to shadow.

Thank you for your time and this opportunity.

Business Letter Writing

Purpose of a Business Letter

A business letter is a formal way of communicating between two or more parties. There are many different uses and business letters. Business letters can be informational, persuasive, motivational, or promotional. Business letters should be typed and printed out on standard 8.5" x 11" white paper.

Elements of a Good Letter

The most important element of writing a good letter is to present your objective in a clear and concise manner. Don't be vague about your objective, most people will not have the patience to sit there and guess at the meaning of your letter or the time to read a long-winded letter, just get to the point without going into unnecessary details. Another important element to remember is to remain professional, polite and courteous.

Format

The full block format for writing business letters is the most modern of the formats and is typically the most used. It boasts a simple look that is effective in technical communication and its vertical format tends to reduce errors since the writer does not have to be concerned with horizontal spacing to indicate new paragraphs.

Tips when writing business letters in full block format include:

- The heading should include the date that the business letter was written. When not using letterhead stationery to write your business letters, be sure to include your address over the date.
- Make sure that the address above the salutation is the letter recipient's full address. This address should match the address on the envelope when mailing the business letter.
- When writing business letters, the salutation should include the title 'Mr'. for men and 'Ms'. for women. Try to use a name to whom you can address your business letter to. If you are unable to obtain a name, then using "To Whom It May Concern" as a salutation is acceptable for business letters.
- Readability of a business letter body depends on the chosen font. The generally accepted font is Times New Roman, size 12, although other fonts such as Arial may be used.
- The complimentary close when writing a business letter should appear two lines below the last line of the body, at the left margin. A variety of closures are acceptable when ending business letters.
- The identification line beneath your closure and signature should contain your typed name, and title.
- Enclosures with business letters should be placed two vertical spaces below the identification line.

TEN SECRETS OF WRITING BUSINESS LETTERS

1. Start From the End

Decide what the result of your letter ought to be. List things you'd like to say, and review them. Remove those not supporting the main idea. Good letters have a strong sense of purpose.

2. Get to the Point Early

Don't delay. You should state your main cause in the first paragraph.

3. Put Yourself in Your Reader's Place

If the letter came to you, how would you respond? Be pleasant; try to turn negative statements into positive ones.

No Business-ese

4. Say it Plainly

Phrases like "in compliance with your request" and "enclosed herewith" are stilted. Write as you talk — naturally. Include just one idea. Sentences longer than two typed lines are suspect.

5. Clear the Deadwood

Cut words, sentences, and even paragraphs that don't contribute. Work hard to simplify your reader's job. Be especially careful with adjectives, which can sap strength from your words.

6. Use Active Verbs

Passive voice is weak and confusing. "A decision has been reached by the committee" is inferior to "The committee has reached a decision." Also, readers can sense your evasiveness if you write: "Your order has been misplaced" instead of "I misplaced your order."

7. Be Human

Your letter should read like a conversation. Address your reader by name: "Dear Ms. Hartman." And if you can fit it in naturally, use Ms. Hartman's name in the body. You want her to know the letter is personal. Whenever you can, use pronouns like I, we, and you.

Be Positive

8. Never Write in Anger

Anger will evaporate; a letter won't. Devise a way to handle problems in an upbeat manner. Your chances of success will multiply tenfold.

9. End With an Action Step

The end of a letter should suggest the reader's next move, or your own. Don't write distracting closings like: "Again, thank you for . . ." or "If you have problems, please don't hesitate to call." Close with a simple "Sincerely," and your signature; it may be a perfect ending.

10. Be Professional

The most well-written letters can't survive bad presentation. Use a clean, logical format for your letter. A crowded or over-designed page distracts from your message.

Job Shadow Thank You Letters

You should write a thank you letter as soon as possible (within 24 hours is recommended) after the job shadow, at a minimum this should be done through email but is recommended that you do this through a hard-copy of a letter printed out of your computer which can be sent in through the postal mail or faxed in. Hand written notes on thank you cards are also acceptable and good for short thank you notes.

A hard-copy thank you letter should be written in the block business letter format while an email should be sent in the same format but without the heading (your return address, their address, and the date).

Thank you letter writing

The first paragraph should consist of thanking the person for allowing you to shadow. You can also include personal information and anecdotes about your impressions about the company.

Secondly, you should let the person know how valuable the experience was and how it has influenced your career plans. Remember to be polite and tactful. Ask them if you can remain in contact with them especially if you are very interested in a future career. To finish up the letter, thank them again for the interview.

Notes/Tips

A thank you letter shows that you have good business etiquette, your appreciation for the opportunity to job shadow.

If you forget the spelling or the name of the person you shadowed, simply call the company and request the proper spelling and title.

Keep the thank you letter brief; make sure the letter does not go past one page in length.

Check for proper grammar usage and spelling.

Sample Job Shadow Thank You Letter

215 Casandle Drive
Middle Brook, FL 32634

December 15, 2004

Mr. Nigel Adams
Director of Human Resources
Nagata Resorts
6528 Castle Point Street
South Port, FL 38625

Dear Mr. Adams:

I would like to thank you for giving me the opportunity to job shadow you. It was very interesting to learn about your company and interact with the people in it. It was particularly interesting to be able to sit in on the scheduling meeting.

I appreciate the time that you spent answering my questions. This experience has given me a better understanding of what a respiratory technologist does and has made me more excited to pursue this career. I will keep in contact with you over the next few years and let you know how my education and career is proceeding. Thanks again for this great opportunity.

Sincerely,
Signature

Chad Ulster

BUSINESS LETTER – BLOCK STYLE

The block format is the simplest format; all the writing is flush against the left margin.

Your street address

Your city, state, zip

Double space

Date

4 spaces

Name of person you would like to shadow

Company Name

Street Address

City, State, Zip

Double space

Dear Ms. Or Mr. (Salutation):

Double space

State what you want - i.e. I am a student at Your City High School. As a school project, I am to job shadow someone who is in a career that I might want to pursue in the future. I am interested in respiratory technology. Would it be possible to job shadow you at your convenience?

Double space

Body - include additional information such as: why you are interested in their career, how long you want to shadow, the date the project is due or date by which you would like to shadow, assurance that you will not get in the way and will accept a time and date convenient to them, the time needed to ask them a few questions about their job, and the time that you will call to arrange the job shadowing experience.

Double space

Closing – thank them for their time and consideration.

Double space

Sincerely,

4 spaces

Your Name

Make sure your letter is vertically centered on the page and free of grammatical errors or spelling errors.

SECTION THREE: COMMUNICATIONS

ALT 2 - Work Ethic Inventory & Discussion

Summary

Students will take notes during a brief lecture on work ethic. They will follow the lecture by taking an online work ethic inventory and comparing their scores in cooperative learning groups. Groups will expand on the discussion to include additional aspects of professionalism.

ITAC Competencies

- 1.2 Read for information and understanding
- 1.3 Use observational skills to analyze work-related situations
- 2.2 Apply oral communication skills
- 2.3 Apply written communication skills
- 2.5 Apply listening skills
- 2.6 Apply demonstration/presentation skills
- 4.2 Contribute to teamwork

Time 90 minutes

Materials

- Work ethic PowerPoint presentation
- Computers with Internet connection
- White/Chalkboard divided into sections for groups OR wall stickies
- Dry erase markers OR chalk

Instructions

1. Use the work ethic PowerPoint presentation to introduce work ethic.
2. Pause the presentation to allow students time to take the work ethic inventory.
3. After the class has taken the inventory individually, ask them to write down their score for group discussion.
4. Divide class into groups of 3. Groups should assign a recorder, speaker, and leader (who will keep group on task).
5. Groups should utilize the discussion questions on the presentation to guide their work.
6. During group work, the instructor should walk around to ensure groups are expanding their thoughts to areas such as:
 - appropriate dress,
 - being proactive,
 - committing to lifelong learning,
 - asking supervisors questions, seeking additional responsibilities, etc...
7. The recorder will record group responses on the board.
8. After all groups have recorded their responses on the board, speakers will present responses in a round robin fashion as discussion takes place.

Evaluation/Assessment of Student's Competency

1. Instructors may wish to provide skeleton handouts for note taking.
2. Discussion can be as free or structured as instructors wish.
3. Students with disabilities can be assigned group role appropriate for their class modifications.
4. Instructors may expand on this lesson by including a journal entry after students observe professionalism in others around them. Students may also interview their parents about their perception of professionalism at work.

Closure

Students should record other groups' responses in their journal when the responses differ from their own group discussion. Students should be encouraged to reflect on the differences in others' professionalism around them. Examples include: retail clerks, teachers, students, administrators, clergy, etc...

The instructor should close the lesson by making a strong connection to the importance of treating the job shadow experience as an interview.

SECTION THREE: COMMUNICATION/JOB SHADOW

ALT 3 – Job Shadow

Summary

Students will become more familiar with a job by job shadowing a person in a career of interest. They will also have the opportunity to practice their interviewing and communication skills.

ITAC Competencies

- 2.2 Apply oral communication skills
- 2.3 Apply written communication skills
- 3.6 Use word processing software in work related situations
- 4.4 Demonstrate the work ethic
- 5.2 Investigate career options

Time

Estimated completion time – Varies from ½ to one full day for job shadowing – 1 to ½ hours to complete the report.

Materials

Students will need:

- Job Shadow Requirements
- Computer access

Instructions

1. Students write a letter and make phone calls to arrange a ½ or full day shadowing experience.
2. Students write five interview questions using the essential question format to ask the person they shadow. Some sample essential questions are:
 - How can I become a (teacher, doctor, businessperson,) whom (students patients, clients) respect, respond to and learn from?
 - What critical functions or services do _____ provide to the community and what are some possible new services/functions for the future?

Students complete a report on their experience according to the Job Shadow Requirements handout.

Evaluation/Assessment of Student's Competency

Students will be evaluated according to the Job Shadowing Requirements handout.

Closure

Student will share their completed report with the class in an oral presentation done as a culminating/transfer activity.

JOB SHADOW REQUIREMENTS



To complete this project you must job shadow someone in a career of interest and write a written report about your experience.

General Requirements

- ◆ _____(7%) The written report must be neatly organized without grammatical errors, and in a folder.
- ◆ _____(5%) The written report must be typewritten.

Written report must include:

- _____ (5%) A sample of a letter written to one or more businesses asking for a job shadowing opportunity.
- _____ (10%) A copy of a letter from the company confirming that you spent time shadowing there. The letter **MUST** be on company letterhead.
- _____ (5%) A list of questions that you asked the person you shadowed. Questions must be written in the essential question format. Some sample essential questions are:
 1. How can I become a (teacher, doctor, businessperson) whom (students patients, clients) respect, respond to and learn from?
 2. What critical functions or services do _____ provide to the community and what are some possible new services/functions for the future?
- _____ (15%) A one-page summary of an interview conducted with the person you job shadowed.
- _____ (10%) A one page journal of a typical day on the job for the person you shadow
- _____ (15%) A one page summary that includes: a. what you learned from your experience about the career, b. the most valuable thing you gained from this experience, and c. how the experience has influenced your career plans (5% X 3)
- _____ (5%) A copy of a thank you note that you sent to the person.
- _____ (23%) A short oral presentation and a poster describing the job you shadowed and your interview.

TRANSFER or CULMINATING ACTIVITY

Career Passport/Portfolio Presentation

Summary

Students will reflect on and describe to their fellow classmates the self discovery process in this unit and their experience job shadowing someone in their career of interest.

ITAC Competencies

- 1.1 Solve problems and make decisions in work-related situations
- 1.2 Read for information and understanding
- 2.1 Apply basic communication skills
- 2.2 Apply oral communication skills
- 2.3 Apply written communication skills
- 2.4 Apply technical writing skills
- 2.5 Apply listening skills
- 2.6 Apply demonstration/presentation skills
- 2.7 Apply artistic communication skills
- 2.11 Build interpersonal relationships
- 3.1 Demonstrate technological literacy
- 3.6 Use work-processing software in work-related situations
- 4.2 Contribute to teamwork
- 4.4 Demonstrate the work ethic
- 5.1 Identify how personal interests, abilities, and skills relate to choosing a career
- 5.2 Investigate career options
- 5.3 Chart career using career planning skills

Time

Varies with size of the class

Materials

- Computer access
- Job Shadow Requirements
- Oral Presentation Requirements
- Poster board for visual (students may want to take pictures during the shadowing experience)
- Portfolio binder

Instructions

1. Students collect the assignments that they completed during the unit and place them in a binder.
2. Students make a final entry in their journal reflecting on their personal growth during the unit. They should answer questions such as: Where were you in the beginning of the unit in regard to career readiness? Where are you now in terms of career readiness? What is your career plan for the future?
3. Students gather their job shadow project and place it in the portfolio/binder.

4. Students share the above reflection and their experience shadowing a career in a class presentation.

Evaluation/Assessment of Student's Competency

Students will be evaluated according to the Portfolio Presentation rubric.

Closure

Students share what they have learned with the class.

TRANSFER ACTIVITY – CAREER PORTFOLIO PRESENTATION RUBRIC

Career Portfolio Presentation Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared with their completed portfolio and has obviously rehearsed.	Student seems pretty prepared with their completed portfolio but might have needed a couple more rehearsals.	The student is somewhat prepared, with their completed portfolio but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Visual	Student uses their visual which shows considerable work/creativity and makes the presentation better.	Student uses a visual that shows considerable work/creativity and contributes somewhat to the presentation.	Student" visual shows little creativity and contributes minimally to the presentation.	The student uses no visuals OR the visual chosen detracts from the presentation.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Portfolio Contents	Passport/portfolio contains all ALT assignments, a completed journal reflecting on the experiences in the unit, and the job shadowing project. All assignments show critical thinking and analysis.	Passport/portfolio is missing one ALT assignment but contain a completed journal reflecting on the experiences in the unit, and the job shadowing project. All assignments show critical thinking and analysis.	Passport/portfolio is missing more than one component and assignments/journal show minimal thought and evaluation.	Passport/portfolio is shows a lack of interest and minimal thought.