

Statewide Healthcare Curriculum Career Awareness Module

Unit I: Self Awareness

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Write a reflection on past & present career goals; complete an information form & personal inventory of introduction</p>	<p>Course description, expectations, terms, Career Path Portfolio</p>	<ul style="list-style-type: none"> • Introductions, course description and goals • Explanation of Career Path Portfolio (CPP) for growth & learning • Discuss terminology; students complete handout of terms • Written reflection: Dreams of Past & Present CPP#2 • Students complete personal information form • Students complete Personal Inventory of Introduction CPP#1 	<p>Student completion of information form, handout of terms, and CPP #1 & 2</p>
<p>2. List and present objects of value; complete career interest survey; write reflections on values, jobs loved/hated, childhood dreams; describe their dream job</p>	<p>Assessment of interests and values; Career interest survey; Dream job</p>	<ul style="list-style-type: none"> • Students complete values worksheet • Presentation: 3 Objects of Importance CPP#3 • Class Auction of Values • Written reflection: My Values CPP#4 • Students complete Career Interest Inventory CPP#5 • Written reflection: Jobs loved/Jobs hated CPP#6 • Readings: <i>Greatest Job in the World, My Passion</i> • Excerpts from <i>The Last Lecture</i> • Written reflection: Childhood dreams & passions CPP#7 • Brainstorm personal required elements • Written or visual: Describe your dream job CPP#8 • Use <i>Quick Job Search</i>, pp. 5-10 	<p>Student completion of CPP# 3,4,5,6,7,& 8</p>

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<p>3. Complete a Learning Styles Inventory & Multiple Intelligences Inventory; write reflections on past learning, learning style results, and multiple intelligence results</p>	<p>Learner profile: learning styles & intelligences</p>	<ul style="list-style-type: none"> • Discuss lifelong learning and terms • Written reflection: Past learning experiences CPP#9 • Discuss positive/negative learning experiences • Complete Learning Styles Inventory CPP#10 • Explanation of learning style results: visual, auditory, kinesthetic • Written reflection: Learning style results CPP#11 • Introduction to Gardner’s Theory of Multiple Intelligences • Complete Multiple Intelligences Inventory CPP#12 • Written reflection: My intelligences CPP#13 	<p>Student completion of CPP #9, 10, 11, 12, & 13</p>
<p>4. Complete a personality profile</p>	<p>Personality profile: thinking, attitudes, and personality types</p>	<ul style="list-style-type: none"> • Demonstration of divergent and convergent thinking • Discuss influences on thinking, views of learning, and value of education: gender, age, culture, family, media, technology • Discuss learning disabilities and special needs of learners • Complete Personality Inventory CPP#14 	<p>Student completion of CPP #14</p>

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<p>5. Review their learner and personality profiles; complete an Employability Skills Inventory; listen to presentation; write thank you letter to guest speaker</p>	<p>Matching interests, skills and personality to career choice; employability skills</p>	<ul style="list-style-type: none"> • Review elements of Learner Profile • Analyze Personality Profile – matching to career choice • Discuss types of skills • Complete Employability Skills Inventory CPP#15 • Guest speaker: Career Services Professional • Small group discussion generating questions of interest • Write thank you letter to guest speaker • Review business letter format 	<p>Student completion of CPP #15 and thank you letter</p>
<p>6. Complete Goal Planning Sheet; list personal barriers and resources; write a thank you letter to guest speaker</p>	<p>Setting goals, recognizing barriers</p>	<ul style="list-style-type: none"> • Discuss potential barriers to career path <ul style="list-style-type: none"> ○ Internal: beliefs, habits, etc. ○ External: family, work, financial obligations, health, transportation, childcare, etc. • Guest speaker: Workforce Transitions Professional • Discuss resources to overcome barriers • Create short-term goals and 1-year plan • Create long-term goals and 5-year plan • Explain exit interview and preparation • Complete Goal Planning Sheet CPP#16 • Write thank you letter to guest speaker 	<p>Student completion of Goal Planning Sheet and thank you letter</p>

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<p>7. Meet with advisor to discuss goal plans</p>	<p>Exit interview with advisor or coordinator</p>	<ul style="list-style-type: none"> • Student discussion with advisor from Workforce Transitions, Bridge Course Coordinator, ABE advisor or instructor, Career Services counselor, or other professional 	<p>Student meets with advisor</p>
<p>8. Share Career Path Portfolios, give and receive feedback</p>	<p>Career Path Portfolios</p>	<ul style="list-style-type: none"> • Small group discussion <ul style="list-style-type: none"> ○ what we know/what we think we know/what we want to find out ○ division and assignment of questions and research for investigation of healthcare professions • Students share Career Path Portfolios with peers • Students give and receive feedback on CPP 	<p>Student completion of CPP presentation</p>

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Unit II: Introduction to the Healthcare Professions

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Discuss healthcare industry, define HIPAA, list pros & cons of working in patient care</p>	<p>Healthcare industry; HIPAA</p>	<ul style="list-style-type: none"> • Instructions for collaborative healthcare research project • Fill-in note taking: US healthcare industry • Students work in groups to complete sorting activity • HIPAA: reading • Brainstorming: pros & cons of working in patient care • Homework: Readings for CNA, Dental Assistant, Phlebotomist, Nursing Home chain of command, HIPAA • Discuss student learning logs 	<p>Teacher observation</p> <p>Student demonstration</p>
<p>2. Compare and contrast CNA, Dental Assistant & Phlebotomist jobs</p>	<p>CNA, Dental Assistant, Phlebotomist; geriatric healthcare</p>	<ul style="list-style-type: none"> • Discuss differences and commonalities of CNA, Dental Assistant, and Phlebotomist • Discuss geriatric healthcare; Nursing Home chain of command • Organize field trip to a Nursing Home • Homework: Readings for LPN, RN, Surgical Technologist 	<p>Student demonstration</p>
<p>3. Attend Nursing Home field trip and write a reflection about the experience</p>	<p>Field trip: Nursing Home facility</p>	<ul style="list-style-type: none"> • Students meet during regularly scheduled class session at the Nursing Home • Learning log: Reflection on field trip to Nursing Home facility 	<p>Student attends Nursing Home field trip and writes reflection</p>

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Unit II: Introduction to the Healthcare Professions

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<p>4. Write reflection on self-assessment of desire and aptitude for work in patient care</p>	<p>Nursing profession</p>	<ul style="list-style-type: none"> • Discuss Nursing Home facility field trip • Guest speakers: nursing professionals, students in nursing program • Learning log: Reflection upon previous self-assessments, new knowledge, and a profession in patient care—is it for me? • Write thank you letters to guest speakers • Homework: Readings for Radiography Assistant, Physical Therapy Assistant 	<p>Student completion of written reflection on patient care</p>
<p>5. Compare and contrast Radiography and Physical Therapy professions</p>	<p>Radiography, Physical Therapy; research project requirements</p>	<ul style="list-style-type: none"> • Discussion of Radiography Assistant • Discussion of Physical Therapy Assistant • Commonalities and differences between the two • The Community College Catalog as Resource • Instructions and requirements for research project • Organize field trip to Community College to learn about healthcare programs of study • Homework: Readings for Histotechnologist, Clinical Lab Technician and Technologist, Hospital 	<p>Teacher observation</p> <p>Student demonstration</p>
<p>6. Attend Community College field trip, write reflection</p>	<p>Field trip: Community College</p>	<ul style="list-style-type: none"> • Students meet during regularly scheduled class session at the educational facility • Learning log: Reflection on Community College field trip 	<p>Student attends field trip and writes reflection</p>

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Unit II: Introduction to the Healthcare Professions

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<p>7. Discuss Laboratory professions and share their Hospital experiences</p>	<p>Histotechnology, Clinical Lab Technician and Technologist, the Hospital</p>	<ul style="list-style-type: none"> • Discuss Community College field trip • Discussion of Laboratory professions • Discussion of the Hospital environment • Organize field trip to a local Hospital • Homework: Readings for Emergency, Hospital Administrator, Medical Assistant 	<p>Teacher observation</p> <p>Student demonstration</p>
<p>8. Attend Hospital field trip and write a reflection about the experience</p>	<p>Field trip: Hospital</p>	<ul style="list-style-type: none"> • Students meet during regularly class session at Hospital location • Learning log: Reflection on Hospital field trip 	<p>Student attends field trip and writes reflection</p>
<p>9. Write reflection on learning about emergency care professionals</p>	<p>Emergency medical professionals; Medical Assistant</p>	<ul style="list-style-type: none"> • Discuss Hospital field trip • Guest Speaker: Paramedic or Paramedic Instructor • The Emergency Department <ul style="list-style-type: none"> ○ Personnel ○ Film clips: Life in the E.R. • Write thank you letter to guest speaker 	<p>Student completion of written reflection on emergency care professionals</p>

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OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>10. Conduct in-class research on a healthcare profession, present research results to class</p>	<p>Non-patient care: other healthcare occupations</p>	<ul style="list-style-type: none"> • Discussion of emergency medical professions • Instructions for in-class internet research on healthcare profession • Guided practice to locate required information • Presentation of research by partners • Listen to peers' presentations, ask follow-up questions • Organize field trip to Hospital or learning facility for EMT training 	<p>Student completion of in-class research and presentation</p>
<p>11. Attend EMT field trip and write a reflection about the experience</p>	<p>Field trip: Emergency Care e.g., Hospital or learning facility</p>	<ul style="list-style-type: none"> • Students will meet during regularly scheduled class session at field trip location (Hospital or learning facility) • Learning log: Reflection on Emergency Care field trip 	<p>Student attends field trip and writes reflection</p>
<p>12. Search for healthcare jobs and complete an online application</p>	<p>Healthcare job search</p>	<ul style="list-style-type: none"> • Introduction to online healthcare job market <ul style="list-style-type: none"> ○ Search engines for employment vacancies ○ Model filling out online job applications ○ Organizing your job search; creating files • Personal online job search <ul style="list-style-type: none"> ○ Select profession, locate vacancies, research the agency ○ Complete online application, save in file, submit to instructor • Work time for research project • CARS: <i>Reading</i>—Unit 6: Reading Graphics with Understanding—Lesson 2: Reading Job Applications 	<p>Student completes online job application & submits to instructor</p>

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Unit II: Introduction to the Healthcare Professions

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>13. Complete work on research project and plan class presentation</p>	<p>Research projects, exit interviews</p>	<ul style="list-style-type: none"> • Instructions and requirements for class presentation of research • Work time for research project and presentations • Exit interview with instructor <ul style="list-style-type: none"> ○ Revisit short-term and long-term goals 	<p>Student completes exit interview with instructor</p>
<p>14. Give a presentation on healthcare program of study research; complete course evaluation</p>	<p>Presentation of collaborative research on program of study; course evaluation</p>	<ul style="list-style-type: none"> • Presentation of healthcare program of study research • Discussion and peer feedback • Complete course evaluation 	<p>Student completes class presentation & course evaluation</p>