

# Statewide Healthcare Curriculum Career Development Module

## Unit I: Basic Requirements and Expectations

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. List and evaluate their personal employability skills</p>	<p>Employability and Work Readiness Skills</p>	<ul style="list-style-type: none"> <li>• Discuss employability and work readiness skills</li> <li>• Use: <b>Worker Role Map</b>  <a href="http://eff.cls.utk.edu/fundamentals/role_map_worker.htm">http://eff.cls.utk.edu/fundamentals/role_map_worker.htm</a>  <b>Work Readiness Skills Profile</b>  <a href="http://www.workreadiness.com/images/WRCprofile.pdf">http://www.workreadiness.com/images/WRCprofile.pdf</a>  <b>Equipped for the Future Skills</b>  <a href="http://eff.cls.utk.edu/fundamentals/16_standards.htm">http://eff.cls.utk.edu/fundamentals/16_standards.htm</a></li> <li>• Use Links for: <b>Employability Skills Inventory</b></li> </ul>	<p>Student checklist</p>
<p>2. List and explain several traits and behaviors of an ideal employee</p>	<p>Employee personal traits and behaviors</p>	<ul style="list-style-type: none"> <li>• Have students work in small groups to brainstorm and list the personal traits and behaviors of an ideal employee</li> <li>• Groups discuss hygiene, attire, appearance, behaviors, and habits</li> <li>• i-Pathways: <i>Consumer Education</i>—Unit 1: Getting a Job or Furthering Your Education—Lesson 1: Find a Job</li> </ul>	<p>Teacher checklist</p>
<p>3. Summarize the basic requirements for healthcare workers</p>	<p>Basic requirements for healthcare workers</p>	<ul style="list-style-type: none"> <li>• Discuss basic requirements for healthcare workers Criminal background check, legal status, language proficiency, drug testing, appropriate credentials, excellent health, flexibility, understanding and respecting the chain of command, collaboration and teamwork, professionalism and respect for diversity, etc.</li> </ul>	<p>Teacher observation</p>

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Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>4. Explain essential healthcare guidelines and procedures to ensure patient safety</p>	<p>Healthcare industry guidelines; Patient safety; HIPAA requirements</p>	<ul style="list-style-type: none"> <li>• Discuss healthcare procedures and patient safety</li> <li>• Hand washing procedures and personal illness</li> <li>• Punctuality and attendance</li> <li>• Following protocols</li> <li>• Knowledge of safety equipment and emergency procedures</li> <li>• CPR/portable automated defibrillator certification</li> <li>• Security personnel and safety procedures</li> <li>• Capabilities for handling an emergency</li> <li>• HIPAA</li> <li>• Use: <b>Handouts: <i>What Is HIPAA?</i></b> <b><i>Medical Information Release Form</i></b></li> </ul>	<p>Teacher observation</p>
<p>5. Identify the skills and education required for a specific healthcare worker</p>	<p>Skills and education for healthcare occupations</p>	<ul style="list-style-type: none"> <li>• Have students work in small groups to brainstorm the skills, experience and education of an ideal employee for a specific healthcare position</li> <li>• Career role play: Match the skills, experiences, training, and aptitudes of a client to a specific job</li> <li>• Groups summarize and present their lists and job match</li> <li>• Use: <b>Healthcare Job Profiles</b></li> </ul>	<p>Teacher checklist</p>

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## Unit II: Communication in the Workplace

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Identify the purpose of sample messages and barriers to communication</p>	<p>Foundations for Communication</p>	<ul style="list-style-type: none"> <li>• Discuss sending and receiving messages</li> <li>• Interference/barriers to communication</li> <li>• Context and audience</li> <li>• Purposes of messages</li> <li>• Use:               <ul style="list-style-type: none"> <li><a href="http://www.cnr.berkeley.edu/ucce50/ag-labor/7article/article40.htm">http://www.cnr.berkeley.edu/ucce50/ag-labor/7article/article40.htm</a></li> <li><a href="http://crs.uvm.edu/gopher/nerl/personal/comm/e.html">http://crs.uvm.edu/gopher/nerl/personal/comm/e.html</a></li> </ul> </li> <li>• Use: <b><i>Starting Out! in Community College. Part XV Communication Skills, pp 284-303</i></b></li> <li>• Link for activities and role plays for all workplace communication skills:               <ul style="list-style-type: none"> <li><a href="http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258articleType/CategoryView/categoryId/105/Communication-Skills.aspx">http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258articleType/CategoryView/categoryId/105/Communication-Skills.aspx</a></li> </ul> </li> </ul>	<p>Teacher checklist</p>
<p>2. Demonstrate and evaluate examples of nonverbal cues</p>	<p>Nonverbal Communication</p>	<ul style="list-style-type: none"> <li>• Discuss importance of nonverbal communication</li> <li>• Examples of nonverbal cues</li> <li>• Have students identify and evaluate nonverbal cues in a variety of face-to-face conversations</li> <li>• Use:               <ul style="list-style-type: none"> <li><a href="http://helpguide.org/mental/eq6_nonverbal_communication.htm">http://helpguide.org/mental/eq6_nonverbal_communication.htm</a></li> <li><a href="http://findarticles.com/p/articles/mi_m4467/is_4_55/ai_73328864/">http://findarticles.com/p/articles/mi_m4467/is_4_55/ai_73328864/</a></li> <li><a href="http://online.wsj.com/article/SB10001424052970203863204574348493483201758.html">http://online.wsj.com/article/SB10001424052970203863204574348493483201758.html</a></li> </ul> </li> </ul>	<p>Student demonstration</p>

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## Unit II: Communication in the Workplace

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>3. Explain the differences between formal and informal language; List problems with texting and emails</p>	<p>Verbal Communication</p>	<ul style="list-style-type: none"> <li>• Written and spoken language</li> <li>• Types of language: formal, informal, slang, jargon, vocabulary</li> <li>• Potential problems with texting and emails</li> <li>• Pronunciation and enunciation</li> <li>• Use: <a href="http://www.vtaide.com/lifeskills/verbalC.htm">http://www.vtaide.com/lifeskills/verbalC.htm</a></li> <li>• CARS: <i>Reading</i>—Unit 5: Purpose and Tone—Lesson 1: Purpose and Tone</li> </ul>	<p>Teacher checklist</p>
<p>4. Work in groups to solve a teacher generated problem</p>	<p>Collaboration and Problem-solving</p>	<ul style="list-style-type: none"> <li>• Brainstorm common workplace problems</li> <li>• Students work in groups on a teacher created problem-solving project</li> <li>• Use: <a href="http://www.unce.unr.edu/publications/files/cd/other/fs9726.pdf">http://www.unce.unr.edu/publications/files/cd/other/fs9726.pdf</a></li> </ul>	<p>Teacher designed rubric</p>

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Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
5. Role play and evaluate strategies for conflict resolution in the workplace	Conflict Resolution	<ul style="list-style-type: none"> <li>• Discuss appropriate strategies for conflict resolution</li> <li>• Role play workplace conflict situations</li> <li>• Use: <b><i>Difficult People at Work, Chapters 3, 4, 5</i></b></li> <li>• Link for activities and role plays: <a href="http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/97/Conflict-Management.aspx">http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/97/Conflict-Management.aspx</a></li> </ul>	Teacher observation
6. Create an e-mail account; Send and receive e-mail messages to instructor and classmates	Electronic Communication	<ul style="list-style-type: none"> <li>• Have students create an e-mail account</li> <li>• Discuss email etiquette in the workplace</li> <li>• Refer to: <b>Technology Module, Unit I</b></li> <li>• Refer to: <b>Contextualized Writing Module, Unit III</b></li> <li>• Use: <a href="http://owl.english.purdue.edu/owl/resource/694/01/">http://owl.english.purdue.edu/owl/resource/694/01/</a></li> </ul>	Teacher receipt of student email message
7. Role play workplace communication scenarios	Interpersonal Communication for Healthcare Workers	<ul style="list-style-type: none"> <li>• Greetings and introductions</li> <li>• Phone etiquette and efficiency</li> <li>• Interacting with people with special needs</li> <li>• Essential skill: listening for different purposes Use: <a href="http://www.mesacc.edu/~vocewld/class/Syllabus/Listening2.ppt">www.mesacc.edu/~vocewld/class/Syllabus/Listening2.ppt</a></li> </ul>	Teacher observation

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## Unit III: The Job Search Process

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
1. Complete a career interest survey to assess individual interests, skills and strengths	Assessing interests, skills, strengths, and capabilities	<ul style="list-style-type: none"> <li>• Use: <b><i>Starting Out! In the Workplace, Part III “Careers”</i></b></li> <li>• Discussion: What are your skills worth?</li> <li>• Refer to: <b>Career Awareness Module, Unit I</b></li> </ul>	Student self-assessment
2. Conduct an online employment search for a job of interest	Job search	<ul style="list-style-type: none"> <li>• Have students research online postings for position of interest</li> <li>• Refer to: <b>Career Awareness Module, Unit I</b></li> <li>• Refer to: <b>Technology Module, Unit I</b></li> <li>• Use: <b><i>Quick Job Search, Fourth Edition</i></b></li> </ul>	Teacher observation
3. Write a resume for a job vacancy posted online	Resume	<ul style="list-style-type: none"> <li>• Discuss resume writing process</li> <li>• Have students write a resume for a position of interest</li> <li>• Refer to: <b>Contextualized Writing Module, Unit I</b></li> <li>• Use: <b><i>Perfect Resume, Part Two, “Your Resume Workout”</i></b></li> </ul>	Student completion of a resume

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## Unit III: The Job Search Process

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
4. Write a cover letter for a position of interest	Cover letter	<ul style="list-style-type: none"> <li>• Discuss cover letter format</li> <li>• Have students write a cover letter for a job vacancy</li> <li>• Refer to: <b>Contextualized Writing Module, Unit I</b></li> </ul>	Student completion of cover letter
5. Complete a job application for a position of interest	Application completion	<ul style="list-style-type: none"> <li>• Have students research and complete an online job application</li> <li>• Refer to: <b>Contextualized Writing Module, Unit I</b></li> <li>• Refer to: <b>Career Awareness Module, Unit II</b></li> </ul>	Student completion of job application
6. Participate in a mock interview	Interview preparation	<ul style="list-style-type: none"> <li>• Interviewing: before, during, after</li> <li>• Preparation for an interview</li> <li>• Presenting yourself</li> <li>• Responding to questions</li> <li>• Asking questions</li> </ul>	Teacher observation
7. Write a thank you letter	Thank you letter and follow-up	<ul style="list-style-type: none"> <li>• Have students write a thank you letter for the mock interview</li> <li>• Refer to: <b>Contextualized Writing Module, Unit I</b></li> </ul>	Student completion of thank you letter

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## Unit IV: Job Retention and Career Advancement

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
1. Create a list of important things to do during the first days on a new job	First days on the job	<ul style="list-style-type: none"> <li>• First days on the job: what to do; whom to meet</li> <li>• Have students brainstorm what should be done during the first days on the job</li> <li>• Class discussion</li> </ul>	Student checklist
2. Identify strategies to help them retain a job and advance their career goals	Job retention	<ul style="list-style-type: none"> <li>• Staying with the plan</li> <li>• Communicating with others</li> <li>• Getting along with co-workers</li> <li>• Problem-solving: dealing with new challenges</li> <li>• Collaborating to accomplish workplace tasks</li> <li>• Employee rights</li> <li>• Workplace safety</li> </ul>	Student demonstration