Statewide Healthcare Curriculum:

Career Awareness Module

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Supplemental materials can be located in flash drive file labeled: HC Career Awareness Resource File

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FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for healthcare professions and their programs of study.
- ✓ Learning outcomes often require learners to meet and interact with academic and healthcare professionals, engage in collaborative and individual projects involving authentic materials and resources, visit healthcare and academic facilities, and complete documents and writing tasks for career paths with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with program coordinator as well as academic and employment professionals.
- ✓ Site visits to healthcare and learning facilities, guest speakers, and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

ASSUMPTIONS:

- ✓ Each agency or instructor who may use these modules may adapt instructional strategies, content level of difficulty, learning activities and projects to meet the needs of the program's own target population and adult learners of lower and higher academic levels.
- ✓ Referenced resources, relevant internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.

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- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.
- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

Module Description: The Career Awareness Module provides students with the opportunity to begin their career paths by examining their interests, capabilities, skills, and needs as they may pertain to the pursuit of a career in the healthcare industry. The course is divided into two units of study. **Unit I: Self-Awareness** is designed to help students fully explore the strengths, experiences, and personal traits which will guide them in setting specific goals and taking the first steps in attaining their dream jobs. **Unit II: Introduction to the Healthcare Professions** will help students gain a working knowledge of the U.S. healthcare industry along with a beginning understanding of the working life of a wide variety of healthcare professions by means of hands-on experiences, site visits, and interactive presentations with healthcare professionals.

i-Pathways Alignment with the Statewide Healthcare Curriculum: The lessons identified in this document have connections with both i-Pathways and the intended learning objectives identified in the Statewide Healthcare Curriculum. The i-Pathways lessons can be used to build background knowledge, reinforce content, or provide learners with additional practice in a specific skill development.

Module Objectives:

Students will:

- Demonstrate knowledge of the U.S. healthcare industry
- Create a career plan with the help of employment professionals
- Demonstrate knowledge of barriers to achieving academic and career goals and set short-term and long-term goals to manage these barriers
- Acquire a working knowledge of various healthcare professions including academic and licensing requirements, role in patient care, and personal demands

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- Participate, reflect upon, and apply results of a variety of self-assessment activities in order to determine personal strengths, aptitudes, interests, skills, experiences, study habits
- Engage in collaborative and independent research of healthcare topics and the online job market
- Understand and demonstrate employment skills including, but not limited to, punctuality, professional courtesy, collaboration, critical thinking
- Understand the value of and demonstrate the practice of reflective learning through frequent short writing assignments and discussion
- Practice beginning presentation skills
- Develop proficiency in note-taking as a form of focused listening
- Demonstrate proficiency in reading for specific information and main ideas in a variety of short readings on healthcare related topics
- Develop and practice a beginning understanding of networking in job search
- Demonstrate mastery in writing business letters of gratitude
- Improve critical thinking skills in collaborative problem-solving, research, and inquiry
- Identify and practice a variety of useful strategies and habits of self-advocacy in the pursuit of information and resources to meet specific personal needs

Learning Outcomes

Students will:

- Develop a Career Path Portfolio of completed self-assessments, reflections, short-term and long-term goals
- Collaborate with classmates to complete a research project for a healthcare related topic
- Participate in class site visits
- Compose clearly written formal letters of gratitude
- Formulate and ask questions in a variety of contexts
- Access and utilize information from a variety of sources including internet websites, college catalogs, and program brochures
- Summarize and apply information from short, assigned readings
- Accurately complete online job applications
- Search for job vacancies using search engines
- Demonstrate active listening by developing and asking relevant questions of presenters
- Follow multi-step directions to complete complex long-term tasks
- Participate in small and large group discussions

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- Perform an informal presentation based on research project
- Demonstrate working knowledge of respect, courtesy and protocol in a variety of contexts (site visits, classroom, guest speakers, interviews, small work groups)
- Adapt behavior and speech in a variety of formal and informal contexts
- Practice note taking from a variety of discussions and presentations
- Participate in individual conferences with instructor and employment professional

Methods of Instruction

- Lecture
- Small and large group discussions
- Role playing
- Guest speakers/consultants
- Site field trips
- Reflective writing
- Film
- Hands-on activities and demonstrations
- Online activities and research
- Collaboration for investigation, problem-solving, projects
- Informational interviews

Methods for Evaluating Student Performance

- Class presentation
- Portfolio
- Field trip reflections
- Written self-assessments and reflections
- Interviews with instructor, program coordinator, or career services counselor for assessment of skills and capabilities and to set short-term and long-term goals for career path

Module Overview

Unit One: Self-Awareness

A. Introduction
B. Assessment of Interests and Values
C. Creating a Learner Profile
D. Creating a Student Profile
E. Creating a Personality Profile

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F. Setting Goals and Identifying Barriers
G. Establishing Career Path

Unit Two: Introduction to the Healthcare Professions

A. Introduction
B. Introduction to the U.S. Healthcare Industry
C. Geriatrics, CNA, Dental Assistant, Phlebotomist
D. The Nursing Profession
E. Radiography, Physical Therapy
F. Histotechnology, Clinical Laboratory, the Hospital
G. Emergency Healthcare
H. Non-Patient Care, Administration, Medical Assistant
I. Online Healthcare Job Market
J. Healthcare Research Project

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Module Outline

Unit I: Self-Awareness

1. Introduction to Unit I
   a. Course description, objectives, and expectations
   b. Explain Career Path Portfolio (CPP)
   c. Terminology
   d. Student information form
   e. Personal inventory of introduction

2. Assessment of Interests and Values
   a. Three objects of importance presentation
   b. My values
   c. Career Interest Inventory
   d. Jobs loved/hated
   e. Childhood dreams and passions
   f. Create your dream job

3. Learner Profile: Learning Styles and Intelligences
   a. Past learning experiences
   b. Learning Styles Inventory
   c. Multiple Intelligences Inventory

4. Personality Profile
   a. Divergent and convergent thinking
   b. Influences on thinking and attitudes
   c. Learning disabilities and special needs
   d. Personality Inventory

5. Employability Skills
   a. Matching interests, skills, and personality to career choice
   b. Employability Skills Inventory
   c. Guest Speaker: Career Services Professional

6. Setting Goals, Recognizing Barriers
   a. Barriers to education and career path
      i. Internal – beliefs, habits
      ii. External- family obligations, work, etc.
   b. Resources to overcome barriers
   c. Guest Speaker: Workforce Transitions Professional
   d. Goal Planning Sheet
      i. Short-term goals and 1-year plan
      ii. Long-term goals and 5-year plan

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7. Individual Exit Interview with Advisors
    a. Discuss and receive guidance on education and career goals

8. Looking Ahead
    a. Sharing and feedback for Career Path Portfolios

Unit II: Introduction to the Healthcare Professions

1. Introduction to Unit II
    a. Course description, objectives and expectations
    b. Explain student Learning Logs
    c. Instructions for collaborative research project on healthcare profession
    d. Foundations for all healthcare professions
        i. HIPAA
        ii. Basic requirements and essential skills
        iii. Clinical work, realities of work in patient care
        iv. Programs of study, costs

2. CNA, Dental Assistant and Phlebotomist, Geriatrics
    a. Compare and contrast the three professions
    b. Discuss geriatric healthcare

3. Field trip to Nursing Home Facility

4. The Nursing Profession
    a. Reflection and discussion of nursing home facility field trip
    b. Guest speaker: nursing professional or nursing student
    c. Program of study requirements, clinical work, license testing
    d. Self-assessment of desire and aptitude for work in patient care

5. Radiography Assistant, Physical Therapy Assistant
    a. Discuss the two professions
    b. Program of study requirements
    c. Community college catalog as resource
    d. Partner for experiential search of healthcare program of study

6. Field trip to Community College or Learning Facility

7. Histotechnology, Clinical Lab Technician and Technologist, Hospital
    a. Reflection and discussion of learning facility field trip
    b. Discuss laboratory professions
    c. Discuss hospital environment

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8. Field trip to Local Hospital

9. Emergency Medical Care Professionals; the Emergency Department
   a. Reflection and discussion of hospital field trip
   b. Guest speaker: paramedic or paramedic instructor
   c. The Emergency Department

10. Non-Patient Care: Other Healthcare Occupations
    a. Reflection and discussion of emergency medical professions
    b. Instructions for in-class research on healthcare profession
    c. Guided practice to locate information
    d. Presentation of findings by partners

11. Field trip to Hospital or Learning Facility for EMT Training

12. Online Research of the Healthcare Job Market
    a. Introduction to the online job market
       i. Search engines for employment vacancies
       ii. Model completing online job applications
       iii. Organizing the job search process; creating files
    b. Personal online job search
       i. Select profession, locate vacancies, select job, research the agency
       ii. Complete online job application, save file, submit to instructor
    c. Work time for research project

13. Research Project and Exit Interviews
    a. Instructions and requirements for class presentation of research project
    b. Exit interview with instructor
       i. Revisit short-term and long-term goals
    c. Work time for research project and presentations

14. Presentation of Collaborative Research on Program of Study
    a. Presentations
    b. Course evaluations