

2. Unit 2: Career & Jobs

Content Area: **Science**
Course(s):
Time Period: **Semester**
Length: **17 Blocks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This course provides an orientation to health care services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- There are various roles in Healthcare Workers
- There is a projected demand for Healthcare Personnel
- There are various employers for Healthcare Professionals
- Health care has many avenues of careers available
- Describe the role, responsibilities, and tools of various major allied health care related practitioners.

CONTENT AREA STANDARDS

VHEL.9-12.9.4.12.H.(1).4	Demonstrate knowledge of the process for assessing, monitoring, and reporting patient/client health status to the treatment team within scope of practice.
VHEL.9-12.9.4.12.H.(2).1	Communicate information within a healthcare classroom and demonstrate how to convey this information to appropriate departments and professionals in a timely manner to facilitate sharing of key diagnostic information used in treating patients.
VHEL.9-12.9.4.12.H.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
VHEL.9-12.9.4.12.H.7	Locate, organize, and reference written information from various sources to communicate with others.
VHEL.9-12.9.4.12.H.8	Evaluate and use information resources to accomplish specific occupational tasks.
VHEL.9-12.9.4.12.H.39	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
VHEL.9-12.9.4.12.H.52	Maintain a career portfolio to document knowledge, skills, and experience in a career

field.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

SCI.9-12.SEP.1.e	Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical, and/or environmental considerations.
SCI.9-12.SEP.2.f	Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
SCI.9-12.SEP.3.d	Select appropriate tools to collect, record, analyze, and evaluate data.
SCI.9-12.SEP.6.d	Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

Health Career Planning

- Healthcare Workers
- Projected Demand for Healthcare Personnel
- Employers of Healthcare Professionals
- Health Careers

Career Development

- Common Core Knowledge
- Professionalism
- Legal Concerns in Healthcare
- Continuing Education

Procedural Knowledge

Students will be able to:

- Gather knowledge and facts related to health careers.
- Discuss the various workplace settings of healthcare providers.
- Discuss appropriate healthcare education institutions.
- Differentiate between in-patient and out-patient treatment for disease. Which professionals span both treatment venues
- Discuss the components of common core knowledge.
- Discuss the characteristics of professionalism in health careers.
- Differentiate between ethics and patient privacy.
- Identify legal concerns that may arise in healthcare.
- Discuss the importance of continuing education in one's healthcare profession.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Assignments:

- Read Chapter(s) and complete chapter checkpoint questions
- Define Key Terms
- Study Guide
- Chapter Wrap Up Questions

Optional Activities:

- Powerpoint from Textbook

Summative Assessments

- Benchmarks – departmental benchmark given at the end of MP1, MP2, and MP3 based on lab practices
- Alternative Assessments

- Lab inquiries and investigations
- Lab Practicals
- Exploratory activities based on phenomenon
- Gallery walks of student work
- Creative Extension Projects
- Build a model of a proposed solution
- Let students design their own flashcards to test each other
- Keynote presentations made by students on a topic
- Portfolio

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Essential skills for career success
- <https://www.colorado.edu/today/2019/04/17/10-essential-skills-youll-need-career-success>
- <https://www.forbes.com/sites/jacquelynsmith/2013/11/15/the-20-people-skills-you-need-to-succeed-at-work/?sh=672e11253216>
- <https://encompass.eku.edu/jote/vol3/iss1/3/> - OT students
- <https://www.apta.org/your-practice/ethics-and-professionalism/professionalism-in-physical-therapy-core-values-self-assessment>
- Stress relief for health care workers
- <https://www.purdueglobal.edu/blog/nursing/stress-management-health-care-workers/>
- <https://store.samhsa.gov/product/Tips-for-Healthcare-Professionals-Coping-with-Stress-and-Compassion-Fatigue/PEP20-01-01-016> (downloadable)
- Disparities in Health Care
- <https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>
- National Library of Medicine Health Disparities page
- <https://medlineplus.gov/healthdisparities.html>
- Health disparities – TED talk by Dr. Lisa Cooper, Johns Hopkins

- https://www.youtube.com/watch?time_continue=7&v=CBNWaQM2JrE&feature=emb_logo (2014 20:49)
- Implicit Association Test – this online test provide information about someone’s biases
- Reference from Dr. Lisa Cooper’s TED Talk
- <https://implicit.harvard.edu/implicit/takeatest.html>
- Diversity and Health Care
- <http://www.diversityrx.org/>
- Integrating cultural knowledge into Health Care
- <https://ethnomed.org/>
- Defining our generations – Pew Charitable Trust
- <https://www.livingfacts.org/en/articles/2019/defining-our-six-generations>
- Quiz about the generations - Pew Charitable Trust
- <https://www.livingfacts.org/en/media/quizzes/2019/how-well-do-you-know-each-generation>
- LGBTQA Health Care
- <https://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health>
- <https://www.amsa.org/advocacy/action-committees/gender-sexuality/>
- Disabilities and Health Promotion
- <https://www.cdc.gov/ncbddd/disabilityandhealth/hcp.html>

- Disability and Health
- <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>
- Health disparities in New Jersey
- https://www.state.nj.us/health/chs/hnj2020/about/health_disparities/
- Cultural Religions Competence in Clinical Practice
- <https://www.ncbi.nlm.nih.gov/books/NBK493216/>
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- Disability and Health
- <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>
- Health disparities in New Jersey
- https://www.state.nj.us/health/chs/hnj2020/about/health_disparities/
- Cultural Religions Competence in Clinical Practice
- <https://www.ncbi.nlm.nih.gov/books/NBK493216/>
- Team STEPPS – interprofessional interactions
- <https://www.ahrq.gov/teamstepps/index.html>

- Teamwork in Healthcare
- <https://www.youtube.com/watch?v=tayu95atBP0&feature=youtu.be>
- 2013 5:04

- Leadership in Healthcare
- <https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-020-02288-x>
- <http://www.ijsrp.org/research-paper-0919/ijsrp-p9308.pdf>

- The National Center for Ethics in Healthcare
- <https://www.ethics.va.gov/>

- Introduction to Bioethics: Bioethics at the bedside
- <https://www.youtube.com/watch?v=c3I0SxI2grM>
- (2014, 10:58)

- Ethical Dilemmas Posed by COVID-19
- Podcast audio only
- <https://www.youtube.com/watch?v=nYrP14BhMXg>
- (2020, 16:04)

- Ethical Matters in Health Care
- https://www.youtube.com/watch?v=VJ_s51QGbg8
- (2018, 1:00)

- Ethics codes
- <http://ethicscodescollection.org/>

- Information on bioethics
- <http://www.bioethics.net/>
- Resources for Bioethics:
- <https://depts.washington.edu/bhdept/ethics-medicine>
- Brittany Maynard video – right to choose to die
- <https://www.cnn.com/2014/10/29/health/oregon-brittany-maynard-video/index.html> (2014 5:51)
- Legal Definitions – Federal Bar Association
- <https://www.fedbar.org/in-the-media/legal-definitions/>
- Legal Encyclopedia – Cornell Law School
- <https://www.law.cornell.edu/wex>
- Medical Law
- <https://www.hg.org/medical-law.html>
- Health Law
- <https://www.britannica.com/science/health-law>

INTERDISCIPLINARY CONNECTIONS

- Group and partner activities are assigned when possible
- Students will be grouped based on learning styles and approach to processing content

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.