



**HEALTH SCIENCE  
INSTRUCTIONAL  
SUPPLEMENT**

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Foundation Standard 4:  
**Employability Skills**



## **Health Science Instructional Supplement Foundation Standard 4: Employability Skills**

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## Table of Contents

How to Use this Supplement .....	4
Content Outline .....	5-7
Resources.....	8-10
Lesson Plans.....	11-18
Instructional Activities and Information	
Personal Traits Worksheet .....	20-21
Personal Traits Worksheet Answer Key .....	22-23
Personal Traits Role Play and Rubric .....	24
Trait Cards.....	25
Goal Setting Discussion Questions.....	26
Evaluating Reading Skills Teacher Information.....	27
Reading Quiz: Time Management and Goal Setting.....	28
Reading Quiz: Time Management and Goal Setting – Answer Key .....	29
Setting Standards.....	30
Employability Skills – PowerPoint Slides.....	31-33
Teacher Information: Job Shadowing.....	34
Job Shadow Summary.....	35
Your Career Apple Tree.....	36
Introduction to Health Professions – PowerPoint Slides.....	37-39
Introduction to Health Professions: Discussion Questions.....	40
Health Professions Chart .....	41-43
Medical and Dental Specialties.....	44
Medical and Dental Specialties – Answer Key .....	45
HOSA Career Exploration Events .....	46
Career Math Activity .....	47
Career Math – Answer Key .....	48
Career Portfolio.....	49
Introductory Letter Rubric .....	50
Resume Rubric .....	51
Get a Job! – PowerPoint Outline.....	52-54
Job Application Form .....	55-56
Health Science Library.....	57

## About this Supplement

This supplement was developed by the National Consortium for Health Science Education (NCHSE) to help health science teachers align classroom instruction to the National Healthcare Foundation Standards.

Based on the National Healthcare Skill Standards, accountability criteria have been established for each foundation standard to better define the expectations for meeting the standard and to provide content for curriculum design and measurement and certification of achievement. A national assessment of the Healthcare Foundation Standards is offered by the NCHSE.

Eligible students who successfully pass this online assessment will obtain a Certificate issued by NCHSE.

Go to [www.nchste.org](http://www.nchste.org) for more information about the assessment and links to the following documents:

- Portfolio content criteria
- Portfolio rubric
- National Healthcare Foundation Standards and Accountability Criteria

## How to Use the Supplement

This document is designed as a resource supplement, to be used in conjunction with state curriculum resources, plans, and outlines; as well as textbooks and the resources that accompany those textbooks. This supplement is not designed to “stand alone” but rather to provide resources that complement the instructional tools that teachers are already using.

The actual content (information) that describes and explains essential facts and explanations can be found in textbooks. This supplement is designed to focus more on:

- Connections to the Foundation Standards
- Higher-level instructional activities
- Student-centered instruction with an emphasis on teamwork
- Authentic assessment using rubrics
- Test items aligned to the National Healthcare Foundation Standards and Accountability Criteria  
<http://www.nchste.org/cms/wp-content/uploads/2008/02/standards08.pdf>

Activities in this supplement are designed to challenge students, often in groups. Heterogeneous grouping lends itself to high expectations for ALL group members. This is true of the healthcare workforce itself, with high standards for all healthcare professionals, regardless of where they work or their specific profession.

## Foundation Standard 4: Employability Skills

Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

### 4.1 Personal Traits of the Healthcare Professional

4.11 Classify the personal traits or attitudes desirable in a member of the healthcare team.

- A. Personal characteristics
  - 1. Empathy
  - 2. Honesty
  - 3. Dependability
  - 4. Willingness to learn
  - 5. Patience
  - 6. Acceptance of criticism
  - 7. Enthusiasm
  - 8. Self-motivation
  - 9. Tact
  - 10. Competence
  - 11. Responsibility
  - 12. Discretion
  - 13. Team player
- B. Time management
  - 1. Setting goals
  - 2. Time management plan

4.12 Summarize basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality, and behavior.

- A. Personal health and hygiene
  - 1. Healthy behavior
  - 2. Nails
  - 3. Hair
- B. Professional appearance
  - 1. Uniform
  - 2. Clothing
  - 3. Name badge
  - 4. Shoes
  - 5. Jewelry
  - 6. Makeup
  - 7. Tattoos
- C. Behavior
  - 1. Language
  - 2. Confidentiality
  - 3. Courtesy

### 4.2 Employability Skills

4.21 Apply employability skills in healthcare.

- A. Use correct grammar at all times.
- B. Report to work on time and when scheduled.
- C. Be prepared to work when you arrive at work.
- D. Practice teamwork.
- E. Promote a positive attitude and energy.
- F. Accept responsibility for your actions.

- G. Be willing to learn.
- H. Know and follow scope of practice.
- I. Care about others.
- J. Be flexible.
- K. Base decisions on facts instead of emotions and biases.

4.22 Exemplify professional characteristics.

- A. Act with integrity.
- B. Demonstrate loyalty.
- C. Observe the chain of command.
- D. Go beyond the minimum.

### 4.3 Career Decision-Making

4.31 Discuss levels of education, credentialing requirements, and employment trends in healthcare.

- A. Educational requirements
  - 1. High school
  - 2. Diploma and certificate programs
  - 3. College
    - a. Associate's degree
    - b. Bachelor's degree
    - c. Master's degree
    - d. Doctorate
  - 4. Career levels
    - a. Professional
    - b. Technologist or therapist
    - c. Technician
    - d. Aide or assistant
- B. Credentialing
  - 1. Certification
  - 2. Registration
  - 3. Licensure
- C. Employment trends
  - 1. Labor statistics
  - 2. Entrepreneurship

4.32 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).

- A. Diagnostic services
  - 1. EEG services
  - 2. Medical laboratory services
  - 3. Radiologic technologists
- B. Therapeutic services
  - 1. Dental careers
  - 2. Emergency Medical Services careers
  - 3. Physicians
  - 4. Mortuary careers
  - 5. Nursing careers
  - 6. Nutrition and dietary services
  - 7. Veterinary careers
  - 8. Vision services
  - 9. Occupational therapy services
  - 10. Physical therapy services
  - 11. Pharmacy

12. Massage therapy
  13. Recreational, music and art therapy
  14. Respiratory therapy
  15. Speech-Language Pathology and Audiology
  16. Surgical technology
  17. Athletic trainer
- C. Health informatics
1. Medical records services
  2. Medical transcriptionist
  3. Epidemiologist
  4. Medical interpreter
- D. Support services
1. Health care administrator
  2. Biomedical engineer
  3. Biomedical equipment technician
  4. Central supply services
- E. Biotechnology
1. Medical scientist
  2. Biotechnological engineers
  3. Process technicians
  4. Forensic science technicians

#### **4.4 Employability Preparation**

4.41 Develop components of a personal portfolio.

- A. Introductory letter
- B. Resume
- C. Skill list and competency level
- D. Letter(s) of recommendation
- E. Copies of work evaluations

4.42 Demonstrate process for obtaining employment.

- A. Exploring career options
- B. Finding job leads
- C. Job application
- D. Job interview
- E. Thank you note
- F. Resigning professionally

## Resources

### TEXTBOOKS

The purpose of the resource list is to help teachers know where they might find the content to support the information in the supplement. There may be books that clearly contain the content and are not on this list. All of the books on this list will not contain everything in the modules.

**HOWEVER, the list below reflects the resources used in the development of the Foundation Standard 4: Employability Skills Health Science Instructional Supplement.**

Text	Author(s)	Publisher	Edition/ Copyright
<i>Health Careers Today</i>	Gerdin, Judith	Mosby Elsevier	4 <sup>th</sup> , 2007
<i>Diversified Health Occupations</i>	Simmers, Louise, Karen Simmers-Nartker and Sharon Simmers-Kobelak	Delmar Cengage Learning	7 <sup>th</sup> , 2009
<i>Health Care Science Technology</i>	Booth, Kathryn A.	Glencoe	1 <sup>st</sup> , 2004
<i>Health Science Fundamentals</i>	Badasch, Shirley and Doreen Chesebro	Pearson Education Inc.	1 <sup>st</sup> , 2009
<i>Introduction to Health Care</i>	Mitchell, Joyce and Lee Haroun	Delmar Cengage Learning	2 <sup>nd</sup> , 2007
<i>Professionalism in Health Care</i>	Makely, Sherry	Pearson Education Inc	3 <sup>rd</sup> , 2009

- Career Exploration Activity (4.31) *Teacher's Resource Kit to Accompany Diversified Health Occupations*, 7<sup>th</sup> Edition, pages 464 - 465.
- Entrepreneurship (4.32) Lesson Plan, Information Sheet, and Worksheets. *Teacher's Resource Kit to Accompany Diversified Health Occupations*, 7<sup>th</sup> Edition, pages 670 – 679.

### POWERPOINT PRESENTATIONS

Three PowerPoint presentations have been aligned to Foundation Standard 4: Employability Skills, and are included with this resource guide. They are:

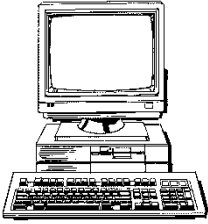
- 4.2 Employability Skills
- 4.32 Introduction to the Health Professions
- 4.42 Get a Job!

### ASSESSMENT

Three twenty-item multiple-choice tests are provided for student assessment of Foundation Standard 4. Those test items can be used as a unit test, as part of a teacher-made test, or as a practice tool in preparation for students to take the National Health Care Foundation Skill Standards Assessment.

- |         |  |              |
|---------|--|--------------|
| 4.1/4.2 | Personal Traits and Employability Skills | 20 questions |
| 4.3     | Career Decision-Making                   | 20 questions |
| 4.4     | Employability Preparation                | 20 questions |





## WEBSITES

Web resources often provide a huge variety of instructional ideas for the classroom. A list of web suggestions are included in this supplement. In addition to the web resources listed, teachers are encouraged to search key words from the detailed content outline for additional resources.

### Goggle Time Management Videos

Go to <http://video.google.com/> and type "Time Management" in the search box at the top of the page. You should be presented with a number of time management videos you can use in classroom instruction. As always, be sure you preview any and all videos before assigning them to students or showing them in class, and always follow your school policies related to use of the Internet.

### Dartmouth College Academic Skills Center

Dartmouth College has an excellent resource site for helping students improve their time management skills. This site has a number of videos that you can watch online or purchase, on a number of topics, including:

- Time management
- Notetaking
- Reading improvement

<http://www.dartmouth.edu/~acskills/success/time.html>

### Work Ethic On-line Lessons – University of Georgia

The on-line instructional resources provided here are designed for use in schools or training programs where people are being encouraged to appreciate the importance of work ethic, further develop their own work habits and attitudes, and improve employability skills.

[http://www.coe.uga.edu/workethic/on\\_linelesson.htm](http://www.coe.uga.edu/workethic/on_linelesson.htm)

### HOSA Career Center

The HOSA website has links to :

- Workforce Information and Links
- Specific Career Profiles and Links
- Career Information and Investigation Links
- College Center
- AHEC Career Information Links
- CollegeView© College Search

[http://www.hosa.org/career/career\\_center.html](http://www.hosa.org/career/career_center.html)





## BUREAU OF LABOR STATISTICS

Resources for Students and Teachers

This site includes links to the Occupational Outlook handbook and career information for students, as well as data and statistics. [http://www.bls.gov/oes/current/oes\\_stru.htm#29-0000](http://www.bls.gov/oes/current/oes_stru.htm#29-0000) has detailed information about specific health professions. This is a “must see” site for career research.

<http://www.bls.gov/audience/students.htm>

### Discover Nursing

This site is sponsored by Johnson & Johnson and has extensive information on nursing careers, scholarships, and free materials.

<http://www.discovernursing.com/>

### PowerPoint Presentations - Online Writing Lab – Purdue University

The site has a number of PowerPoint presentations about writing cover letters and resumes.

<http://owl.english.purdue.edu/workshops/pp/index.html>



### Career and Personal Aptitude Inventories

These are all free, online tests that students can take to help them focus on their personal preferences, aptitudes, and interests. Most take less than 10 minutes to complete and give the student a profile based on his/her responses to questions. Most students find this type of activity to be very helpful.

#### Career Personality Test

<http://similarminds.com/cgi-bin/career5.pl>

#### The Career Key

<http://www.careerkey.org/>

#### Jung Typology Test

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>

#### Monster Self-Assessment Center

This site has a number of different self-assessments in the categories of: Job Seeker quizzes, Personality quizzes, Career quizzes and Workstyle quizzes. There is also a printable work values checklist you can use in class if you do not have access to a computer lab.

<http://assessment.monster.ca/>

Printable work values checklist at [http://assessment.monster.ca/6799\\_en-CA\\_pf.asp](http://assessment.monster.ca/6799_en-CA_pf.asp)

## Lesson Plans

Accountability Criteria	Activity	Comments	Resources/Materials
4.11  Classify personal traits or attitudes desirable in a member of the healthcare team.	<b>Personal Traits Worksheet</b>  Pages 20-21	<ul style="list-style-type: none"> <li>This activity can serve as an introduction.</li> <li>This activity is designed to be a “THINKING” activity. Sometimes we have a tendency to want to just <u>give</u> information when we know that students have improved learning and retention when they figure it out for themselves.</li> <li>Students can work individually or in pairs.</li> <li>After completing the worksheet, they can find the section on “Personal Characteristics” in <i>Diversified Health Occupations</i> to correct their worksheet.</li> <li><i>Note: Some of the terms could work for more than one situation.</i></li> <li>Time: 30 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Handout: Personal Traits Worksheet – 1 per student</li> <li><i>Diversified Health Occupations</i> for corrected the worksheet, or the Key on pages 22-23</li> </ul>
	<b>Personal Traits Role Play</b>  Page 24	<ul style="list-style-type: none"> <li>Assign students to work in pairs and give them a copy of the Personal Traits Role Play instruction sheet and rubric.</li> <li>Have students pull a trait out of a bowl.</li> <li>After each role play, have the students write down what trait was being demonstrated.</li> <li>After each group has performed their role play, debrief the activity.</li> <li>Time: 45 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Handout: Personal Traits Role Play – 1 per pair</li> <li>Trait cards – page 25</li> </ul>
	<b>Goal Setting Discussion</b>  Page 26	<ul style="list-style-type: none"> <li>Give each student a copy of the handout and 20 minutes to answer as many questions as possible in the time allowed.</li> <li>Arrange chairs in a circle and have a class discussion about goal setting, allowing students to share their answers.</li> <li>Time: 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Handout: Goal-Setting Discussion Questions – 1 per student</li> </ul>

Accountability Criteria	Activity	Comments	Resources/Materials
<p>4.11</p> <p>Classify personal traits or attitudes desirable in a member of the healthcare team.</p> <p>(Continued)</p>	<p><b>Time Management – Web Test</b></p>	<ul style="list-style-type: none"> <li>This website is from Virginia Tech University. While designed for college students, it certainly can be effective for health science students.</li> <li>The website and time management test are very easy to use.</li> <li>After the “time management” part, the website includes excellent practical suggestions for improving school achievement.</li> <li>Allow students to proceed through the website at their own pace, and take notes on suggestions they think are important and/or helpful.</li> <li>Ask students: What did you learn from this website that you plan to implement?</li> <li>Time: 40 minutes or homework</li> </ul>	<ul style="list-style-type: none"> <li>Internet Lab</li> <li>Website: <a href="http://www.ucc.vt.edu/lynch/SSTime.htm">http://www.ucc.vt.edu/lynch/SSTime.htm</a></li> </ul>
	<p><b>Evaluating Reading Skills: Time Management and Goal Setting</b></p> <p>Page 27-29</p>	<ul style="list-style-type: none"> <li>This reading assignment comes from <i>Diversified Health Occupations</i>. It is designed to reinforce student learning about goal setting and time management, and to give you a chance to evaluate your students’ reading ability.</li> <li>Detailed teacher instructions for this assignment can be found on page 27.</li> <li>The questions for students to answer after they complete the reading assignment is on page 28.</li> <li>There is an answer key on page 29 with additional instructions for evaluating student reading skills, and sharing your evaluation with students.</li> <li>BE SURE to document this and all reading assignments. Many schools require teachers to incorporate reading instruction in class, and you want to be able to quantify your efforts.</li> <li>Time: 30 minutes</li> </ul>	<ul style="list-style-type: none"> <li><i>Diversified Health Occupations, 7<sup>th</sup> edition, classroom set, Section 4:7.</i></li> <li>Handout: Reading Quiz: Time Management and Goal Setting – 1 per student</li> </ul>

Accountability Criteria	Activity	Comments	Resources/Materials
<p>4.12</p> <p>Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior</p>	<p><b>Analyzing Professional Appearance</b></p>	<ul style="list-style-type: none"> <li>This activity is designed to introduce students to the concept of professional appearance by having them evaluate a publication. What makes the assignment interesting is that the article is from Newfoundland and Labrador. <a href="http://www.arnnl.nf.ca/PDF/Professional%20Image%20of%20the%20RN%20in%20the%20Workplace.pdf">http://www.arnnl.nf.ca/PDF/Professional Image of the RN in the Workplace.pdf</a></li> <li>Divide the class into small groups.</li> <li>Give each small group a copy of the article. Ask them to read and evaluate the content.</li> <li>Ask groups to come up with three things in the article they think are true and important for ALL healthcare professionals today. In addition, ask them to identify up to three things they do not think is true for healthcare workers in America today.</li> <li>Have groups report out their findings to the entire class.</li> <li>Time: 30 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Article: Professional Image of the RN in the Workplace – 1 per group.</li> <li>Just for fun, how many students know where Newfoundland and Labrador are located?</li> </ul>
	<p><b>Setting Standards</b></p> <p>Page 30</p>	<ul style="list-style-type: none"> <li>This assignment gives students an opportunity to hypothetically set standards for personal health, hygiene, professional appearance and behavior of healthcare professionals in a simulated hospital.</li> <li>Give teams 30 minutes to discuss and write their standards, and then 3 minutes for each team to share the highlights of their policies with the rest of the class.</li> <li>Note: The goal of this activity is to get students to really understand WHY there are professional standards for healthcare workers.</li> <li>Clarify student opinions with the “right answers” about professional appearance when needed.</li> <li>Time: 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Handout: Setting Standards – 1 per group</li> </ul>

Accountability Criteria	Activity	Comments	Resources/Materials
<p>4.21</p> <p>Apply employability skills in healthcare.</p>	<p><b>Employability Skills PowerPoint</b></p> <p>On CD</p>	<ul style="list-style-type: none"> <li>• Introduce students to important employability skills with the PowerPoint presentation.</li> <li>• Discussion is key. For every desirable trait, students should be able to identify why that characteristic is important, and give examples of those traits they have seen demonstrated in the workplace.</li> <li>• The goal in this instruction is learning and then doing. Students can start practicing these skills in their part time jobs now, AND in the classroom. (substitute “school” for “work.”)</li> <li>• Time: 30 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>
	<p><b>Guest Speaker</b></p>	<ul style="list-style-type: none"> <li>• This is an excellent time to bring in a healthcare manager to talk about employability skills in health care. Be sure the speaker knows what content you have studied so far.</li> <li>• Time: 45 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Materials for involving students in the planning and guest speaker hosting process can be found at <a href="http://www.hosa.org/partnerships_professionalism.pdf">http://www.hosa.org/partnerships_professionalism.pdf</a></li> </ul>
	<p><b>Shadowing Experience</b></p> <p>Pages 34-35</p>	<ul style="list-style-type: none"> <li>• Have each student do a shadowing experience in an area of their career interest.</li> <li>• Suggestions for implementing shadowing experiences can be found on the teacher information sheet on page 45</li> <li>• Have each student complete and turn in a Job Shadowing Summary form. Be sure you let students know the date it will be due.</li> <li>• Because of the nature of this experience, the most appropriate thank you note is handwritten. You may opt to allow students to send e-mails.</li> <li>• Time: Varies</li> </ul>	<ul style="list-style-type: none"> <li>• Handout: Job Shadow Summary – 1 per student</li> <li>• Job Shadow master chart (teacher created) showing the date, time and location for each student’s shadowing experience.</li> </ul>

Accountability Criteria	Activity	Comments	Resources/Materials
4.31  Discuss levels of education, credentialing requirements, and employment trends in healthcare.	<b>Your Career Apple Tree</b>  Page 36	<ul style="list-style-type: none"> <li>This activity personalizes the discussion of career goals by looking at the people who influence our career choices.</li> <li>Time: 20 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Handout: Your Career Apple Tree – 1 per student</li> </ul>
	<b>Introduction to the Health Professions PowerPoint</b>  PowerPoint on CD  Handout Page 40	<ul style="list-style-type: none"> <li>Explain to students that this presentation is designed to introduce them to the study of health careers.</li> <li>Tell students that they may take notes if they wish.</li> <li>Following the PowerPoint, divide students into small groups to answer some discussion questions related to this introduction.</li> <li>Most of the questions are thinking questions with no absolute right or wrong answers.</li> <li>When all groups have had a chance to answer the questions, go over the questions and encourage discussion.</li> <li>Time: 40 minutes</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Handout: Introduction to the Health Professions: Group Discussion Questions – 1 per group</li> </ul>
4.32  Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).	<b>Health Professions Chart</b>  Pages 41-43	<ul style="list-style-type: none"> <li>Students need to have an understanding of a large number of health careers. Remind them that even though they will only pursue one profession, they need to work with them ALL.</li> <li>The purpose of this chart is for students to compile an outline of major health professions.</li> <li>Teachers may wish to add/delete professions, depending on their course standards and time factors.</li> <li>This type of assignment works well as a homework assignment (if students have an assigned text) or when students are permitted to work in pairs. “Pairs” provides an opportunity to practice teamwork, an essential skill for a healthcare professional, and discussion, which aids the learning process.</li> <li>Career titles seem to be changing and expanding. Help students to be flexible but accurate.</li> <li>Time: 45 minutes or homework</li> </ul>	<ul style="list-style-type: none"> <li>Handout: Health Professions Chart – 1 per student</li> </ul>

Accountability Criteria	Activity	Comments	Resources/Materials
<p>4.32</p> <p>Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).</p> <p><i>(continued)</i></p>	<p><b>Medical and Dental Specialties</b></p> <p>Page 44</p>	<ul style="list-style-type: none"> <li>This is a thinking worksheet, designed to have students call on prior learning and their knowledge of root words to determine what specialist would treat each patient.</li> <li>Options: Allow students to study the medical and dental specialties in their text before attempting the worksheet.</li> <li>Follow-up – review the answers on the worksheet and discuss those specialties not addressed in the referral questions.</li> <li>Time: 20 minutes or homework</li> </ul>	<ul style="list-style-type: none"> <li>Handout: Medical and Dental Specialties – 1 per person</li> </ul>
	<p><b>HOSA Career Exploration Events</b></p> <p>Page 46</p>	<ul style="list-style-type: none"> <li>HOSA has a number of events that promote career opportunities in health care and help students explore the health professions.</li> <li>The events listed in the teacher information sheet are all project-based learning activities, designed to encourage students to analyze specific health professions.</li> <li>The number of activities you assign and the modifications you make will depend on the amount of time you have to teach the career unit.</li> <li>Time: varies</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Information – HOSA Career Exploration Events</li> </ul>
	<p><b>Career Math Activity</b></p> <p>Page 47</p>	<ul style="list-style-type: none"> <li>This activity presents four hypothetical health professionals. The student must figure out the total income for each over a 20 year period.</li> <li>The teacher can modify the activity by adding interest to the student loans, or awarding scholarship dollars to offset the costs of tuition.</li> <li>Debriefing – Ask students what types of things could positively or negatively impact each person’s bottom line. Encourage students to think “big picture” when thinking about their future.</li> <li>Time: 30 minutes or as a homework assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Handout: Career Math Activity – 1 per student</li> <li>Teacher key on page 48</li> </ul>



Accountability Criteria	Activity	Comments	Resources/Materials
4.41  Develop components of a personal portfolio.	<b>Career Portfolio</b>  Page 49	<ul style="list-style-type: none"> <li>• Begin by explaining that students will develop a career portfolio to be used when applying for a job. Students will submit a written copy of their portfolio for teacher evaluation, and keep an electronic copy so they can keep it updated and useful for years to come.</li> <li>• Be sure to let students know what modifications they should make (if any.) This would depend on the students' grade in school or year in the health science program.</li> <li>• If possible, keep an electronic copy of each resume and cover letter in a file on your computer. At some point you will be doing a student a big favor!</li> <li>• Time: 3 days, combination of classwork and homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Handout: Career Portfolio Information sheet – 1 per student</li> <li>• Introductory Letter Rubric – 1 per student</li> <li>• Resume Rubric – 1 per student</li> </ul>
	<b>Cover Letter and Resume Instruction</b>	<ul style="list-style-type: none"> <li>• There are a hundreds of resources online and in health science textbooks that provide content details for cover letters and resumes.</li> <li>• Teachers who like PowerPoint will find a pdf version at <a href="https://www.mdc.edu/careerservices/Events/ResumeWriting.pdf">https://www.mdc.edu/careerservices/Events/ResumeWriting.pdf</a> and at <a href="http://owl.english.purdue.edu/workshops/pp/index.html">http://owl.english.purdue.edu/workshops/pp/index.html</a> if you scroll down the page and find "Developing Your Resume."</li> <li>• Time: varies</li> </ul>	<ul style="list-style-type: none"> <li>• Web and text resources. Check the CDs, workbooks and teacher resources you have on hand.</li> <li>• Rubrics on pages 50-51 of this supplement.</li> </ul>
	<b>National Healthcare Foundation Skill Standards Portfolio</b>  <b>HOSA National Recognition Program</b>	<ul style="list-style-type: none"> <li>• Standards for the NCHSE Foundation Skill Standards portfolio are at <a href="http://www.nchste.org/cms/wp-content/uploads/2007/11/portfolio-content-and-criteria-11-07.pdf">http://www.nchste.org/cms/wp-content/uploads/2007/11/portfolio-content-and-criteria-11-07.pdf</a></li> <li>• The HOSA National Recognition Program is aligned to the NCHSE Skill Standards portfolio, and can be found at <a href="http://www.hosa.org/natorg/sectb/cat-v/nrp.pdf">http://www.hosa.org/natorg/sectb/cat-v/nrp.pdf</a></li> <li>• Time: Varies</li> </ul>	<ul style="list-style-type: none"> <li>• The rubric for the NCHSE portfolio is at <a href="http://www.nchste.org/cms/wp-content/uploads/2007/11/portfolio-rubric-11-07.pdf">http://www.nchste.org/cms/wp-content/uploads/2007/11/portfolio-rubric-11-07.pdf</a></li> </ul>

Accountability Criteria	Activity	Comments	Resources/Materials
<p>4.42</p> <p>Demonstrate process for obtaining employment.</p>	<p><b>Career and Personal Aptitude Inventories</b></p> <p>Web links on page 10</p>	<ul style="list-style-type: none"> <li>• Have students take at least one personality and one career inventory. You may want to talk to your school psychologist to see if she/he can be helpful.</li> <li>• Before asking students to take any test, take it yourself first to determine if you think the test has worth, and if so, how will you debrief the experience.</li> <li>• Time: 20 – 45 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Computer lab with printer</li> <li>• If you do not have access to a computer lab, a link is provided on page 10 for a printable work values checklist.</li> </ul>
	<p><b>Get a Job! PowerPoint</b></p> <p>On course CD</p>	<ul style="list-style-type: none"> <li>• Use the PowerPoint to review important information related to obtaining employment.</li> <li>• Time: 20 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>
	<p><b>HOSA Job Seeking Skills Event</b></p>	<ul style="list-style-type: none"> <li>• This event makes a great classroom activity. Use the guidelines at <a href="http://www.hosa.org/natorg/sectb/cat-iii/js.pdf">http://www.hosa.org/natorg/sectb/cat-iii/js.pdf</a></li> <li>• Run the event as a classroom competition. Involve all elements of the event. You can use the job application on pages 52-54.</li> <li>• Invite school administrators, other teachers, and/or advisory committee members to serve as judges.</li> <li>• Note: Depending on the size of your class, you may need two interviewing teams.</li> <li>• Be sure students dress appropriately for their interviews.</li> <li>• You will need to write a set of 7-8 interview questions.</li> <li>• Have some type of award for the winner(s).</li> <li>• Time: 5-10 minutes per student</li> </ul>	<ul style="list-style-type: none"> <li>• HOSA Job Seeking Skills event guidelines</li> <li>• Job Application – 1 per student</li> <li>• Interview questions</li> <li>• Rating sheets – 1 per judge for each student to be interviewed.</li> <li>• Awards</li> </ul>

## INSTRUCTIONAL ACTIVITIES AND INFORMATION

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4.11	Personal Traits Worksheet	<i>Thinking Activity</i>	Pages 20-21
4.11	Personal Traits Worksheet	<i>Answer Key</i>	Pages 22-23
4.11	Personal Traits Role Play	<i>Instructions &amp; Rubric</i>	Page 24
4.11	Trait Cards	<i>Instructional tools</i>	Page 25
4.11	Goal Setting Discussion Questions	<i>Thinking Activity</i>	Page 26
4.11	Evaluating Reading Skills	<i>Teacher Information</i>	Page 27
4.11	Time Management and Goal Setting	<i>Reading Quiz</i>	Page 28
4.11	Time Management and Goal Setting	<i>Answer Key</i>	Page 29
4.12	Setting Standards	<i>Thinking Activity</i>	Page 30
4.21	Employability Skills	<i>PowerPoint Slides</i>	Pages 31-33
4.21	Job Shadowing	<i>Teacher Information</i>	Page 34
4.21	Job Shadow Summary	<i>Student Activity</i>	Page 35
4.31	Your Career Apple Tree	<i>Thinking Activity</i>	Page 36
4.31	Introduction to the Health Professions	<i>PowerPoint Slides</i>	Pages 37-39
4.31	Introduction to the Health Professions	<i>Discussion Questions</i>	Page 40
4.31	Health Professions Chart	<i>Student Information</i>	Pages 41-43
4.31	Medical and Dental Specialties	<i>Thinking Activity</i>	Page 44
4.31	Medical and Dental Specialties	<i>Answer Key</i>	Page 45
4.31	HOSA Career Exploration Events	<i>Teacher Information</i>	Page 46
4.32	Career Math Activity	<i>Integrated Math</i>	Page 47
4.32	Career Math Activity	<i>Answer Key</i>	Page 48
4.41	Career Portfolio	<i>Student Information</i>	Page 49
4.41	Introductory Letter	<i>Rubric</i>	Page 50
4.41	Resume	<i>Rubric</i>	Page 51
4.42	Get a Job!	<i>PowerPoint Outline</i>	Pages 52-54
4.42	Job Application Form	<i>Student Activity</i>	Pages 55-56
	Health Science Library		Page 57

## Personal Traits Worksheet

4.11

Empathy  
Willingness to learn  
Enthusiasm  
Competence  
Team player

Honesty  
Patience  
Self-motivation  
Responsibility

Dependability  
Acceptance of criticism  
Tact  
Discretion

The terms above can be used to describe the situations in the chart below. For each situation, fill in the term that you believe best describes the behavior, and then define the term in your own words.

Term	Definition	Situation
		Kara is training a new medical assistant and knows that it takes a little longer to do things when a person is new at something. Kara is willing to allow the new person to start slowly and pick up speed as she becomes confident with the new job.
		Chase is an Athletic Trainer who reads his professional magazine for new ideas, and regularly attends educational workshops for Athletic Trainers.
		Beth is 19 years old and works in the hospital dietary department. She takes a food tray to an unhappy teenager with a severe eye infection. Beth tries to imagine how she would feel and act if she were in a hospital bed, away from her friends, with her face all swollen, and the threat of losing her sight.
		Fernando is told to go to Mr. Garcia’s room and meet the nurse who needs his help in changing the bed. The nurse has not arrived yet, but Mr. Garcia’s room is a mess with dirty tissues, food wrappers, and magazines everywhere. Fernando proceeds to talk warmly with Mr. Garcia while cleaning up the bedside area.
		Tamara goes to a plastic surgeon for a nose job, and asks the nurse “Do you think my nose is too big?” The nurse notes that Tamara’s nose is huge, and replies “Plastic surgery would make your nose smaller, but the important thing is what you want, and what makes you feel confident and happy.”

Foundation Standard 4: Employability Skills

		Gino is a laboratory technician. A patient asks "Don't you hate sticking people with needles?" He replies "I love having the opportunity to do my job well so that your doctor gets important information to keep you healthy, and I make the experience as easy for you as possible."
		Mao is never late for work and never leaves early. She turns in her schedule request before the deadline, and has only called in sick once in the past 6 months.
		David is a radiologic technologist. He is friendly but focused, and very good at what he does. His supervisor describes David as having excellent skills and consistently taking the highest quality x-rays.
		Lisha is a nursing assistant. After helping Mrs. Long to the bathroom, she realizes she was supposed to collect a urine specimen. Lisha immediately reports her error to the charge nurse, apologizes, and is very careful about collecting the needed specimen at the next possible opportunity.
		J.J. is one of two dental hygienists in a dental practice. His co-worker, Annette, has struggled for the past two years with one particular client, so J.J. offers to take that client the next time she comes for a cleaning.
		Betty is caring for a celebrity who has a drug addiction problem, but she does not tell her friends or family about her famous client.
		Donald said he would work for Paula on Monday. Monday morning arrives and Donald has a toothache. He calls his dentist and makes an appointment for immediately after completing Paula's shift.
		A nurse tells the office receptionist "You need to smile at the patients and be a little more friendly." The receptionist replies, "Oh, OK. Thanks for the suggestion. I'll try to work on that."

## Personal Traits Worksheet Answer Key

4.11

Empathy  
Willingness to learn  
Enthusiasm  
Competence  
Team player

Honesty  
Patience  
Self-motivation  
Responsibility

Dependability  
Acceptance of criticism  
Tact  
Discretion

The terms above can be used to describe the situations in the chart below. For each situation, fill in the term that you believe best describes the behavior, and then define the term in your own words.

Term	Definition	Situation
Patience	Tolerant, understanding, and in control of your emotions. Willing to wait.	Kara is training a new medical assistant and knows that it takes a little longer to do things when a person is new at something. Kara is willing to allow the new person to start slowly and pick up speed as she becomes confident with the new job.
Willingness to Learn	Makes an effort to seek additional training or education to develop new skills and improve existing ones.	Chase is an Athletic Trainer who reads his professional magazine for new ideas, and regularly attends educational workshops for Athletic Trainers.
Empathy	Putting yourself in another person's shoes, and being able to understand the other person's feelings and motives.	Beth is 19 years old and works in the hospital dietary department. She takes a food tray to an unhappy teenager with a severe eye infection. Beth tries to imagine how she would feel and act if she were in a hospital bed, away from her friends, with her face all swollen, and the threat of losing her sight.
Self-motivation	The ability to begin or follow through with a task.	Fernando is told to go to Mr. Garcia's room and meet the nurse who needs his help in changing the bed. The nurse has not arrived yet, but Mr. Garcia's room is a mess with dirty tissues, food wrappers, and magazines everywhere. Fernando proceeds to talk warmly with Mr. Garcia while cleaning up the bedside area.
Tact	Saying or doing the most appropriate thing in a difficult situation. Consideration for the feelings of others.	Tamara goes to a plastic surgeon for a nose job, and asks the nurse "Do you think my nose is too big?" The nurse notes that Tamara's nose is huge, and replies "Plastic surgery would make your nose smaller, but the important thing is what you want, and what makes you feel confident and happy."
Enthusiasm	A positive energy and attitude about the work being done, and the potential it has to produce good results. It's the obvious enjoyment of what you do.	Gino is a laboratory technician. A patient asks "Don't you hate sticking people with needles?" He replies "I love having the opportunity to do my job well so that your doctor gets important information to keep you healthy, and I make the experience as easy for you as possible."

Foundation Standard 4: Employability Skills

Dependability	Do what you are supposed to do, on time, and regularly.	Mao is never late for work and never leaves early. She turns in her schedule request before the deadline, and has only called in sick once in the past 6 months.
Competence	Qualified and capable of performing a procedure, following instructions, and using approved procedures.	David is a radiologic technologist. He is friendly but focused, and very good at what he does. His supervisor describes David as having excellent skills and consistently taking the highest quality x-rays.
Honesty	Truthfulness and integrity.	Lisha is a nursing assistant. After helping Mrs. Long to the bathroom, she realizes she was supposed to collect a urine specimen. Lisha immediately reports her error to the charge nurse, apologizes, and is very careful about collecting the needed specimen at the next possible opportunity.
Team Player	Working well with others	J.J. is one of two dental hygienists in a dental practice. His co-worker, Annette, has struggled for the past two years with one particular client, so J.J. offers to take that client the next time she comes for a cleaning.
Discretion	Using good judgment in what you say and do. Discretion assures that confidentiality is maintained and the patient's rights are not violated.	Betty is caring for a celebrity who has a drug addiction problem, but she does not tell her friends or family about her famous client.
Responsibility	Being willing to be held accountable for your actions. Doing what you are supposed to do.	Donald said he would work for Paula on Monday. Monday morning arrives and Donald has a toothache. He calls his dentist and makes an appointment for immediately after completing Paula's shift.
Acceptance of Criticism	Being willing to accept negative comments and suggestions from others, and to learn from them.	A nurse tells the office receptionist "You need to smile at the patients and be a little more friendly." The receptionist replies, "Oh, OK. Thanks for the suggestion. I'll try to work on that."

Team Members \_\_\_\_\_

## Personal Traits Role Play

4.11

1. You will be working in pairs to write and perform a role play about the personal traits of healthcare workers.
2. Your teacher will ask you to pull a personal trait from a hat. DO NOT tell any other group what trait you selected.
3. You and your partner will write and perform two role plays – one that shows the WRONG way to demonstrate that personal trait, and then a different setting that shows the right way to demonstrate that personality trait.
4. You will have 15 minutes to plan and prepare your role plays.
5. You will have 1 minute or less to perform each role play for your class.

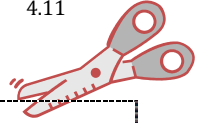
### Rubric

Items Evaluated	Points Possible					Points Allocated
	Superior	Excellent	Good	Fair	Poor	
1. Participation in preparation and presentation – both team members stayed focused during preparation and presentation.	10	8	6	4	2	
2. Convincing communication of character's feelings, situation and motives.	10	8	6	4	2	
3. Use of nonverbal cues (voice, gestures, eye contact, props.)	10	8	6	4	2	
4. Imagination and creativity	10	8	6	4	2	
5. Effectiveness (does the presentation teach an important lesson?)	10	8	6	4	2	
6. Connection with the audience	10	8	6	4	2	
<b>TOTAL POINTS</b>	60	48	36	24	12	



## Traits Cards

4.11



<b>Empathy</b>	<b>Honesty</b>	<b>Dependability</b>
<b>Willingness to Learn</b>	<b>Patience</b>	<b>Acceptance of Criticism</b>
<b>Enthusiasm</b>	<b>Self-Motivation</b>	<b>Tact</b>
<b>Competence</b>	<b>Responsibility</b>	<b>Discretion</b>
<b>Team Player</b>		

## Goal Setting Discussion Questions

4.11

1. What are the goals you have for yourself in the next year?
2. What goals do you have for yourself in the next five years?
3. Do you think it is better to set your goals low so that you do not risk failure?
4. What is the difference between a wish and goal?
5. Would you say that your goals are your own? How much of your goals are influenced by your family, friends and teachers?
6. Did you ever set a goal that you did not achieve? What happened? What did you learn from the experience?
7. Have you ever taken a risk? Was it a good risk or a bad risk?
8. Have you ever “failed” at anything? What did you learn from the experience?
9. Is there ever such a thing as a good failure?
10. Can you fail at something without being a failure?
11. Is it a good idea to set goals? What are the benefits of goal setting?

**Teacher Information**

## Evaluating Reading Skills

4.11



What are your students' reading strengths and weaknesses? You can find out by allowing your students to complete a typical reading assignment in class, observe them work, and test their comprehension.

1. Assignment: Section 4:7 in *Diversified Health Occupations*, 7<sup>th</sup> edition, pages 97-100 on Time Management and Setting Goals. (This assignment should be similar to what you would give in a reading homework assignment.)
2. Ask students to "Please study this reading assignment right here in class as if it were a homework assignment. When you are finished, you will have some questions to answer. You may make notes as you study. Please write your name on the notes. Raise your hand as soon as you finish and I'll bring you the questions and collect your notes. The notes will be returned to you."
3. As the students raise their hands, jot down their names, inconspicuously, in the order in which they finish. This will give you a list of students who handled the assignment more rapidly than others. You can also compare rate and understanding.
4. Write questions about the content, or use the "Reading Quiz: Time Management and Goal Setting" questions provided on page 28 of this supplement. Collect the notes and hand out the questions to each student as he/she finishes reading and raises his/her hand.
5. Observe students while they are working. Students who move their heads and lips while reading and have a frustrated look on their faces may have reading difficulties. Students who stop reading to gaze out the window or daydream may have attention or "study habit" issues.
6. Collect the questions. Analyze the answers to the questions, quality of the notes, and time it took to complete the assignment. Those actions should provide the following insights:
  - Can they take notes effectively?
  - How do they handle recall questions?
  - How rapidly do they read/study?
  - Can they handle material of this difficulty?
7. Provide appropriate feedback to students about their reading skills. Remember that most health science students go on to further education after high school, and most postsecondary programs require students to read, and to learn from reading.
8. Document this evaluation of student reading skills, and repeat the process with a different reading assignment near the end of the school year. Note any progress/improvement on the part of your students.

**The "Notes" provide insights into  
COMPREHENSION**

**The "Questions" provide insights into  
RECALL**

Name \_\_\_\_\_

Date \_\_\_\_\_

## Reading Quiz: Time Management and Goal Setting

4.11

Answer the questions based on what you read about Time Management and Goal Setting as assigned by your teacher.

1. Good time management can help prevent or reduce \_\_\_\_\_
2. Everyone should have what two types of goals? \_\_\_\_\_  
\_\_\_\_\_
3. The text listed rules (important points) to follow when writing goals. One is to state goals in a positive manner. List one additional important point: \_\_\_\_\_  
\_\_\_\_\_
4. When using a daily “to do” list, what should you do if there is something on the list that you did not complete by the end of the day? \_\_\_\_\_  
\_\_\_\_\_
5. What should you do when you reach a goal or complete a job? \_\_\_\_\_  
\_\_\_\_\_

*FOR TEACHER USE*

### Reading Skills Summary

Reading Efficiency \_\_\_\_\_

Comprehension \_\_\_\_\_

Recall \_\_\_\_\_

## Reading Quiz: Time Management and Goal Setting **Answer Key**

4.11

Answer the questions based on what you read about Time Management and Goal Setting as assigned by your teacher.

1. Good time management can help prevent or reduce stress.
2. Everyone should have what two types of goals? Long-term and short-term
3. The text listed give rules (important points) to follow when writing goals. One is to state goals in a positive manner. List one additional important point: \_\_\_\_\_  
Define goals clearly and precisely.  
Prioritize multiple goals.  
Write goals down.  
Make sure each goal is at the right level.
4. When using a daily “to do” list, what should you do if there is something on the list that you did not complete by the end of the day? Decide if you should add it to the next day’s list.
5. What should you do when you reach a goal or complete a job? Recognize or reward yourself, or enjoy your sense of accomplishment.

### Reading Skills Summary

**Reading Efficiency** – base this on when the student raised his/her hand to indicate completing the reading assignment and note taking. If the student finished in the first half of the class, rate this as “Very Good.” If the student finished in the next quartile, rate this is “Good.” If the student finished in the slowest 20%, rate this as “Fair.” You should adjust the ratings based on your judgment of reading efficiency.

**Comprehension** – Look at the notes the student took. If they were clear and concise, and focused on the main points of the reading, rate the notes as “Very Good.” If the notes were too wordy or too brief, rate this as “Fair.” If the student did not take any notes or tried to copy the entire reading assignment, rate this is “Poor.”

**Recall** – Grade the five questions. Write the % correct score in the Recall blank.

Team Members \_\_\_\_\_

## Setting Standards

4.12

Your group is on the Board of Directors at a new, modern hospital. Your patients and visitors are of all ages, although the majority are over the age of 65, upper middle class, and described as being socially conservative. You want people to want to come to your hospital, and are concerned about making a good impression and assuring that your employees look and behave professionally.

You are to write professional standards for your employees. The category to consider is given, and you are to write the “rule” or standard to be followed at your hospital. You may use your textbook and other classroom resources as desired.

Category	Standard
Healthy Behavior	
Nails	
Hair	
Uniform (who should wear one and what should it be?)	
Clothing (for employees who do not wear uniforms)	
Name Badge	
Shoes	
Jewelry	
Makeup	
Tattoos	
Language	
Confidentiality	
Courtesy	



## PowerPoint Content Outline:

### 4.21 Employability Skills

This PowerPoint is available on the course CD, and includes teacher information in the notes section of the PowerPoint. The content points from the PowerPoint are provided here as slide snapshots.

## Employability Skills

4.21 Apply employability skills in healthcare.  
4.22 Exemplify professional characteristics.

### What are your goals?

- Select a profession.
- Get the proper education and training.
- Earn the required credentials.
- Get a job.
- Keep the job.

- In order to "keep the job" you need to have a good work ethic or employability skills.

### Employability Skills Training....

- Starts now.
- Whether you work at a part time job, clinical rotation, or shadowing,
- You must begin now to practice and perfect good employability skills.
- Your future depends on it!

### Use Correct Grammar at All Times

Your bowels ain't soundin' too good.

- Patients will judge your ability by how you speak.
- Use of slang and poor grammar implies a lack of education.
- This includes written communication.

### Report to Work on Time and When Scheduled

- Late or absent healthcare workers can negatively affect patient care.
- Most employers consider attendance to be VERY important!

### Be Prepared to Work When You Arrive at Work

- Follow the rules and policies of your facility.
- Give the employer a fair day's work for a fair day's pay.
- Have you ever seen an employee abuse their work situation? How?

### Practice Teamwork

- Healthcare involves a “team” of different professionals.
- When someone is in a car accident and sustains a severe laceration, how many different members of the healthcare team would be involved in the victim’s care?
- Why would “teamwork” be needed to care for the victim?



### Promote a Positive Attitude and Energy

- Focus on the positive parts of your job.
- Your attitude is contagious - it affects your co-workers.
- Positive energy means you are alert, focused, and figuring out how to make things work.
- Have you ever worked with someone who has “negative energy?” What was that like?

### Accept Responsibility for Your Actions

- Take credit for the good things you do.
- Take responsibility for your mistakes.
- In healthcare, report your mistake to your supervisor.
- Make an effort to correct your error, and to prevent it from happening again.

I forgot to check my schedule. I'm very sorry. I'll be happy to come in an make up the time I missed.

### Be Willing to Learn

- Health care is always changing.
- Health care workers must adapt to change.
- Show your willingness to learn by:
  - Participating in staff development
  - Take courses
  - Attend special meetings and seminars
  - Read professional journals
  - Ask questions

### Know and Follow the Scope of Practice

- Know what procedures and actions you are legally permitted to do.
- Do the things you are supposed to do to the best of your ability.
- Do NOT do things your are not licensed or trained to do.



### Care About Others

- Healthcare is a “caring” profession.
- Caring about your patients is as important as caring for your patients.





### Be Flexible

- The healthcare environment is constantly changing.
- You need to be willing to do what needs to be done that is in the best interest of your patients.
- What is your **F.Q.**? (Flexibility Quotient)  
On a scale of 1 (inflexible) to 5 (very flexible)?

### Base Decisions on Facts Instead of Emotions and Biases

- Gather the facts before you come to a decision.
- Don't jump to conclusions.
- Don't react – THINK!
- Healthcare professionals use good judgment when processing information.



### Act with Integrity

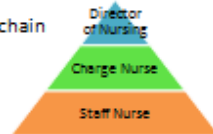
- Healthcare workers hold themselves to a higher standard.
- Always tell the truth.
- Maintain confidentiality.
- Do it the right way and not the easy way.
- Do the right thing in difficult circumstances.

### Demonstrate Loyalty

- Respect your organization.
- Never complain about your work, supervisor or facility.
- Never discuss your personal problems with your patients.

### Observe the Chain of Command

- Know to whom you report.
- Follow the proper processes for reporting information, voicing concerns, and respecting others.
- Give an example of a chain of command?



### Go Beyond the Minimum

- Do the things that need to be done to provide excellent patient care and client service.
- This means being sensitive to the fears and personal feelings of your clients.
- Go out of your way to empathize, respect their privacy, and make them feel comfortable.



**Teacher Information**

## Job Shadowing

4.21

*This assignment is designed for students who are in an introductory or first level Health Science class that does not include a clinical practicum component.*

1. Develop a list of healthcare professionals who are willing to host a student for a 1-4 hour job shadowing experience. This will be your “easy” list to include people you communicate with on a regular basis, parents of current students, past students, or regular clinical-site mentors.
2. Allow your current students to help add to your list. Ask them who they know that might host a health science student in a job shadowing experience. Have your students ask the health professional “Would you be willing to host a job shadowing student, and how should my teacher contact you?” Have students give you that information, in writing, preferably in the form of a business card.
3. Have students to give you their first three “career” choices. Ask them to think about their career goals as well as careers they would like to explore. Clearly, you can’t send them all to doctors. Also, be sensitive to opportunities students may have already had. This experience should be an opportunity to learn new things.
4. Determine a range of time for shadowing to occur. We recommend an entire month, and one that has at least one teacher workday. When possible, have your students make the shadowing appointment and give you a written copy of the confirmation (an e-mail or handwritten note) that confirms the date, location, mentor and duration of the job shadowing experience.
5. Have students complete and turn in the Job Shadowing Summary Form within 48 hours of their shadowing experience. (Longer if it falls on a Friday or workday.)
6. NOTE: This activity is a great beginning for students who will be assigned to complete a Career Exploration Portfolio (HOSA Clinical Specialty Event.) The forms the student must complete and include as part of that assignment are on page 35 of this supplement.

### **Job Shadowing Guidelines** for Health Professionals

These guidelines were written for healthcare practitioners who are hosting a student. They come from the American Academy for Orthotists and Prosthetists, and are part of a program to encourage job shadowing.

[http://www.opcareers.org/assets/pdf/Job\\_Shadowing\\_Tips.pdf](http://www.opcareers.org/assets/pdf/Job_Shadowing_Tips.pdf)

Name \_\_\_\_\_

### Job Shadow Summary

4.21

Congratulations on your successful job shadowing experience. Please complete this form and return it to your teacher by \_\_\_\_\_. (Insert due date)

Date of shadow	_____
Start and stop times	_____
Location	_____
Name of Mentor	_____
Profession	_____

1. Briefly describe what you did and saw during your job shadowing experience.
  
  
  
2. What did you enjoy the most about this experience?
  
  
  
3. Will anything about this experience influence your career goals or career preparation strategies? If yes, explain.
  
  
  
4. You are required to deliver or mail a handwritten thank you note. Please describe what you did, and if possible, attach a copy of the thank you note.

Name \_\_\_\_\_

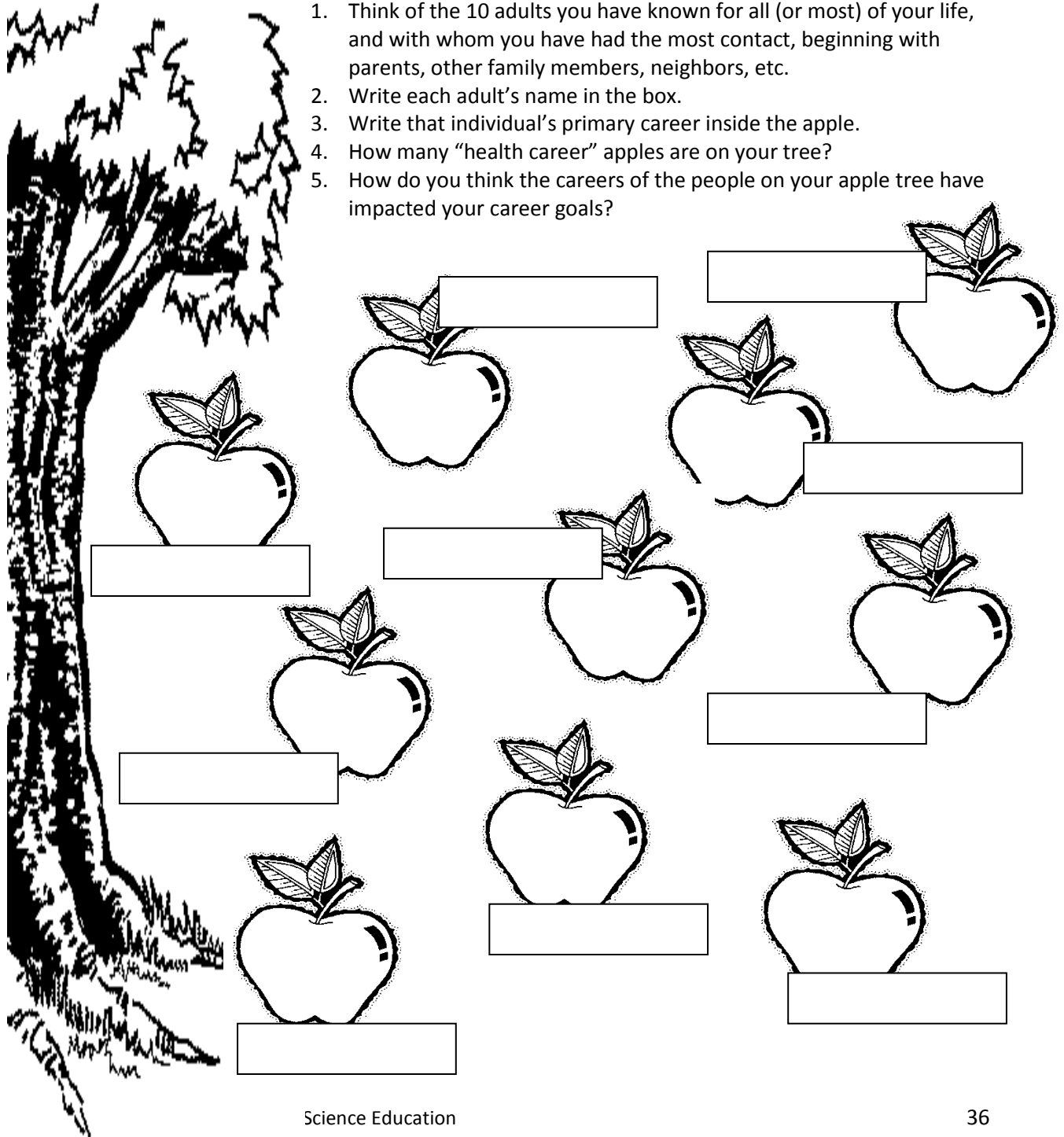
## Your Career Apple Tree

4.21

There is an old saying that “The apple doesn’t fall far from the tree.” This proverb or idiom usually means that children are a lot like their parents.

Is this true when it comes to career goals?

1. Think of the 10 adults you have known for all (or most) of your life, and with whom you have had the most contact, beginning with parents, other family members, neighbors, etc.
2. Write each adult’s name in the box.
3. Write that individual’s primary career inside the apple.
4. How many “health career” apples are on your tree?
5. How do you think the careers of the people on your apple tree have impacted your career goals?

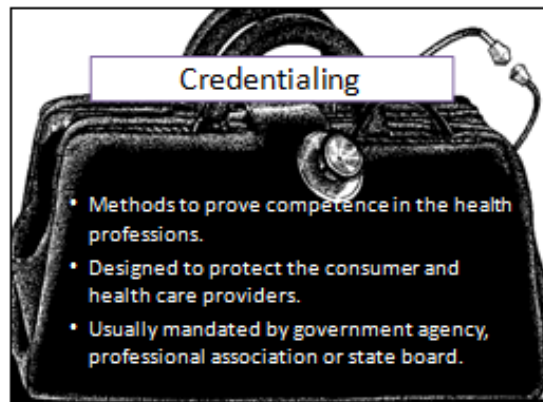
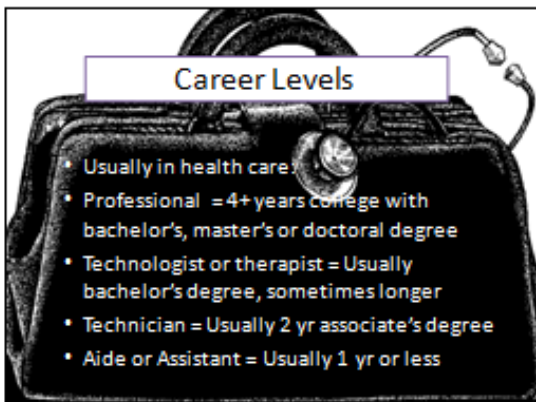
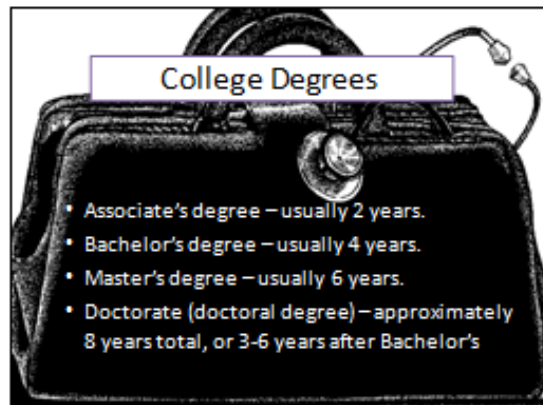
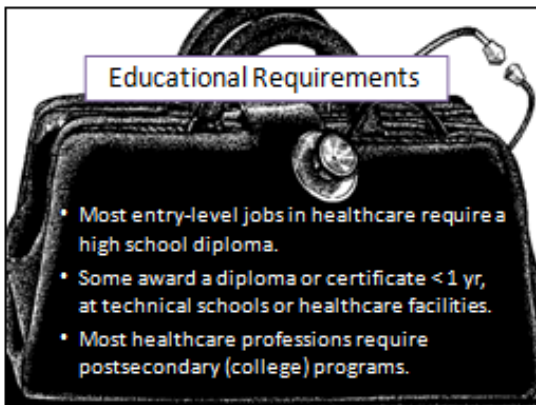
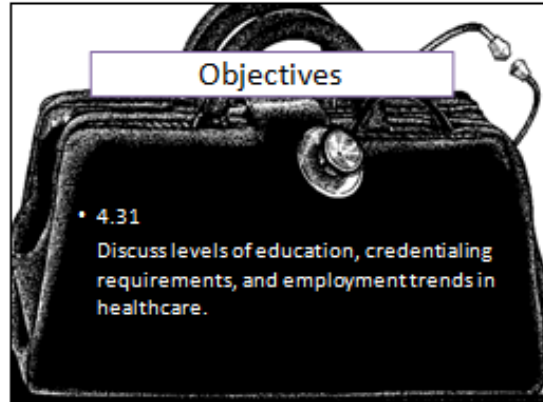
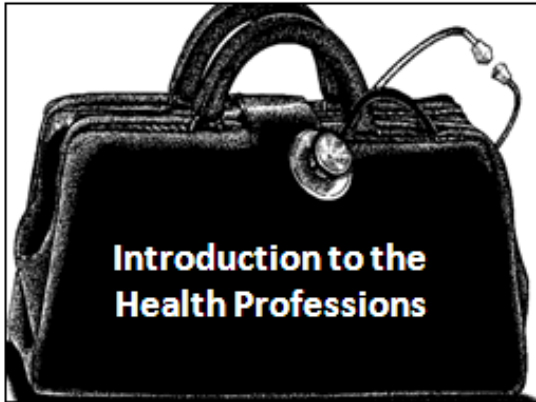




**PowerPoint Content Outline:**

## 4.31 Introduction to the Health Professions

This PowerPoint is available on the course CD. Slide snapshots are provided here.



### Certification

- Usually issued by professional association or government agency.
- Means that person has fulfilled requirements of education and performance.
- Examples:
  - Certified dental assistant (CDA)
  - Certified medical assistant (CMA)
  - Certified nursing assistant (CNA)

### Registration

- Required in some health careers.
- Regulatory body administers exam and maintains a list (registry).
- Examples:
  - Registered dietician (RD)
  - Registered respiratory therapist (RRT)
  - Registered radiologic technologist (RT)

### Licensure

- Government agency authorizes individuals to work in an occupation.
- Varies from state to state.
- Must complete approved program, pass state board, and maintain certain standards.
- Examples: Physician, dentist, physical therapist, registered nurse, LPN/LVN.

### Employment Trends

- The healthcare industry is one of the "healthiest" in terms of employment trends.
- 10% of all jobs in America are in health care.
- Go to the Bureau of Labor Statistics website for current employment data at [www.bls.gov](http://www.bls.gov)

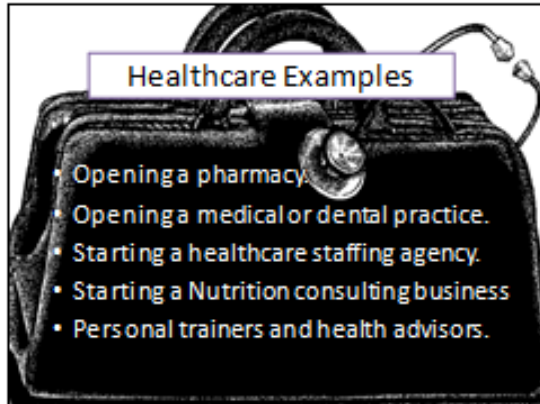
**Fastest growing occupations**

This file represents Table 2, "Fastest growing occupations, 2006-16," in "Occupational employment projections to 2016," published in the [November 2007 Monthly Labor Review](#).

**Table 2. Fastest growing occupations, 2006-16**  
(Numbers in thousands)

2006 National Employment Matrix code and title	Employment Number	Change Percent	Quarrels rank by 2006 median annual earnings (%)	Most significant source of postsecondary education or training <sup>(1)</sup>	
Network systems and data communications analysts	13-1081	262 402 53.4	146	104	Bachelor's degree
Personal and home care aides	29-9921	767 1,736 58.6	289	16	Short term on-the-job training
Home health aides	31-1111	767 1,575 48.7	284	16	Short term on-the-job training
Computer software engineers, applications	13-1021	507 732 44.6	228	104	Bachelor's degree
Veterinary technologists and technicians	29-2034	71 126 41.0	29	1	Associate degree
Personal financial advisors	13-2052	176 246 41.0	72	104	Bachelor's degree
Makeup artists, theatrical and performance	29-3091	2 3 28.6	1	6	Postsecondary vocational award
Medical assistants	31-9092	417 563 33.4	146	1	Moderate term on-the-job training
Veterinarians	29-1131	62 84 33.0	22	104	First professional degree
Substance abuse and behavioral disorder counselors	21-1011	82 112 34.2	29	6	Bachelor's degree

Non-man specialists	29-9999	36 51 39.2	12	1	Postsecondary vocational award
Financial analysts	13-2051	221 286 33.8	76	104	Bachelor's degree
Dental and human service assistants	31-1091	328 426 33.6	124	1	Moderate term on-the-job training
Training, surveillance officers and gaming surveillance	33-9913	6 12 33.6	3	1	Moderate term on-the-job training
Physical therapist assistants	31-2012	40 61 33.4	20	4	Associate degree
Pharmacy technicians	29-2022	282 376 33.0	92	1	Moderate term on-the-job training
Forensic science technicians	19-4022	12 17 32.7	4	4	Bachelor's degree
Medical transcriptionists	29-2021	187 237 32.1	36	104	Associate degree
Medical health counselors	21-1014	100 130 30.0	36	4	Master's degree
Medical health and substance abuse social workers	21-1024	124 164 29.8	37	4	Master's degree
Paranurse and body therapists	21-1012	25 32 29.6	7	4	Master's degree
Dental assistants	31-9091	282 362 29.2	82	1	Moderate term on-the-job training
Computer systems analysts	13-1011	304 394 29.0	140	104	Bachelor's degree
Database administrators	13-1061	114 154 28.6	34	104	Bachelor's degree
Computer software engineers, systems software	13-1022	264 344 28.2	86	104	Bachelor's degree
Training and sports book writers and editors	39-3012	18 24 28.0	3	16	Short term on-the-job training
Environmental science and protection technicians, including health	19-4091	36 47 28.0	10	4	Associate degree
Pharmacists and pharmacists	29-2091	76 100 27.6	12	16	Postsecondary vocational award
Physical therapists	29-1121	175 231 27.1	47	104	Master's degree
Physician assistants	29-1171	62 82 27.0	18	104	Master's degree







## Introduction to Health Professions: Discussion Questions

4.31

1. Is everyone who works in a hospital a “health professional?” If no, then how would you define a “health professional?”
  
2. There are some careers in which you can earn either an associate’s degree or a bachelor’s degree, and yet take the same licensing exam and have the same title. Examples include:
  - Registered nurse
  - Dental hygienist
  - Embalmer
  - Biomedical equipment technician

What would be the advantage of earning one degree over another?

3. In the presentation, the following information was shared:
  - Technologist or therapist = Usually bachelor’s degree, sometimes longer
  - Technician = Usually 2 yr associate’s degree
  - Aide or Assistant = Usually 1 yr or less

Can you think of any exceptions to these rules?

4. The data charts from the Bureau of Labor Statistics showed that Personal and Home Care Aides, and Home Health Aides, are two of the fastest growing professions in the United States. Why?
  
5. The data charts from the Bureau of Labor Statistics also showed that 19 of the 30 fastest growing jobs are in the health care sector. Can you name at least 10?
  
6. In the next ten years, do you think we will see a growth or a decrease of healthcare entrepreneurs? Why?



## Health Professions Chart

4.32

Occupation	What do They Do?	Educational Requirements	Job Outlook ↑, ↓, or Ave.
Dentist			
Dental Hygienist			
Dental Laboratory Technician			
Paramedic (EMT-P)			
EMT (EMT-B)			
Physician			
Physician Assistant			
Podiatrist			
Medical Assistant			
Psychologist			
Social Worker			
Genetic Counselor			
Mortician (Funeral Director)			
Registered Nurse			
LPN, LVN			
Nursing Assistant (Home Health Aide, etc.)			

Foundation Standard 4: Employability Skills

Dietician			
Veterinarian			
Veterinary Technologist (Technician)			
Veterinary Assistant			
Optometrist			
Ophthalmic Technician (COT)			
Optician			
Occupational Therapist			
Occupational Therapy Assistant			
Prosthetist			
Pharmacist			
Pharmacy Technician			
Physical Therapist			
Physical Therapist Assistant			
Massage Therapist			
Recreational Therapist			
Respiratory Therapist			

Speech-Language Therapist and Audiologist			
Surgical Technician			
Art, Dance, or Music Therapist			
Athletic Trainer (ATC)			
Perfusionist			
Electroencephalographic (EEG) Technologist			
Medical (Clinical) Laboratory Technologist			
Medical (Clinical) Laboratory Technician			
Phlebotomist			
Radiologic Technologist			
Health Information (Medical Records) Administrator			
Medical Transcriptionist			
Medical Interpreter			
Epidemiologist			
Healthcare Administrator			
Biomedical Equipment Technician			
Biotechnological Engineer			
Process Technician			
Forensic Science Technician			

## Medical and Dental Specialties

4.32

A medical or dental **specialist** is someone who concentrates on a specific area of practice. The specialist is a physician or dentist who receives additional education and training, and generally passes a board certification that is specific to the specialty.

You are to refer the following patients to the appropriate specialist, based on their condition. A **referral** in medicine is when one professional asks another professional for his/her expert opinion about a patient's diagnosis and treatment. Note: Specialists may be used more than once or not at all.

Anesthesiologist	Cardiologist	Dermatologist	Endocrinologist
Family Practice	Gastroenterologist	Gynecologist	Internist
Neurologist	Obstetrician	Oncologist	Ophthalmologist
Orthopedist	Otolaryngologist	Pathologist	Pediatrician
Plastic surgeon	Psychiatrist	Radiologist	Surgeon
Thoracic surgeon	Urologist	Endodontist	Orthodontist
Oral Surgeon	Pedodontics	Periodontics	Prosthodontics

	Specialty Referral	Patient
1.		56 y.o. male whose gums bleed profusely whenever he brushes his teeth.
2.		23 y.o. female who has painful menstrual cramps.
3.		59 y.o. female with a lump in her breast and a mammogram that shows a probable malignancy.
4.		44 y.o. male who needs a heart transplant.
5.		22 y.o. male with an impacted wisdom tooth.
6.		61 y.o. female with a skin rash that has not responded to antibiotic or steroid creams.
7.		75 y.o. man who feels the urge to urinate, but does not seem to be able to empty his bladder.
8.		45 y.o. female with a child and two teenage daughters who wants to have one practitioner for all her family's medical care.
9.		17 y.o. female who cries a lot and often wishes she were dead.
10.		54 y.o. female with severe persistent heartburn and frequent stomach pain.
11.		18 y.o. with a fractured femur.
12.		A tumor from a 40 y.o. patient that was removed by a surgeon.
13.		5 y.o. female who is losing vision in one eye.
14.		60 y.o. male who had stroke and now has left-sided paralysis.
15.		18 y.o. male soccer player who lost six teeth after getting hit in the mouth.
16.		23 y.o. female with hypothyroidism.
17.		57 y.o. male who needs to have an inguinal hernia repaired.
18.		70 y.o. female with leukemia.
19.		10 y.o. male with a heart murmur.
20.		33 y.o. female with cancer who needs to be put to sleep for surgery.

## Medical and Dental Specialties - Answer Key

4.32

Anesthesiologist	Cardiologist	Dermatologist	Endocrinologist
Family Practice	Gastroenterologist	Gynecologist	Internist
Neurologist	Obstetrician	Oncologist	Ophthalmologist
Orthopedist	Otolaryngologist	Pathologist	Pediatrician
Plastic surgeon	Psychiatrist	Radiologist	Surgeon
Thoracic surgeon	Urologist	Endodontist	Orthodontist
Oral Surgeon	Pedodontics	Periodontics	Prosthodontics

	Specialty Referral	Patient
1.	Periodontist	56 y.o. male whose gums bleed profusely whenever he brushes his teeth.
2.	Gynecologist	23 y.o. female who has painful menstrual cramps.
3.	Surgeon	59 y.o. female with a lump in her breast and a mammogram that shows a probable malignancy.
4.	Thoracic surgeon	44 y.o. male who needs a heart transplant.
5.	Oral surgeon	22 y.o. male with an impacted wisdom tooth.
6.	Dermatologist	61 y.o. female with a skin rash that has not responded to antibiotic or steroid creams.
7.	Urologist	75 y.o. man who feels the urge to urinate, but does not seem to be able to empty his bladder.
8.	Family Practice	45 y.o. female with a child and two teenage daughters who wants to have one practitioner for all her family's medical care.
9.	Psychiatrist	17 y.o. female who cries a lot and often wishes she were dead.
10.	Gastroenterologist	54 y.o. female with severe persistent heartburn and frequent stomach pain.
11.	Orthopedist	18 y.o. with a fractured femur.
12.	Pathologist	A tumor from a 40 y.o. patient that was removed by a surgeon.
13.	Ophthalmologist	5 y.o. female who is losing vision in one eye.
14.	Neurologist	60 y.o. male who had stroke and now has left-sided paralysis.
15.	Prosthodontist	18 y.o. male soccer player who lost six teeth after getting hit in the mouth.
16.	Endocrinologist	23 y.o. female with hypothyroidism.
17.	Surgeon	57 y.o. male who needs to have an inguinal hernia repaired.
18.	Oncologist	70 y.o. female with leukemia.
19.	Cardiologist	10 y.o. male with a heart murmur.
20.	Anesthesiologist	33 y.o. female with cancer who needs to be put to sleep for surgery.

## HOSA Career Exploration Events



HOSA competitive events provide a unique opportunity for students to explore the health professions. The guidelines for following events can be found at <http://www.hosa.org/natorg/sectb/index.html>. Each set of event guidelines has a rating sheet that can be used as a grading rubric. Teachers have the option of grading the assignment themselves, or inviting a panel of judges to rate the students' projects.

### Clinical Specialty

This event is a career project that includes the development of a career portfolio, and the demonstration of a selected skill common to the chosen health career. The career portfolio is created to show career understanding and documentation of a related work-based learning experience. The skill portion will consist of the digitally recorded demonstration of a skill related to the chosen career.

As a classroom assignment, adjustments could be made to modify the content of the portfolio. The teacher could also delete the skill requirement.

### Career Health Display

This event involves a two-person team who develops a visual display of a specific career or cluster of careers. The display allows the students to express ideas through an artistic medium to highlight the benefits of a particular career focus. The students are also judged on their ability to present themselves and communicate the career information to others.

Classroom modifications could include assigning each student to develop an individual display. Setting up the displays in the school lobby or in conjunction with a PTA meeting, school board meeting, or open house could also be an effective way to showcase student learning.

### Medical Photography

Students use digital photography to illustrate the health professions in the Medical Photography event. Students photograph three different health professionals, edit the photos using computer software technology, and then present the three printed pictures to a panel of judges.

A modification for the classroom could be to assign (or have students select) a health career that they wish to explore and photograph. Have them take three photographs of the same person, each showing a different aspect of the profession. Then, have students give a three minute presentation to the class, explaining all about the profession by using the photographs.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Career Math Activity

4.32

For each person, you are to determine his/her total 20 year income after paying back college loans. (For the purpose of this activity, disregard loan interest.)

	Cooper	Mao	Juan	Maliya
<b>Total Income \$\$</b>				

### Cooper – Ward Clerk

- 1990 – graduated from high school
- On-the-job training as a Ward Clerk
- Started working in 1990
- No debts
- Starting salary in 1990 - \$15,000/yr
- Salary increase \$1000/yr

### Mao – Physical Therapist Assistant

- 1990 – graduated from high school
- 2 years of community college
- Borrowed \$5,000 each year for two years
- Starting salary in 1992 - \$25,000/yr
- Salary increase \$1500/yr

### Juan – Medical Technologist

- 1990 – graduated from high school
- 4 years of college
- Borrowed \$10,000 each year for first four years
- Starting salary in 1994 - \$40,000/yr
- Salary increase \$1800/yr

### Maliya – Optometrist

- 1990 – graduated from high school
- 8 years of college and optometry school
- Borrowed \$10,000 each year for first four years
- Borrowed \$20,000 each year for last four years
- Starting salary in 1998 - \$70,000/yr
- Salary increase \$5000/yr

**Career Math - ANSWER KEY**

4.32

For each person, you are to determine his/her total 20 year income after paying back college loans. (For the purpose of this activity, disregard loan interest.)

	<b>Cooper</b>	<b>Mao</b>	<b>Juan</b>	<b>Maliya</b>
<b>Total Income \$\$</b>	<b>\$490,000</b>	<b>\$669,500</b>	<b>\$816,000</b>	<b>\$1,050,000</b>

<b>Year</b>	<b>Cooper</b>	<b>Mao</b>	<b>Juan</b>	<b>Maliya</b>
1990-91	15,000	-5,000	-10,000	-10,000
1991-92	16,000	-5,000	-10,000	-10,000
1992-93	17,000	25,000	-10,000	-10,000
1993-94	18,000	26,500	-10,000	-10,000
1994-95	19,000	28,000	40,000	-20,000
1995-96	20,000	29,500	41,800	-20,000
1996-97	21,000	31,000	43,600	-20,000
1997-98	22,000	32,500	45,400	-20,000
1998-99	23,000	34,000	47,200	70,000
1999-00	24,000	35,500	49,000	75,000
2000-01	25,000	37,000	50,800	80,000
2001-02	26,000	38,500	52,600	85,000
2002-03	27,000	40,000	54,400	90,000
2003-04	28,000	41,500	56,200	95,000
2004-05	29,000	43,000	58,000	100,000
2005-06	30,000	44,500	59,800	105,000
2006-07	31,000	46,000	61,600	110,000
2007-08	32,000	47,500	63,400	115,000
2008-09	33,000	49,000	65,200	120,000
2009-10	34,000	50,500	67,000	125,000
	490,000	669,500	816,000	1,050,000



## Career Portfolio

4.41

A career portfolio is a collection of documents that reflects your knowledge, skills and abilities. The portfolio can show your strengths in an organized and efficient manner, and can be used when you interview for a job, college entry, or scholarship.

The career portfolio you will create for this class will include the following:

- A. Introductory letter
- B. Resume
- C. Skill list and competency level
- D. Letter(s) of recommendation
- E. Copies of work evaluations

Be aware that there are other things you may wish to add to your portfolio in the future.

When completed, a print copy of your portfolio will be turned in to your teacher and graded. In addition, you will keep an electronic copy of your portfolio documents that you can update and use in the future.

Use the rubrics as a content guide for each part of your portfolio.

**Introductory Letter** ★ This letter can be adapted to serve as a cover letter when applying for a job. As an introductory letter to your portfolio, it should say the things that are not apparent from your resume. Your introductory letter should reflect your personality, passion, and goals. It can also include an example of one of your exemplary characteristics.

**Resume** ★ We recommend you write your resume first. Try to keep it to one page. Remember that in most cases, the purpose of a resume is to get you a job interview. It should be tailored to the job you are interviewing for, showing your accomplishments and experience, and how they relate to the job you are seeking. For this career portfolio resume, the focus should be on demonstrating your potential as a healthcare worker.

**Skill List and Competency Level** ★ This section includes a list of skills you have mastered. Your teacher may be able to provide you with a list and the competency level you achieved for each skill. If you are in an introductory Health Science course, your teacher may suggest you skip this section.

**Letter(s) of Recommendation** ★ Ask an employer, teacher, or someone else who knows you well to write you a letter of recommendation for future scholarships or employment. The letter should talk about your strengths, personal qualities, and achievements.

**Copies of Work Evaluations** ★ These can include evaluations from volunteer activities or paid jobs. If you are a first year health science student, your teacher may suggest alternatives for this section.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Introductory Letter Rubric

4.41

Grading scale: 80 – 100 = A  
60 – 79 = B

44 – 59 = C  
28 – 43 = D

↓ 28 = F

Items Evaluated		Points Possible					Points Awarded	Notes
		Superior	Excellent	Good	Fair	Poor		
1.	Includes a heading (return address) and addressed to "Dear Employer."	10	8	6	4	2		
2.	Introductory paragraph includes brief introduction and goal statement	10	8	6	4	2		
3.	2 <sup>nd</sup> paragraph: describes personal traits and qualifications.	10	8	6	4	2		
4.	3 <sup>rd</sup> paragraph: long range plans and/or reasons for goals and/or personal vision for the future	10	8	6	4	2		
5.	Closing paragraph: refers the reader to the resume and requests an interview	10	8	6	4	2		
6.	Includes a complementary close and handwritten signature	10	8	6	4	2		
7.	Used standard block (business letter) format	10	8	6	4	2		
8.	Information clear, concise and in complete sentences	10	8	6	4	2		
9.	Neatly presented and printed on good quality paper	10	8	6	4	2		
10.	No spelling, grammar or punctuation errors.	10	8	6	4	2		
<b>Total Possible Points</b>		<b>100</b>	<b>80</b>	<b>60</b>	<b>40</b>	<b>20</b>		

Comments:

Name \_\_\_\_\_

Date \_\_\_\_\_

## Resume Rubric

4.41

Grading scale: 80 – 100 = A  
60 – 79 = B

44 – 59 = C  
28 – 43 = D

↓ 28 = F

Items Evaluated		Points Possible					Points Awarded	Notes
		Superior	Excellent	Good	Fair	Poor		
1.	Is organized in an orderly fashion.	10	8	6	4	2		
2.	Includes an employment objective.	10	8	6	4	2		
3.	Includes a complete and concise education section	10	8	6	4	2		
4.	Includes a complete and concise work experience section	10	8	6	4	2		
5.	Includes an extracurricular and/or awards and/or accomplishments section	10	8	6	4	2		
6.	Is no more than one page in length	10	8	6	4	2		
7.	Information presented in reverse chronological order	10	8	6	4	2		
8.	Headings stand out from the rest of the text	10	8	6	4	2		
9.	Neatly presented and printed on good quality paper	10	8	6	4	2		
10.	No spelling, grammar or punctuation errors.	10	8	6	4	2		
<b>Total Possible Points</b>		<b>100</b>	<b>80</b>	<b>60</b>	<b>40</b>	<b>20</b>		

Comments:



## PowerPoint Content Outline

### 4.42 Get a Job!

This PowerPoint is available on the course CD. The content points from the PowerPoint are provided here in outline format.

1

#### Get a Job!

- 4.42 Demonstrate the process for obtaining employment.

2

#### Cover Letter and Resume

- Be sure you have a current cover letter and resume.
- You may need to edit your cover letter and resume to fit the job you seek.

3

#### Job Listings

- Check classified ads in your local newspaper.
- Go to the personnel office in your local hospital or healthcare facility.
- Check online resources.
- Tell everyone you know that you are looking for a job. Networking can be a successful strategy.

4

#### Fill Out an Application

- If you are filling out an application at a job site, be sure you bring all important info with you. (dates, addresses, phone numbers, references, etc.)
- Tell the truth!
- Use blue or black ink.
- Fill it out completely.
- Print
- It MUST be neatly done.

5

#### Fill Out an Application

- Read the whole application before you begin.
- Be prepared to respond to typical application questions.

6

#### Job Interview – Before You Go

- Study! Learn as much as you can about the facility or company and the job.
- Be sure you know the scheduled date, time location, and name of your contact person.

7

#### Dressing for Your Interview

- Wear professional business attire.
- Hair should be neat, clean and conservative.
- Avoid wearing too much makeup, jewelry, and fragrance.
- Use a good deodorant.
- Do NOT smoke!
- Brush your teeth.

8

**At the Interview**

- Go alone! (No friends or parents.)
- Arrive 10 minutes early. MAKE SURE you allow time for traffic, parking, etc.
- Greet the interviewer by name, introduce yourself, shake hands firmly, and smile.
- Remain standing until the interviewer asks you to sit.
- Sit up straight in the chair with your feet flat on the floor.

9

**At the Interview**

- Use correct grammar. No slang.
- Speak slowly and clearly.
- Be polite.
- Maintain eye contact – look at the interviewer’s nose if it makes you more comfortable.
- Smile when appropriate, but avoid laughing, giggling, or making jokes.
- Do NOT fidget.

10

**At the Interview**

- Listen to the interviewer carefully so you can answer what he/she is asking.
- Do not interrupt.
- Do not chew gum or eat during the interview.
- Show mature passion and enthusiasm.
- Be proud of yourself, but also show a willingness to learn and contribute to the company/facility.

11

**Responding to Questions**

- Do NOT discuss your personal problems.
- Do NOT criticize former employers.
- Answer questions truthfully.
- Avoid the repeated use of “um”, “you know”, “like”, “and a”, etc.
- Use complete sentences and good grammar.
- Do not ask about salary, vacations, and benefits until you are offered the job.

12

**Questions to Expect**

- Tell me about yourself. (This is often an ice-breaker question. Keep the answer job or skill related.)
- Why do you want to work here? (This is your chance to tell what you know from the research you completed ahead of time.)
- What is your weakness? (Always make this a positive answer. For example, "My spelling is not always perfect, so I always use a spell checker.")
- What are your strengths? (Describe your skills in a way that will show you as a desirable employee.)

13

**Questions to Expect**

- Why did you leave your last job? ( Answer with a positive statement. Try not to say: "I was fired," "terminated," "quit," or "couldn't get along with coworkers or supervisor". However, you can say: "new job," "seasonal," "temporary," or "returned to school.")
- Why should we hire you? (Make a positive statement, such as "I would like the opportunity to work with you and believe that I can do the work.")
- Do you have references? (It is most important that you contact your references ahead of time and have their name, current address, and telephone numbers.)

14

**Questions to Expect**

- Do you have any questions for us?
- Possible responses include:
  - Who would supervise me?
  - When are you going to make a hiring decision?
  - What are the opportunities for advancement?
  - What kind of training is provided or available?
  - Is there a dress code?

15

**Thanking the Interviewer**

- Always shake hands and say “Thank you.” at the conclusion of an interview.
- Be prepared to mail or leave a handwritten thank-you note.
- Be sure the note is specific to the interview, expresses your interest in the job, and includes your contact information.
- Proofread your thank you note and assure there are no errors.

16

**Resigning Professionally**

- Give two weeks notice.
- Put your resignation in writing but delivery it personally.
- Say that you are leaving and have a positive attitude.
- Offer to help find a replacement.
- Complete all assignments before leaving.
- Ask for a letter of recommendation.
- Thank your employer and say goodbye.

# Job Application Form

4.42

**Name** \_\_\_\_\_  
 Last First Middle

**Address** \_\_\_\_\_  
 Street City State and Zip

**Contact** \_\_\_\_\_  
 Home phone Cell phone E-mail

**Have you ever been charged with a felony?**  Yes  No  
 If yes, explain:

**Position applied for:** \_\_\_\_\_

**Availability:** *Check all that apply*  Monday  Tuesday  Wednesday  Thursday  
 Friday  Saturday  Sunday  Holidays

Hours available: From \_\_\_\_\_ to \_\_\_\_\_

Date you can start: \_\_\_\_\_

**Education:** *Include name and address of school and graduation date.*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Employment History:** *Beginning with most recent.*

1. Employer \_\_\_\_\_  
 Supervisor \_\_\_\_\_ Title \_\_\_\_\_  
 Phone \_\_\_\_\_ Dates \_\_\_\_\_  
 Responsibilities \_\_\_\_\_  
 Reason for leaving \_\_\_\_\_

2. Employer \_\_\_\_\_  
 Supervisor \_\_\_\_\_ Title \_\_\_\_\_  
 Phone \_\_\_\_\_ Dates \_\_\_\_\_  
 Responsibilities \_\_\_\_\_  
 Reason for leaving \_\_\_\_\_

- 3. Employer \_\_\_\_\_  
Supervisor \_\_\_\_\_ Title \_\_\_\_\_  
Phone \_\_\_\_\_ Dates \_\_\_\_\_  
Responsibilities \_\_\_\_\_  
Reason for leaving \_\_\_\_\_
  
- 4. Employer \_\_\_\_\_  
Supervisor \_\_\_\_\_ Title \_\_\_\_\_  
Phone \_\_\_\_\_ Dates \_\_\_\_\_  
Responsibilities \_\_\_\_\_  
Reason for leaving \_\_\_\_\_

**References:** *Name, title, address, phone and e-mail.*

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**Special Skills:**

\_\_\_\_\_  
\_\_\_\_\_

I certify the information contained in this application is true and complete. I authorize the verification of any or all information listed on this application.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date





# Health Science Library

## Check it out!

### **The First Woman Doctor**

By Rachel Baker

*The First Woman Doctor* is both a story about a pioneer in medicine, Elizabeth Blackwell, and about events in U.S. history that shaped a nation. It tells a story of one family who immigrated to America, and whose ideas about equality and anti-slavery were ahead of their time.

#### Discussion Questions:

1. Do you think Mr. Blackwell's beliefs about equality had an impact on Elizabeth's future? How so?
2. Where did Elizabeth get the idea that she should become a doctor? Has something similar ever happened to you?
3. Based on what you read, how do you think the average man in the mid-1800s would describe women, in general?
4. What did Elizabeth do to prepare herself to enter medical school? Do you think you would ever be willing to work as hard as she did to reach a goal?
5. How would you describe Elizabeth's experiences in Geneva?
6. After graduating from medical school, Elizabeth went to Paris to try and enter a surgical residency. She ended up at La Maternite' doing what?
7. How did Elizabeth contract a serious eye infection?
8. After reading this book, you may feel that the way women were treated in the 1800s was unfair, and hard to believe. Do you think there are any groups in American society today who have experiences that are similar to those of Elizabeth Blackwell?