



HEALTHCARE SCIENCE

COURSE: 25.552 Applications of Therapeutic Services

UNIT: 1.1 Career Planning and Development



INTRODUCTION

Annotation:

In this unit students will plan and evaluate a career choice within the therapeutic pathway. Students will also develop a job application, resume and a career portfolio including a detailed career plan.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

Five 50 minute periods

Author:

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Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-ATS-2:

The student will engage in self-assessment, develop a detailed career plan, initiate portfolio development, and recognize the need for continuous self-assessment and goals modification in order to encourage personal and professional growth in the process of life-long learning.

- a. Plan and evaluate a career choice within the therapeutic pathway; explain the educational/credentialing requirements; and identify various employment opportunities and career growth potential.
- b. Differentiate between a job and a career; professional networking and professional development and a job application and a resume.
- c. Explore entrepreneurial opportunities within the therapeutic pathway.
- d. Develop career portfolio including detailed career plan.

GPS Academic Standards:

ELA11W3: The student uses research and technology to support writing.

CTAE-FS-1: Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Identify careers within the therapeutic pathway and educational requirements
- Recognize the difference between a job and a career
- Develop a portfolio
- Develop a career plan

Essential Questions:

- How do I prepare for a job and a career in the therapeutic pathway?

- Does my portfolio contain the important components that would help me in seeking a job and pursuing a career?

Knowledge from this Unit:

- What it takes to obtain a career in their chosen medical profession.
- What choices must be made in high school to focus on their goals post-secondary
- The various careers available in the therapeutic pathway
- The entrepreneurial opportunities available within the healthcare field
- What it takes to become an entrepreneur

Skills from this Unit:

- How to research a career choice
- Develop a career portfolio with a career plan



ASSESSMENT(S)

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses

- _____ __ Chart good reading/writing/listening/speaking habits
- _____ __ Application of skills to real-life situations/scenarios
- _____ Post-test

Assessment(s) Title:

Completion of a Job Application
Job Application Test

Assessment(s) Description/Directions:

After students have reviewed the incorrect job application and a class discussion about the errors, have the students complete a job application correctly and turn in as a ticket out the door.

Answer sheet to the job application test

Attachments for Assessment(s):

- Guideline for job application
- Incorrect Job Application
- Job Application with the errors
- Answers to the test for job application
- Answer sheet to the job application test



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-ATS-2: The student will engage in self-assessment, develop a detailed career plan, initiate portfolio development, and recognize the need for continuous self-assessment and goals modification in order to encourage personal and professional growth in the process of life-long learning.

- a. Plan and evaluate a career choice within the therapeutic pathway; explain the educational/credentialing requirements; and identify various employment opportunities and career growth potential.
- b. Differentiate between a job and a career; professional networking and professional development and a job application and a resume.
- c. Explore entrepreneurial opportunities within the therapeutic pathway.
- d. Develop career portfolio including detailed career plan.

ELA11W3, The student uses research and technology to support writing.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

2. Review Essential Questions.

- How do I prepare for a job and a career in the therapeutic pathway?
- Does my portfolio contain the important components that would help me in seeking a job and pursuing a career?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

- a) Brainstorm career opportunities in the community and identify the pathway for each. Also, discuss career opportunities for entrepreneurship and how one becomes an entrepreneur, resources available at <http://www.entre-ed.org/teach/activits.htm>, if time permits students can develop a business plan. There are many resources at this website including an outline for a business plan –The outline can be converted to a rubric for evaluating the components of the plan
- b) Review vocabulary: credentialing, entrepreneurship, portfolio, networking, and professional development
- c) Present Multimedia Slide Show
- d) Review goal setting and timeline
- e) Discuss the difference between a career and a job; list the advantages of a career verses a job on the board
- f) Discuss and review the “how to fill out a job application’ lesson plan
- g) Distribute the job application handout and the incorrect job application
- h) Divide into groups and review incorrect job applications for discovering errors
- i) Present the incorrect job application on a multimedia presentation or transparency and review the errors with the students
- j) Have students complete a job application
- k) Distribute the career guideline and rubric
- l) Review the guideline for career essay and rubric; put deadline date on handout and board

Extensions and other ideas

- Dress for Success – Come to school dressed for a job interview

- Have students interview 3 different people in a healthcare career. You can assign the interview at various times throughout the course.

Attachments for Learning Experiences:

Notes & Reflections:

- The HSTE teacher may restructure this unit to meet the needs of their class.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Career Essay Guidelines

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

Timeline Worksheet

Career Rubric



UNIT RESOURCES

Web Resources:

www.marblehead.com/guidance/jrles.htm
www.bls.gov/oco/
www.sowega-ahec.org/career_guide/
<http://www.pbs.org/als/career/health.htm>
<http://guidance.wwwcomm.com/career.html>
www.okcareertech.org/cimc/free-hoe.htm

Attachment(s):

Materials & Equipment:

- Textbook for HSTE
- Computer
- Internet
- Multimedia presentation
- Career Essay Guidelines
- Career Rubric
- Timeline Worksheet (attachment)
- Guideline for job application
- Incorrect Job Application
- Completion of a Job Application
- Healthcare Interview form

What 21st Century Technology was used in this unit?:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker