



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

HEALTHCARE SCIENCE

COURSE: Healthcare Science

UNIT 7: Healthcare Pathways

INTRODUCTION

Annotation:

In this unit students will be introduced to the five healthcare science pathways. Various careers in healthcare will also be explored. Students will learn the requirements needed for these career paths.

Grade(s):

<input type="checkbox"/>	6 th
<input type="checkbox"/>	7 th
<input checked="" type="checkbox"/>	8 th

Time:

Six 50 minute class periods

Author:

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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 appropriately. 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. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

MSHS7-HS-7- Students will explore the five healthcare career clusters/pathways developed by NCHSTE (the National Consortium on Health Science and Technology Education).

- a) Define diagnostic services, therapeutic services, support services, health informatics, and biotechnology research and development.
- b) Define the term professional organization and list the reasons a healthcare worker might join one.
- c) Create a presentation outlining a student-chosen healthcare career, the NCHSTE career cluster to which it belongs, the education and training required for the career, the salary range and job outlook for the career, facilities in which individuals choosing that career might work, professional organizations to which individuals choosing that career might belong, and how a worker in the chosen career would interact with at least two other members of the healthcare team.

GPS Academic Standards:

S7CS6 – Students will communicate scientific ideas and activities clearly.

National / Local Standards / Industry / ISTE:

- 3** – Healthcare professionals will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.
- 3.13** – Summarize the interdependence of healthcare professions within a given healthcare delivery system.
- 3.14** – Interpret the various roles of healthcare providers and clients within the healthcare system.
- 4.31** – Compare potential health science career pathways using a variety of health careers within the diagnostic services, therapeutic services, health informatics services, support services, or biotechnology research and development.
- 4.32** – Recognize levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential for a service area.
- 8** – Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

UNDERSTANDING & GOALS

Enduring Understandings:

Students will understand that there are many healthcare careers, which are organized into five career pathways. The numerous careers in healthcare vary greatly in the education requirement as well as salary and responsibility.

Essential Questions:

- What careers are available in Healthcare?
- What is a Professional Organization?

Knowledge from this Unit:

- Discuss 5 health careers.
- Discuss the five pathways related to health careers.

Skills from this Unit:

- Students will be able to compare and contrast the 5 healthcare science pathways
- Students will be able to compare and contrast the benefits, education requirements, etc., of healthcare careers.

ASSESSMENTS

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- 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 and 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:

HS 8-7 Career Poster Questions

HS 8-7 Career Pathway Chart

Assessment(s) Description/Directions:

Assessment 1:

Students will design a poster on a career that they will choose from a Career List. A list of questions is provided that they must complete and include on their poster.

Assessment 2:

Students will complete the provided Career Pathway chart. Students are to list the careers in each pathway with a brief description.

Attachments for Assessment(s):

LESSON PLANS

• Lesson 1: INTRODUCTION TO HEALTHCARE PATHWAYS (DAY 1)

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

MSHS7-HS-7-- Students will explore the five healthcare career clusters/pathways developed by NCHSTE (the National Consortium on Health Science and Technology Education).

- Define diagnostic services, therapeutic services, support services, health informatics, and biotechnology research and development.
- Define the term professional organization and list the reasons a healthcare worker might join one.
- Create a presentation outlining a student-chosen healthcare career, the NCHSTE career cluster to which it belongs, the education and training required for the career, the salary range and job outlook for the career, facilities in which individuals choosing that career might work, professional organizations to which individuals choosing that career might belong, and how a worker in the chosen career would interact with at least two other members of the healthcare team.

2. Review Essential Questions.

- What careers are available in Healthcare?
- What is a Professional Organization?

3. Identify and review the unit vocabulary.

Biotechnology Research and Development	Professional Organization
Diagnostic Services	Support Services
Health Informatics	Therapeutic Services

4. At the beginning of each day the daily dose or focus is to list 2 healthcare careers and tell how they would use math in their jobs.

5. Introduce the five Healthcare Science pathways and professional organizations. Use the PowerPoint **HS_8-7_Career Cluster and Professional Organization**. Use the attachment **HS_8-7_Healthcare Pathways Vocabulary** to review the unit vocabulary.

6. Introduce the career project which will be started on Day 3. Students will research one health career and make a poster.

• **LESSON 2: HEALTH CAREER POWER POINT'S (DAY 2)**

1. Select some career Powerpoints attached with this lesson provided by the CTAE Resource Network. Review these with the class. These are attached as:

HS 8-7 Careers in Complementary Medicine

HS 8-7 Careers in Dentistry

HS 8-7 Careers in Diagnostic Services

HS 8-7 Careers in Dietetics

HS 8-7 Careers in Healthcare Adm and Information Serv

HS 8-7 Careers in Laboratory Science

HS 8-7 Careers in Medical Support

HS 8-7 Careers in Medicine

HS 8-7 Careers in Mental and Social Health

HS 8-7 Careers in Nursing

HS 8-7 Careers in Pharmacy

HS 8-7 Careers in Public Health

HS 8-7 Careers in Science and Engineering

HS 8-7 Careers in Therapy and Rehabilitation

HS 8-7 Careers in Vet Medicine

HS 8-7 Careers in Vision Care

• **LESSON 3: EXPLORING A HEALTH CAREER (DAY 3)**

1. The library or computer lab needs to be reserved for this day.
2. Hand out the worksheet **HS 8-7 Career Poster Questions** with the websites listed to view needed information. Each student is to go to the following websites and gather information related to a health career. The two websites that will be explored are:
www.bls.gov/oco/
www.sowega-ahec.org/career_guide/
3. The students will choose this career from the list provided on the attachment **HS 8-7 Health careers list**. No two people should have the same career. Students should complete worksheet during this time.

• **LESSON 4: POSTER CAREER PROJECT (DAY 4)**

1. Have students make posters related to the career they chose using the information collected on Day 3.
2. Give the students the attachment **HS 8-7 Math Connection** to complete.

• LESSON 5: VIEWING POSTERS (DAY 5)

1. Allow students to put posters up around the class to form an art gallery. Each student should take their career list and fill in the blocks while rotating around the room to view other students' posters. Use the attachment [HS 8-7 Health Careers List](#).

Optional: For review purposes two health careers quiz shows are attached:

[HS 8-7 Quizshow health careers Part One](#)

[HS 8-7 Quizshow health careers Part Two](#)

• LESSON 6: UNIT TEST (Day 6)

Day 6: Hand out the attachment [HS 8-7 Health Careers Pathways Test](#), and have the students complete the test/activity. This is a career pathway chart that will be used as a test grade.

Attachments for Learning Experiences:

[HS 8-7 Career Cluster and Professional Organization](#)

[HS 8-7 Health Career Pathways Test](#)

[HS 8-7 Health Careers List](#)

[HS 8-7 Healthcare Pathways Vocabulary](#)

[HS 8-7 Career Poster Questions](#)

[HS 8-7 Math Connection](#)

[HS 8-7 Careers in Complementary Medicine](#)

[HS 8-7 Careers in Dentistry](#)

[HS 8-7 Careers in Diagnostic Services](#)

[HS 8-7 Careers in Dietetics](#)

[HS 8-7 Careers in Healthcare Adm and Information Serv](#)

[HS 8-7 Careers in Laboratory Science](#)

[HS 8-7 Careers in Medical Support](#)

[HS 8-7 Careers in Medicine](#)

[HS 8-7 Careers in Mental and Social Health](#)

[HS 8-7 Careers in Nursing](#)

[HS 8-7 Careers in Pharmacy](#)

[HS 8-7 Careers in Public Health](#)

[HS 8-7 Careers in Science and Engineering](#)

[HS 8-7 Careers in Therapy and Rehabilitation](#)

[HS 8-7 Careers in Vet Medicine](#)

[HS 8-7 Careers in Vision Care](#)

Notes & Reflections:

The career power points provided from the CTAE-RN are an excellent resource.

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Exploring a career online
Make a career poster

Attachments for Culminating Performance Task:

Make a career poster using handouts provided.

UNIT RESOURCES

Web Resources:

www.bls.gov/oco/
www.sowega-ahec.org/career_guide/

Attachment(s):

Materials & Equipment:

- Paper for posters
- Markers and supplies for posters

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		