

Lesson Plan

LESSON NAME	<i>"So You Want to be a _____" - 'exploring a health care career match for you.</i>
GRADE	7 -12
SUBJECT	Careers,Health, Vocational Medical elective, Secondary level Homeschool student career search, transition planning
LESSON TOPIC	Awareness of scope of opportunities available in the field of health care in Alaska
NUMBER HOURS FOR LESSON	3 hours in class; 1 hour outside of the classroom

Summary:

Lesson Title: **So you want to be a _____ - 'exploring a health care career for you.** In this lesson, students in the vocational medical careers elective will investigate health care occupations beyond the traditional roles of MD, RN and medical therapists such as physical, occupational and speech therapists. As pointed out by several of the professionals I had the privilege to interview during my work in TIE, many of the health care careers that are available now, were not even invented 10 years ago. Advice was given to incoming health care students, to, "be open, be curious, and sample several areas." The anticipatory set or introductory element of the lesson will be the "imovie" clip I created for SE AHEC this summer. The instructor will give a brief introduction to the film,(note: the film is a set of interviews with individuals who grew up in Ketchikan and decided to return to Ketchikan and work in the health care industry). Students will be cued to identify two pieces of advice about how to pursue a career in health care. The instructor will invite a panel of three or four local health care professionals(not MD's or RN's or therapists) in for a question and answer session within a class period. Prior to the panel discussion, students will brainstorm potential questions for the guest speakers. Students will take turns asking the class-generated questions, and students will record answers on a class handout. After the panel discussion, students will be asked to summarize answers to at least four questions addressed by the guest speakers. Next, students will be asked to search the AKCIS (Alaska Career Information System) and the Health Careers in Alaska websites to identify one or two health care careers of personal interest. With those careers in mind, students will be asked to record the following information on two potential health care careers:

1. What are the primary tasks/responsibilities of the individual in this career?
2. What is the job availability outlook?
3. What is the salary range?
4. How much training or education is required?

An extra credit or enrichment component of students making their own imovie video interview will be available and encouraged.

Outcomes: List the measurable (or achieved) outcomes students will demonstrate at the end of the lesson.

1. **Student will be able to independently locate information on health care careers from the Health Careers in Alaska website and AKCIS website.**
2. **Student will be able to name at least 2 health care industry careers or occupations beyond MD, RN and physical, occupational and speech therapist.**
3. **Student will be able to state : job responsibilities,job outlook, salary range and training requirements for each career listed in question one.**
4. **Student will be able to describe the pros and cons of a specific, local health care position.**

***For extra credit ,working in pairs, students may conduct a 10 minute video interview of a local health care professional using questions generated from the lesson described above, and present the interview to the class using the imovie format.**

Standards: From the Health Science Career Cluster:

1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.
3. Take action to attend to personal health and financial well –being, (through the process of identifying a potential career with a positive employment outlook and with wages and benefits that provide for an individual's desired standard of living in terms of economics)

Equipment/Supplies/Materials: List items needed to teach and complete this lesson.

Equipment: **DVD** – SE AHEC imovie with interviews from individuals who grew up in Ketchikan and returned to work in the health care industry

Computer,laptop **DVD player** or other video machine to show DVD

Contact at least 3 **local health care professionals** to come in for a question and answer session about what it takes to pursue a career in health care. (Use SE AHEC education coordinator, Christa Bruce, as a resource.)cbruce@seakahec.org

Computer lab or enough student computers to access the following websites:

www.healthcareinalaska.info

www.akcis.org

After the class generates questions for the guest speaker panel, the teacher will provide a **note taking guide** so that students may record the answers given by guests.

(For students pursuing the enrichment or extra credit project: a **video camera** and **imovie** software to for the recording of video interviews.)

Activities:

1. Day One: The anticipatory set or introductory element of the lesson will be the SE Alaska Health Education Center “imovie” clip. The instructor will give a brief introduction to the film,(note: the film is a set of interviews with individuals who grew up in Ketchikan and decided to return to Ketchikan and work in the health care industry).
2. After the movie, the class will discuss the clip. What specific advice did individuals give for successfully entering a health care field?
3. Homework: Reflect on at least two pieces of advice about how to pursue a career in health care and summarize the advice into a paragraph.
4. Day Two: The instructor will invite a panel of three or four local health care professionals(not MD’s or RN’s or therapists) in for a question and answer session within a class period. Note: Students may not be aware of the vast range of careers now available in the health care industry. It is this instructor’s experience that students who seem interested in medicine are often only able to identify the traditional careers listed above. A goal of this lesson is to get students to think beyond,”traditional.” The instructor should consult an excellent on-line resource- www.healthcarecareersinAlaska.info- to become familiar with the vast scope of health care careers existing in Alaska. Attached to each career name is data on salary, employment outlook and required training. The teacher may need a resource (contact name) within the Peace Health network in order to solicit professionals for the panel. Contact Ms. Christa Bruce – SE AHEC education coordinator ; 907-228-8456; cbruce@seakahec.org
5. Prior to the panel discussion, students will brainstorm potential questions for the guest speakers.
6. Students will take turns asking the class-generated questions, and students will record answers on a class handout.
7. After the panel discussion, students will be asked to summarize answers to at least four questions addressed by the guest speakers.
8. Day Three: Next, students will be asked to search the AKCIS (Alaska Career Information System) and the Health Careers in Alaska websites to identify at least two health care careers of personal interest. Using information from the Health Careers in Alaska website,students will be asked to record the following information on two potential health care careers:
 - a.What are the primary tasks/responsibilities of the individual in this career?
 - b.What is the job availability outlook?
 - c.What is the salary range?
 - d.How much training or education is required?
9. **For extra credit ,working in pairs, students may conduct a 10 minute video interview of a local health care professional using questions generated from the lesson described above, and the student team will present the interview using the imovie format.**

EXCELLENT (10PTS.)	ACCEPTABLE(6-8 PTS.)	UNACCEPTABLE (5 OR LESS PTS.)
<i>The health careers exploration project folder includes all of the following elements, and all writing reflects grade level expectations for content and mechanics.</i>	<i>One or two of the following project components are missing or incomplete . All writing reflects grade level expectations for content and mechanics.</i>	<i>Three or more of the career project components are incomplete, and/or written work does not meet grade level expectations.</i>
Student has written a 5 sentence paragraph on advice from the health career movie with an introductory sentence, 3 detail sentences and a concluding sentence.	Student has written a 5 sentence paragraph on advice from the health career movie with an introductory sentence, 3 detail sentences and a concluding sentence.	Student has written a 5 sentence paragraph on advice from the health career movie with an introductory sentence, 3 detail sentences and a concluding sentence.
Student has completed the Cloze Style discussion hand out based on information from the health care guest speakers.	Student has completed the Cloze Style discussion hand out based on information from the health care guest speakers.	Student has completed the Cloze Style discussion hand out based on information from the health care guest speakers.
Student has listed at least four statements of advice provided by guest speakers. Advice is recorded in complete sentences.	Student has listed at least four statements of advice provided by guest speakers. Advice is recorded in complete sentences.	Student has listed at least four statements of advice provided by guest speakers. Advice is recorded in complete sentences.

<p>Student has recorded answers to the following questions regarding two potential health care careers of their choice:</p> <p>a.)primary tasks of career</p> <p>b.)job availability</p> <p>c.)salary</p> <p>d.)training/education required</p>	<p>Student has recorded answers to the following questions regarding two potential health care careers of their choice:</p> <p>a.)primary tasks of career</p> <p>b.)job availability</p> <p>c.)salary</p> <p>d.)training/education required</p>	<p>Student has recorded answers to the following questions regarding two potential health care careers of their choice:</p> <p>a.)primary tasks of career</p> <p>b.)job availability</p> <p>c.)salary</p> <p>d.)training/education required</p>
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