AOHS Health Careers Exploration

Lesson 15

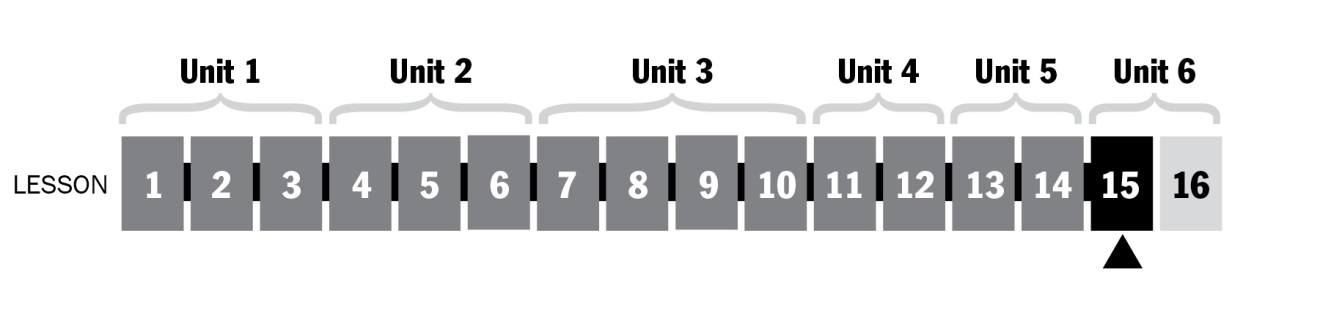
Personal Career Planning

In this lesson students consider everything they have learned about careers in health care and begin to develop a personal career plan that will help them to achieve their specific goals. Students think about which roles or careers are most appealing to them and do research to develop a 10-year plan that identifies the education, training, and experience they will need to achieve their career goals.

Advance Preparation

Students will need access to computers for Internet research in Class Periods 1 and 2.

This lesson is expected to take 3 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Evaluate personal experience and qualifications for potential employment opportunities
* Develop a personal educational and career path for health science

Academic Standards

The relevant Common Core State Standards are too extensive to list here but are an important basis for this lesson. For details, please refer to the separate document “Correlations to the Common Core Standards” (available in the Course Planning Tools section of the course materials).

* Recognize elements of written and electronic communication (spelling, grammar, and formatting) (National Healthcare Foundation Standards 2011, Standard 2.31)
* Classify the personal traits and attitudes desirable in a member of the healthcare team (National Healthcare Foundation Standards 2011, Standard 4.11)
* Apply employability skills in healthcare (National Healthcare Foundation Standards 2011, Standard 4.21)
* Discuss levels of education, credentialing requirements, and employment trends in healthcare (National Healthcare Foundation Standards 2011, Standard 4.31)
* Determine the academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career (Common Career Technical Core 2012, HL 1)

Assessment

| Assessment Product | Means of Assessment |
| --- | --- |
| Personal career timeline (Student Resource 15.1) | Assessment Criteria: Personal Career Timeline (Teacher Resource 15.1) |

Prerequisites

* Familiarity with a wide range of health care careers and career fields
* Understanding of health care employment responsibilities, including an understanding of human anatomy, scientific knowledge, technical skills, and people skills including compassion, patience, and a bedside manner
* Grasp of what job skills are and of which ones are necessary to work in the health care industry

Instructional Materials

Teacher Resources

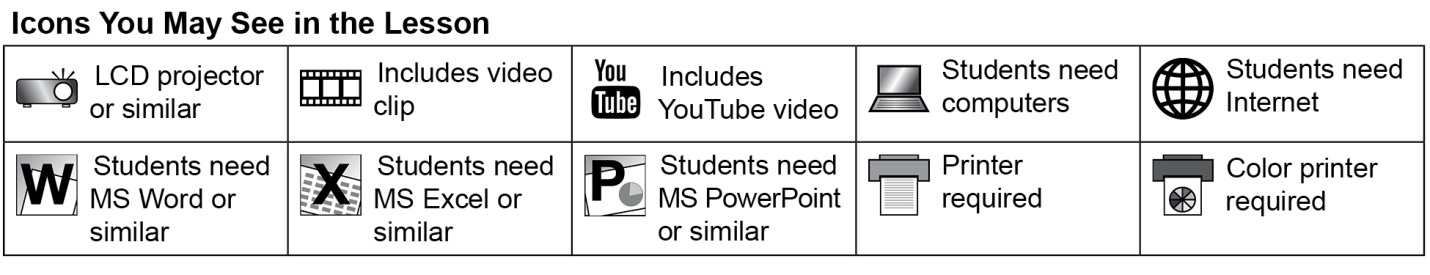
* Teacher Resource 15.1, Assessment Criteria: Personal Career Timeline
* Teacher Resource 15.2, Key Vocabulary: Personal Career Planning
* Teacher Resource 15.3, Bibliography: Personal Career Planning

Student Resources

* Student Resource 15.1, Timeline: Personal Career Goals
* Student Resource 15.2, Example: Personal Career Timeline

Equipment and Supplies

* Whiteboard, blackboard, or flip chart
* Computers with Internet access
* Chart paper for timelines
* Sticky notes



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 15 | Write, Pair, Share: Considering Professional Roles  Students prepare to explore specific professional opportunities in the health care industry by recalling the careers they know something about. They consider these roles in light of their own career ambitions.  Point out that students have learned about many different careers during this course. Explain that in this unit they are going to think about all of those careers and begin to determine which career is most appealing or the best fit for them at this time.  Write these questions on the board or on a large sheet of paper on the wall:  What are some of the jobs and roles you’ve learned about in this course that are most appealing to you? (Prompt students to consider jobs in the different fields they have learned about, including dentistry, biotechnology, mental health, and health informatics, along with other diagnostic and therapeutic roles.)  If you had to choose one health career to have in the future, which one would you pick? Why?  What do you think would be the best part of working in a health career? What do you think would be the most challenging?  Ask students to write brief notes on each question in their notebook. After they have had a few minutes to write, instruct students to talk about their ideas in pairs. They should compare their notes and identify the professional roles they think are ideal, describing some specific responsibilities and what makes the roles appealing.  Next, invite pairs to share their ideas with the rest of the class. You can do this by calling on each pair or by taking volunteered answers.  When the students have finished sharing, explain that this is the beginning of the last unit of the course. While they have been studying careers throughout the course, in this unit they are going to consider what to do with that information: how to take what they have learned and develop a plan to help them achieve their career goals. |
| 2 | 35 | Timeline: Personal Career Path  In this activity students draw on what they have learned in this course about health care careers to begin developing a personal timeline for the next 10 years. This timeline is intended to help them think about the steps they need to take to achieve their ultimate career goal. This activity also focuses on the following college and career skills:  Thinking critically and systemically to solve difficult problems  Developing awareness of one’s own abilities and performance  Refer students to Student Resource 15.1, Timeline: Personal Career Goals. Explain that students need to think back over all the careers they have learned about in this course and choose the one health career that is most appealing to them. Then they will use Student Resource 15.1 to help them plot out on a timeline how they will advance toward their career goal over the next 10 or 12 years.  Refer students to Student Resource 15.2, Example: Personal Career Timeline. Point out that while this example is for a non-health care career, it is still a good example of what their finished product should look like.  Go over the assessment criteria at the end of Student Resource 15.1 and answer any questions. Then ask students to look back through the career reference sheets and other resources they have gathered during this course for information about the career they identify as most appealing to them.  Instruct students to answer the questions on Student Resource 15.1. They can use their resources from the course and search on the Internet as necessary. Keep in mind that students will need to use the Internet to find some of the information, such as good schools that offer postsecondary training. Emphasize that students should try to get most, if not all, of their research done during this class period so that they can spend the next class period designing their timeline. You may need to give some students extra help finding the information they need for their timeline, or you may want to allow students to help each other find information.  When approximately five minutes remain, remind students that they need to finish up their research. If students still have a lot of research to do, they need to complete it for homework. The next class period will be taken up by creating their timelines.  End the class period by having students demonstrate (by show of hands) what type of career they are planning for. For example, you might have all the students who plan to earn a doctoral degree (become a doctor, dentist, psychiatrist, etc.) raise their hands. Then ask all students who plan to pursue nursing raise their hands, then have all students planning to be technicians raise their hands, and so on. You do not need to keep track of what job each student is pursuing, but make note of the approximate numbers you have in the different groups, because later in the lesson you will be grouping students based on career path. |
|  |  | CLASS PERIOD 2 |
| 3 | 30 | Timeline: Personal Career Path (Continued)  In this activity students create a timeline that depicts their career preparation over the next 10 years.  Tell students that this is the last class period to work on their timelines. Explain that they will have about half the class period to complete their timelines and then they will work with a partner to get peer feedback on their work. Remind students to use the example (Student Resource 15.2) and the assessment criteria as a guide.  While students are working, circulate through the classroom, keeping students on task and answering any questions.  When approximately 25 minutes remain in the period, ask students to finish up their timelines. Then instruct students to post their timelines around the room. Identify specific areas of the room for each career field or job type (for example, all nursing career paths on the wall near the window, all informatics jobs on the wall by the whiteboard, and so on).  Explain that while students have worked hard to create their plan, it is important to remember that there are many different paths they might take to reach the same career goal. Students should be focused on their ultimate goal but should stay flexible about the path they take to get there. |
| 4 | 20 | Gallery Walk: Timelines  In this activity students examine each other's timelines and provide feedback.  Explain to students that they will be reviewing each other's timelines in this activity. This is a chance for them to give feedback to their peers and also a chance to learn about what's involved in preparing for different careers. Tell students they should choose at least three timelines to review, and each timeline they review should be for a different career. (So, for example, they might review one timeline for nursing, one for dentistry, and one for radiology.) Work with students to make sure all of the timelines get at least two reviews. (You might tell them that they cannot choose to review a timeline that has already had four reviews, for example.)  Write the following prompts on the board, and tell students to choose at least two of the prompts to comment on for each of the timelines they review. Give students sticky notes to write their comments on:  The most effective aspect of your timeline is…  The most valuable information I learned from your timeline is…  I got confused by…  You might want to double-check your information on…  You could use more explanation about…  The design of your timeline is…  Allow approximately 15 minutes for students to review the timelines and provide feedback. Then ask students to find their own timeline and read over the comments. Take time to answer any questions, and tell students to make revisions to their timeline as necessary for homework. Let students know that in the next class period they will be comparing their timeline to those of other students who are interested in pursuing the same kind of career.  Point out that when working on something personal, like this timeline, it can be hard to take a step back and get a clear picture of whether the plan is feasible. At times like that, getting feedback from a trusted friend, teacher, or parent can be very valuable. Encourage students to think about people outside of this class who might be able to advise them on their career goals, including advisory board members, professionals they met while working on their project, or guest speakers who have visited the class. |
|  |  | class period 3 |
| 5 | 35 | Compare and Contrast: Timelines  In this activity students work in small groups to compare their timelines. This provides an opportunity for students to think about the different paths that people can take to achieve the same goal, which may help them stay focused on their ultimate career goal if their plan doesn’t work out the way they expected. This activity also focuses on the following college and career skill:  Working effectively with a diversity of individuals and perspectives  Divide the class into groups of three or four students who all have a similar career goal. Ask students to compare their timelines and discuss the following questions:  What information is the same on our timelines?  What information is different?  What other paths could I take to achieve the same goal?  What do I think will be the most difficult part for me personally to achieve?  Give students a few minutes to compare their work. Then invite a representative of each group to share what he or she learned from the compare/contrast activity.  Help students to recognize that if they have different approaches (for example, one student goes to a community college and transfers to a four-year school, while another student goes straight to the four-year school), that is totally acceptable and may be a result of each individual’s circumstances. A career path is a very personal thing and may reflect an individual’s academic achievement, financial status, family circumstances, and so on. Remind students to be respectful of each other’s different approaches.  If they disagree on other content (such as what type of training or licensing is necessary), help them determine what information is correct. Point out that while different people may take different paths to achieve the same goal, there are certain things like degrees, licenses, and certifications that are usually non-negotiable. How a student gets to medical school may be an individual path, but becoming a doctor without attending medical school is not possible.  Ask students to submit their final timelines for assessment, and assess them using Teacher Resource 15.1, Assessment Criteria: Personal Career Timeline. Tell students they should keep their timeline plans as an initial guide to help them plan for high school and college. They will need to modify the plans as they go through high school, making changes to reflect the classes and extracurricular activities they participate in. They may even need to make an entirely new plan if they learn about another career that is more appealing to them as they take more AOHS classes. |
| 6 | 15 | Write, Share: Reaching Your Career Goal  Students focus on the immediate steps they can take to pursue their career goals and share those steps with their classmates. This gives students a chance to identify a specific action or immediate goal they can set for themselves and also gives them the opportunity to hear from their peers on the same topic.  Ask students to think about the following question and write their response in their notebook:  What is the most important next step I need to take to pursue my career goal?  Emphasize that this should be an immediate (or relatively immediate) step. In other words, “graduate from medical school” is not the next step. The next step should be something they can achieve in the next few months or during the course of the school year. It might be something like setting up an appointment to talk to a professional, reading a book related to a medical field they are interested in, or volunteering at a skilled nursing facility.  Once students have written down their response, go around the room and invite each student to share. Be encouraging about students’ capacity to achieve their next steps, and point out that this course—and the culminating project—is already helping them make progress toward their career goals. |

Extensions

Enrichment

* Conduct a Work-Based Learning (WBL) activity: Demonstrate the value of internships by showing students the video "Internships Offer Meaningful Real-World Learning" on Edutopia, at <http://www.edutopia.org/is-school-enough-real-world-internship-video>. In the video, Noah interns at a nonprofit working to protect his city’s local water source, and he gains both knowledge and skills in the process. Have students think of their dream company or nonprofit and then identify a possible internship position they could hold. Next, have students consider and list possible skills and knowledge they would gain in such a position.
* Encourage students to find job listings for the roles that most appeal to them. Then ask the students to explain the factors they think make one type of job more interesting than others—for instance, is advancement, money, or the location of the job key?
* Introduce students to some of the self-evaluation tools designed to help people choose a career, such as those in *What Color Is Your Parachute?* Select a tool or tools appropriate for your students, and have the students complete the tool(s) in the classroom. To find further career resources, check with your school’s career or college office, if one exists.
* Ask students to research the following topic: How have the typical skill sets for employment in health care changed over time? One hundred years ago many of the jobs students have learned about didn’t exist, and other jobs were very different. Remind students that in previous centuries, doctors used to drain blood from people to cure diseases and dentistry was often performed by barbers. Based on their research, ask students to write an essay in which they predict what skills will be needed in the health care fields of the future.
* Have students research salary possibilities for their future careers and consider their lifetime earning potential using the following sites for guidance:
  + About.com: How to Make More Money—Your Lifetime Income Potential  
    (<http://humanresources.about.com/od/salaryandbenefits/a/life_earnings.htm>)
  + Salary.com: Salary Wizard  
    (<http://swz.salary.com/SalaryWizard/LayoutScripts/Swzl_NewSearch.aspx>)
  + PayScale: Compare Your Salary  
    (<http://www.payscale.com>)
* Organize the class to attend a college fair, visit a local college campus and get a tour, or have a college admissions officer come in as a guest speaker.
* Have students use the personal timeline that they developed in this lesson to create a checklist they can use to keep track of their accomplishments.

Technology Integration

* Ask students to conduct an online job search for professions that interest you in the health field. Have students look up positions of interest on the following websites to determine job responsibilities, experience levels needed, salaries, and job settings:
  + Monster ([www.monster.com](http://www.monster.com))
  + American Public Health Association ([www.apha.org](http://www.apha.org))
  + Emory Public Health Employment Connection (<http://cfusion.sph.emory.edu/PHEC/index.cfm?CFID=3193492&CFTOKEN=20840963>)

Cross-Curricular Integration

* Mathematics: Demonstrate how salaries compound over time by having students calculate annual raises. For example, ask them to compare starting salaries of $25,000 and of $40,000, assuming 5% increases each year.
* English Language Arts, Social Studies, Science: Have students create a timeline for a fictional character (Hercules), a historical figure (Abraham Lincoln), or a famous scientist (Albert Einstein). The timelines should reflect the education and experiences of this person (or what is known about the person). This can be an effective way of reviewing characters in a literary work or from a particular historical period, or of introducing real-life biographies into a science class. Ask students whether they learned anything surprising from this assignment (for example, Einstein was not always a good student, even though he was so smart). Students may be intrigued by the unusual paths that some people take to finding their chosen career.