AOHS Health Careers Exploration

Overview of Culminating Project

Project Description

In this project students apply what they learn about health careers to create an in-depth pamphlet that informs patients who have a particular disease or disorder about the interdisciplinary team that is likely to contribute to their care. The pamphlets are public health tools that can be made available to patients when they are diagnosed with the condition. Students stage a public health fair at the end of the project, where they present their pamphlets to an invited audience of health care professionals, school administrators, as well as other students, friends, and family members. The driving question for the project is, “How can we best inform patients with a particular disease or disorder about the different health care professionals that will contribute to their care?”

The students work cooperatively in groups of four. Each group chooses a disease or disorder to address.

Project Components

Over the course of this project, students produce the following pieces that will make up their complete product:

* An informational profile of a disease or disorder that outlines the symptoms, daily life, treatment, and prognosis for patients with their condition. Students will create their disease or disorder profile in Lesson 5 and then add to it as they learn more about their topic during the course.
* Professional profile sheets used to collect extensive notes about six to eight different professionals who people with the condition are likely to encounter. (Students will be given a note-taking tool for this.) They will gather information from informal interviews, from guest speakers, and from their own research. The professionals will include primary and secondary physicians, supportive caretakers (in areas such as nursing, physical therapy, and psychological and nutritional care), and possibly health informatics professionals. Students will create these note sheets as they work through the lessons of the course. There will be checkpoints to make sure all groups are making progress in collecting the information they need.
* Notes from interviews with health care professionals who work with patients who have the disease or disorder. The interviews will cover the roles and responsibilities of the professional when dealing with patients who have the condition the project group is studying. The interview will also cover what basic skills the professional needs in order to do his or her job, and what makes the job a good career choice.
* The final product will be an in-depth pamphlet targeted to an audience of patients who have the disease or disorder, explaining the interdisciplinary team that they are likely to interface with during their treatment, and how each of the professionals on the team will contribute to the well-being of the patient. The pamphlet will explain the role of each professional in the treatment of the disease or disorder, the setting where the patient is likely to meet the professional (e.g., hospital, clinic, office), the types of diagnosis or treatment the professional will provide, and questions the patient might want to ask the professional.
* Groups will pitch their pamphlet to an invited audience that includes health care professionals and NAF advisory board members. The pitch explains how the pamphlet can be used and encourages health care professionals to offer the pamphlet to their patients.

Assessment

The main assessment product for this project is the pamphlet, which is assessed using a rubric.

Other project components are assessed as follows:

* The informational profile of a disease or disorder is assessed using assessment criteria.
* Two sets of interview notes are assessed during the course using assessment criteria.
* Two professional profile sheets are assessed during the course using assessment criteria.
* The pitch to a professional audience is assessed using assessment criteria.

Advance Preparation

You will need to create a list of health care professionals who agree to have students contact them to set up five-minute interviews during the semester. Students can also find their own contacts, but a list of contacts from your advisory board, your local hospitals, or other sources will help your students get started.

In several lessons you will need to line up guest speakers. (See the Guest Speakers Guide in the Course Planning Tools folder for more information.) Groups can avail themselves of these guest speakers to complete their notes with information they need for their pamphlet.

You will need to decide whether you will hold the public health fair in your classroom or in another space, such as an auditorium or a conference room. Book the date and time well in advance of the event. If you decide to hold the event outside of class time, make sure to notify the students as soon as possible so that you have time to handle scheduling conflicts. You can also schedule to have the presentations videotaped.

Lesson Overview

Below are the main milestones for this project, broken down according to the lesson in which they fall.

Lesson 1:

Students are introduced to the culminating project by viewing an example project, and they begin thinking about what disease or disorder they would like to focus on for their culminating project.

Lesson 5:

Students are given an overview of the project and all of its components. They are placed in project groups based on their choice of topic they would like to focus on. They organize their project work and create an informational profile of the topic they will be focusing on.

Lesson 6:

Groups learn how to fill out a professional profile sheet. All groups practice these skills in this lesson and get feedback from their peers and their teacher.

Lesson 7:

Groups begin identifying health care professionals they would like to interview for their culminating project, and they learn how to conduct a five-minute interview with a professional. They also begin preparing questions for their interviews.

Lessons 7–13:

In these lessons students do the bulk of their interviews and note taking about medical professionals. They will have opportunities to speak with guest speakers and to set up their own interviews. In Lessons 9 and 13, students choose one of the interviews they have conducted and submit the interview notes for assessment. In Lessons 10 and 13, students choose one of the professional profile sheets they have completed and submit it for assessment.

Lessons 10, 13:

At the end of Lessons 10 and 13, students have a team meeting to track their progress and plan their next steps. In these lessons, each group reports back to the class on the interviews and professional profile notes they have completed. These are informal oral reports, where groups summarize the important points they learned about the professionals who deal with their disease or disorder. As students listen to each other's reports, they can ask questions and suggest additional information that patients might want to know about the professionals they will encounter. These reports are a way of testing whether the information presented is likely to meet the needs of the patients.

Lesson 14:

During this lesson on health informatics, students gather helpful information that patients with the disease or disorder they are featuring in their pamphlet might need to navigate aspects of their health care, such as billing, insurance, and patient advocates. They prepare a small box with this information to include in their pamphlet.

At the end of this lesson, students organize all of their information, design their pamphlet, and write a first draft that they submit for a preliminary assessment. If possible, they also get feedback from an advisory board member.

Lesson 16:

Groups revise their pamphlets based on feedback from peers, teacher, and advisory board members. Students also prepare their pitch to introduce their pamphlet to the public. They practice presenting their pitch before the final public health fair. At the public health fair, groups present their work to an audience of peers and professionals.

The Culminating Project and NAFTrack Certification

The culminating project is a required course assessment component for academies taking part in NAFTrack Certification. As students complete their culminating project, they upload a work sample for evaluation. The sample demonstrates students’ ability to apply the knowledge and skills they have learned throughout a course in an authentic way that is relevant to their academy’s industry theme.

If your students are participating in NAFTrack Certification, see below for the work sample(s) to keep in mind as your students work on this culminating project. Please note that the rubric used to assess the project in NAFTrack Certification is different from the project rubric used in the course instructional materials.

For more detailed instructions, see this course’s NAFTrack Certification Course Guide, which is included in the NAFTrack Certification section of the course.

Culminating Project Work Sample(s) for Health Careers Exploration

Students must upload one work sample for evaluation. Learning objective codes are organized by unit, lesson, and unit learning objective (e.g., 1.3.8). The NAFTrack Certification Course Guide for this course lists the curriculum learning objectives and learning objective codes.

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| **Work Sample(s)** | **Learning Objectives** |
| Final Version of Health Professionals Pamphlet (Lesson 16, Student Resources 14.11–13, Teacher Resource 16.3) | CCR Foundational Skill: Written Communication  CCR Applied Workplace Skill: Creativity and Innovation  6.16.6: Demonstrate the ability to produce a pamphlet for a patient audience |
| Professional Pitch to an Invited Audience (Lesson 16, Student Resource 16.1, Teacher Resource 16.2) | 3.7.1: Demonstrate the ability to interact professionally with medical practitioners  6.16.4: Demonstrate the ability to give a professional pitch |