



CUNY CareerPATH

Preparation for Adults Through
Training and Higher Education



HEALTH & HEALTHCARE: FROM BODY TO BODY POLITIC

College: CUNY Language Immersion Program

Program Director: Leslee Oppenheim, Ph.D.

*Reviewer: Hillary Gardner, Acting Director, Center for Immigrant
Education and Training, LaGuardia Community College*

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The City University of New York was awarded \$19.86 million through the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training grant program to offer CUNY CareerPATH, a three-year program aimed at supporting adult students in career advancement and successful college transition, responding to local industry needs, and building CUNY's capacity to serve adult workers. CareerPATH provides academic and English language skills instruction "contextualized" to five industry sectors - health care, education, manufacturing, culinary arts and hospitality, and business - with the goal of engaging adult learners and accelerating their progress once they enroll in college. Strengthened connections between English language pre-college programs, occupational training, and degree programs — bolstered by strong advisement and enhanced student services — help students progress on each step of their education and career pathway. In the short term, participants earn industry-recognized credentials and find jobs. In the longer term, they translate their training into college credit and enter degree programs.

The program director/product liaison should enter the following information below:

- Upper-Level CLIP Students
- "Health and Healthcare: From Body to Body Politic"
- English for Academic Purposes and Contextualized Career Exploration

The reviewer should complete the information below:

Based on your expertise, how would you rate the product's ability to meet standards within your field?			
<input checked="" type="checkbox"/> Outstanding	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Incomplete

SUMMARY

“Health and Healthcare: From Body to Body Politic” is an outstanding upper-level college transition curriculum that addresses one of the most pertinent topics today: the nature and availability of health care in our democratic society. This curriculum provides a range of genres for students to read and analyze, including narrative non-fiction, autobiography, testimonials, news articles, statistical research, charts and graphs, and a graphic novel. Through easy-to-access, relevant information, students examine the pros and cons of different sources of health care information (internet, health bulletins, news articles, personal testimonials). The spiral approach employed by this curriculum provides numerous opportunities of scaffolded repetition to lead to student mastery of the reading and writing skills required in college, including reading across genres, analyzing an author’s point of view, and comparing/contrasting arguments and evidence from multiple sources and types of texts.

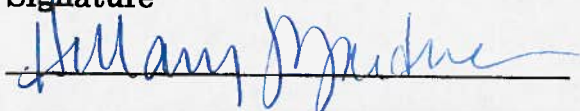
Following the recommendations of “A Six-T’s Approach to Content-Based Instruction” by Stoller and Grabe (1997), this curriculum uses a content-based instructional approach for English language learners through choosing effective themes, texts, topics, threads, tasks and transitions. Using three main readers, students examine health through both personal and data-driven narratives, and from the diverse perspectives of health care practitioner, family member, and patient. The readers include *Your Medical Mind: How to Decide What Is Right for You* (2012), *Rescue 471: A Paramedic’s Stories* (2000), and *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care* (2010). The end result of this curriculum and its required reading is to empower students to make better personal health care decisions and to foment a better understanding of the role of public health agencies and health practitioners in disseminating health knowledge and public health care.

A key strength of this curriculum is that it requires students to be active learners who take responsibility for their own learning (Equipped for the Future, 1991). Diverse activities allow students to master their learning and progress through vocabulary knowledge rating sheets, reflective reading logs, and practice with question formation, an essential skill for success in college-level classes. Extensive use of graphic organizers and other visuals ensure that the activities foster the development of language skills through diverse modalities. Teachers will find numerous ready-to-use activities that are easily employable in class, with a clear breakdown of the skills to be mastered in each unit and the relevance of each unit to the learner. In addition to covering the four basic language skills—reading, writing, listening and speaking—the activities in this curriculum provide a variety of approaches to each skill, ensuring that instructors will be able to find activities appropriate for diverse classrooms and learning needs.

Hillary J. Gardner

6/23/2014

Signature



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